

# UFS2009

University of the Free State

## Annual Report to the Minister of Higher Education and Training



# **Annual Report to the Minister of Higher Education and Training 2009 University of the Free State**



The submission of the 2009 Report of the University of the Free State to the Minister of Higher Education and Training complies with the format and content of the annual report of a higher education institution to the Minister as prescribed by the Minister in the Regulations for Annual Reporting by Higher Education Institutions in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

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

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

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.

The University itself also has its own set of challenges, many of which were in the forefront of our attention during 2009. 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.

**(Also refer to 3.3 and 5.8 of the Report.)**

## 1.2 A summary of attendance by members at meetings of the Council: 2009

### Explanation of keys

Key:	√	=	Present
	✕	=	Absent with apology
	-	=	Absent without apology

Group 1						
Non-personnel members						
		Mar	Jun	Sep	Nov	Dec
1.	Judge SPB Hancke	√	√	√	√	√
2.	Mr Z Achmat (appointed from 2009/11/26)					-
3.	Mr JC Crowther	√	√	√	✕	✕
4.	Mr N de Klerk	√	√	√	√	✕
5.	Mrs WF Hoexter	√	√	√	√	✕
6.	Mr EC Kieswetter	√	√	√	√	✕
7.	Dr F de K Kotzé	√	√	√	√	✕
8.	Mr W Louw (appointed from 2009/09/11)				√	✕
9.	Mr MC Mokitlane	-	✕			
10.	Mr PHI Makgoe (appointed from 2009/09/28)			-	√	-
11.	Mr MD Mosimege	√	✕	√	√	✕
12.	Dr BE Mzangwa (appointed from 2009/02/25)	-	-	√	√	√
13.	Mr NA Ntsele (appointed from 2009/09/11)			-	√	✕
14.	Dr CM Nwaila	√	✕	√	-	✕
15.	Adv MD Randlehoff	√	√	√	√	✕
16.	Mr JD Steenkamp	√	√	√	√	✕
17.	Father P Towe	√	√	√	✕	√
18.	Mrs BS Tshabalala	√	✕	√	√	✕
19.	Judge CHG van der Merwe	√	√	√	√	√
20.	Dr SM Vosloo	√	√	√	√	✕

Group 2						
Executive staff members						
		Mar	Jun	Sep	Nov	Dec
21.	Prof JD Jansen (appointed from 2009/07/01)			√	√	√
22.	Prof MJ Crous (acting: Vice Rector Academic Operations until 30 June 2009)	√	✕			
23.	Prof HR Hay	√	√	√	√	√
24.	Prof RE Moraka	√	√	√	√	✕
25.	Prof T Verschoor	√	√	√	√	√

Group 3						
Non-executive staff members						
		Mar	Jun	Sep	Nov	Dec
26.	Prof CR Dennis	√	√	√	✖	
27.	Prof M Hoffman (appointed from 2009/11/29)					√
28.	Ms HE Knoetze	√	√	√	√	√
29.	Prof JJP Verster	√	✖	√	√	√
30.	Prof H van Zyl	✖	√	√	√	√

Group 4						
Students (alternating)						
		Mar	Jun	Sep	Nov	Dec
31.	Ms MM Rakaki	-				
32.	Ms H Jordaan		√			
33.	Mr M Masitha			√	√	√

Group 5						
In advisory capacity						
		Mar	Jun	Sep	Nov	Dec
34.	Mr LS Geyer	√	√	√	√	√
35.	Rev CD Jaftha	√	✖	√	✖	✖
36.	Mr CR Liebenberg	√	√	√	√	✖
37.	Dr E Malete	√	√	√	√	✖
38.	Mr WS Malherbe	√	√	√		
39.	Mr FM Nkoana	√	✖	√	√	√
40.	Mr PMB Ramahlele	√	√	√	√	√
41.	Prof IN Steyn	√	√	√	√	√
42.	Prof DA Viljoen	√	√	√	√	√

Secretariat						
		Mar	Jun	Sep	Nov	Dec
43.	Mrs EC Bezuidenhout	√	√	√	√	
44.	Mrs JAS Esterhuizen					√



### 1.3 Matters of significance considered by the Council during the period (2009)

#### (a) Appointments

- **Prof JD Jansen** Rector and Vice-Chancellor.
- **Prof Janse Tolmie** as Director: Computer Services.
- The term of **Prof MJ Crous** as Dean: Faculty of Economic and Management Sciences was extended for a subsequent term of five years.
- **Prof Hugh Patterson** as Senior Professor and Director: Cluster 6.
- **Prof Wijnand Swart** as Senior Professor and Director: Cluster 4.
- **Prof D Francis** as Dean: Faculty of Education.

#### (b) Promotions

- **Prof HC Swart** to Senior Professor

#### (c) Constitution and amended rules of the Executive Committee of the Council (ECC)

It was approved that:

- The number of vice-rectors with the right to vote on the ECC is reduced from *three* to *one*. The right to vote rotates among the vice-rectors on an annual basis.
- The existing practice that only one of the two Council members appointed by the Senate on the Council serves on the ECC for one year on a rotation basis was maintained.

**Ms B S Tshabalala** and **Judge CHG van der Merwe** were appointed as two additional external Council members in the ECC.

#### (d) Audit Committee

Reports of the Audit Committee was submitted and approved at all four Council meetings in 2009.

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

The award of the following was approved:

Min Pravin Gordhan: Ph.D (h.c.) in Public Management,  
Prof JU Grobbelaar: Council Medal,  
Mr JC Loock: Ph.D (h.c.).

#### (f) UFS Strategic Plan (2009 – 2012)

The Council took cognisance with approval of the vision, mission, institutional imperatives and strategic goals of the institution, as contained in the UFS strategic plan (2009 - 2012) (**refer to par. 9.1**).

(g) Agreement between the Jonathan Edwards Centre (Yale University) and the UFS

The proposed **agreement** between the Faculty of Theology and the Jonathan Edwards Centre (Yale University), as well as the **establishment and the rules and regulations of the Jonathan Edwards Centre** at the UFS, was **approved**.

(h) Financial Statements: 2008

The Financial Statements: 2008 were **approved**.

(i) Infrastructure Allocations to Universities

It was **approved** that the amount of R20 million be allocated in 2008/09 from the discretionary portion of the budget to projects as approved in the letter, and an additional R20 million in 2009/10.

(j) Composition of the Council

Two new members were elected in the category "Appointed by the Council":

Mr W (Willem) Louw, CEO of Sasol Technologies and  
Mr NA (Ndaba) Ntsele, CEO of Pamodzi Investments

Judge CHG van der Merwe was elected as Chairperson.

(k) Policy and Procedures regarding Tenders

The policy and procedures regarding tenders were approved (**refer to par. 9.2**).

(l) Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions

It was **approved** that the report, as well as other matters, be discussed during a retreat of the Council in 2010.

(m) Terms of the UFS Chancellor

It was approved:

- that a new chancellor be elected in terms of the stipulations of the proposed Statute as soon as the proposed Statute was approved by the Council in 2010 and published in the Government Gazette. The following could be included as possible criterion in the notice to Council members regarding the submission of nominations: "The stature of the candidates must do credit to the University, and they must subscribe to the values and aspirations of the University of the Free State";
- that the Rector and Vice-Chancellor act as Chancellor for the interim period from 1 January 2010.

(n) Composition of the Senior Remuneration Committee

The Senior Remuneration Committee was elected according to the provisions as stated in the *King III Report* [Principles 1.18 (91.2)\* and 1.19 (97)\*\*].

(o) Security Policy of the University of the Free State

The Security Policy was approved (**refer to par. 9.3**).

(p) Budget Review: 2008 – 2011

*The Budget Review 2008 - 2011 was approved.*

(q) Increase in Tuition Fees: 2011

A general increase of 8,9% was **approved** for 2011, excluding programmes in the Natural and Agricultural Sciences and Allied Health Professions, where a general increase of 12% was **approved**.

It was **approved** that the phasing in of accommodation fees for the Qwaqwa Campus for 2011 would amount to 2%. There would be no increase in fees for accommodation at Tshiya College and Bonamelo.

(r) Closing of the Centre for Agricultural Management

The closing of the Centre for Agricultural Management was **approved**.

(s) Regulations and Business Plan of the Centre for Labour Law

The regulations and business plan of the Centre for Labour Law was approved (**refer to par. 9.4**).

## 1.4 Operational Information

### 1.4.1 Changes in Operational Structures (Organisation Chart)

#### **Rector and Vice-Chancellor**

Prof Frederick Fourie  
(Retired on 6 May 2009)

(Prof Teuns Verschoor  
(Acting from 7 May 2009)

- Registrar: General  
Prof Sakkie Steyn
- Director: Diversity  
Mr Billyboy Ramahlele
- Director: Strategic Communication  
Mr Anton Fisher
- Campus Principal: Qwaqwa Campus  
Dr Elias Maletse
- Head/Principal: Vista Campus: Acting  
Administrative Head  
Rev Kiepie Jaftha

#### **Vice-Rector: Academic Operations**

Prof Teuns Verschoor

(Prof Tienie Crous)  
(Acting from 7 May 2009)

#### **Deans of Faculties:**

- Economic & Management Sciences  
Prof Tienie Crous  
Prof Hendri Kroukamp (Acting from 7 May 2009)
- Humanities  
Prof Gerhard de Klerk (Retired on 1 April 2009)  
Prof Lucius Botes (Appointed from 1 March 2009)
- Natural & Agricultural Sciences  
Prof Herman van Schalkwyk
- Health Sciences  
Prof Letticia Moja (Resigned on 31 Jul 2009)  
Prof Gert van Zyl (Acting from 1 Aug 2009)
- Law  
Prof Johan Henning

- 
- Theology  
Prof Francois Tolmie
  - Education  
Prof Steve Niemann (*Acting till the end of 2009*)
  - Registrar: Student Academic Services  
Mr Vernon Collett (*Retired on 1 Oct 2009*)
  - Director: Student Academic Services  
Mr Frank Nkoana (*From 1 Feb 2009*)
  - 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**  
Prof Ezekiel Moraka

- Student Affairs  
Dr Natie Luyt (*Retired on 31 December 2008*)  
Dr Choice Makhetha (*Acting from 1 Jan 2009*)
- Director: Kopsiesport  
Mr James Letuka
- Acting Director: Kopsie Counseling & Development  
Ms Refiloe Seane
- Accommodation Services
- Kopsie 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 (*Resigned on 31 Jan 2009*)  
Prof Janse Tolmie (*Appointed on 1 March 2009*)
- Director: UFS Marketing  
Dr I van van Rooyen (*Retired on 9 February 2009*)

1.4.2 New Senior Appointments

NAME	RANK	DEPT	DATE
Prof JD Jansen	Rector and Vice-Chancellor	Top Management	2010/07/01 – 2014/06/30
Prof J Tolmie	Director	Computer Services	2009/03/01 – 2014/02/28
Mr F Nkoana	Director	Student Academic Services	2009/02/01 – 2014/01/31

1.4.3 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 Ntwaeaborwa 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 Education<sup>1</sup>. 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:

- 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 R20 m was allocated to 53 research projects within the Cluster initiative during 2008 and 2009, including R5.3 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.

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

### *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.

#### 1.4.4 Operational Sustainability

During 2009 no major threats were experienced as far as the operational sustainability of the University is concerned.

Some highlights that may be mentioned are:

- A R60 million building project which will alleviate the pressure on lecture facilities.
- The ten times increase in bandwidth due to the new Seacon cable.

This steady growth of student enrolment at the Qwaqwa Campus.

#### 1.4.5 Prestigious Awards to Staff and Students

Refer to 3.3.1 Instruction (Awards and achievements).



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

##### **Physical developments in 2009**

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 2009	Continued in 2009	Launched in 2009	Planned in 2009
<b>General planning</b>				
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 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.		√		
A detailed master plan was completed for a new Agriculture demonstration facility. Funding must now be obtained		√		
<b>Academic facilities</b>				
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 2010.		√		
The West Block was revamped along with the WWG building. This was mainly the upgrading of offices.	√			
Francois Retief Building A new health Science building is planned and detail planning sessions with all parties involved was held. The project's tenders will be closing in March 2010 and site will be handed over in April 2010.			√	

Projects	Commis- sioned in 2009	Continued in 2009	Launched in 2009	Planned in 2009
<b>Academic facilities (continues)</b>				
UFS SASOL Library: The upgrading of the building was completed. It consisted mainly of replacing carpets, changes to layouts, new overnight study facility and upgrading of the entrance foyer. Minor retention work is outstanding.	√			
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. DOE funding was received and the construction of Phase 1 is planned to start in April 2010.				√
A new wing to the Pharmovs buildings was added to house SADO COL.	√			
A new Health Science building was planned. Various options were considered until it corresponded with the budget. It will go into construction in 2010.				
New Computer laboratory Building was built to house more than 800 computers.	√			
Construction to the new Economic and Management Sciences lecture hall building has started. The building is scheduled to be completed in 2011.	√			
Various new academic buildings are being planned with DOE funding.				√
The conversion of an unused space into a new examination hall commenced and is due to be completed in 2010. This hall forms part of the current examination centre.			√	
<b>Student facilities</b>				
A new Gazellie for Kagiso Hostel was completed.	√			
All DB board was upgraded to accommodate earth leakages.	√			
JBM Hertzog Hostel was revamped.	√			
New student housing to accommodate a thousand students is in a planning phase.				√

Projects	Commis- sioned in 2009	Continued in 2009	Launched in 2009	Planned in 2009
<b>Student facilities (continues)</b>				
New parking lot to host up to 250 cars was constructed with the necessary area lighting.	√			
A new lift with a shaft was added between the EPOG and Pshycology buildings to serve both buildings.	√			
The replacement of the warmwater system to Vergeet-my-nie hostel with solar power was planned and tenders awarded. The construction will be completed during 2010.	√			
Three dining halls at different hostels were converted into bedrooms to address the big need for accommodation.	√			
<b>Facilities for support services</b>				
Provisioning Building: Phase 2 commenced and will be completed during 2010.			√	
The documentation department of the UFS was relocated in the building. Groundfloor parking bays were converted into office space as well as alterations to existing offices.	√			
Lifts to the George du Toit Administration building was replaced.	√			
<b>Transport network</b>				
Road upgrading The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed in 2009.		√		
The guard house at Furstunburg road was constructed. This forms part of the planning to have decent facilities at each entrance. The last one is Badenhorst gate ant it is planned to be completed during 2010.	√			
<b>Pedestrian network</b>				
Extensive maintenance was done to existing walkways.		√		

Projects	Commis- sioned in 2009	Continued in 2009	Launched in 2009	Planned in 2009
<b>Sports facilities</b>				
The upgrading of the pool to adhere to international standard was planned.				√
<b>Infrastructure</b>				
Various lecture halls as well as buildings were made energy efficient.			√	
Electricity supply to various buildings was upgraded.		√		
The UFS main connection to the local Centlec is a problem. Infrastructure was expanded to accommodate a bigger connection.		√		

The following regarding projects on the other campuses:

Projects	Commis- sioned in 2009	Continued in 2009	Launched in 2009	Planned in 2009
<b>Qwaqwa</b>				
New student housing to accommodate 1000 students are in planning.				√
Emergency power was upgraded and added so that all buildings on campus are now on emergency power.	√			
Upgrading projects were continued in 2009. The main upgrading took place in the library and Science offices.		√		

1.4.7 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. 14.14

Par 5.6 will deal with **student services and extra-curricular activities**.

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

Refer to par. 5.7

- (d) Employment Equity Situation

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

**Staff Profile in 2009**

Refer to par. 5.4

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

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

1.4.9 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 is unresolved at the year end or has not come before the Council.

All significant matters of the Audit Committee meetings were submitted to the Council after the following dates 19 February 2009, 15 May 2009, 28 August 2009 and 6 November 2009.



c) Summaries of attendance

**Summary of attendance of the Audit Committee: 2009**  
**ATTENDANCE OF MEMBERS TO AUDIT COMMITTEE MEETINGS**

<b>MEMBER</b>	<b>DATE APPOINTED</b>	<b>DATE REAPPOINTED</b>	<b>DATE RESIGNED</b>	<b>MEETING 19/02/2009</b>	<b>MEETING 15/5/2009</b>	<b>MEETING 28/08/2009</b>	<b>MEETING 6/11/2009</b>
<b>Members of the committee</b>							
Dr. F de K Kotze (Chairperson)	11-Jun-01	19-Jun-04		Present	Present	Present	Present
Me. WF Hoexter	1-Nov-04			Present	Present	Present	Absent apology
Mr. EC Kieswetter	16-Mar-07			Absent apology	Absent apology	Absent apology	Present
Judge. C.H.G. van der Merwe	16-Mar-07			Absent apology	Present	Present	Present
<b>UF Personnel (advisory)</b>							
Prof. T. Verschoor (Acting Rector)				Absent apology	Absent apology		
Prof. J. Jansen (Rector)						Absent apology	Absent apology
Prof. D.A. Viljoen				Present	Absent apology	Present	Present
Mr. C. Liebenberg				Present	Present	Absent apology	Present
Prof. J. Tolmie					Absent apology	Present	Present
Mr. G. van den Berg				Present	Present	Present	Present
Mr. H. Blom				Present	Present	Present	Present
<b>External auditors</b>							
Mr. L. Rossouw (PWC)				Present	Present	Present	Present
Mr. G. Nel (PWC)				Absent apology	Present	Absent apology	Present

## (a) UFS Student Profile 2009: 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	172	120	18	35	8	6	240	288	438	449	<b>887</b>
Education	28	167	11	33	0	0	155	466	194	666	<b>860</b>
Health Sciences	47	139	2	6	1	5	20	40	70	190	<b>260</b>
Law	35	34	8	25	1	2	41	46	85	107	<b>192</b>
Natural and Agricultural Sciences	252	148	10	8	7	2	254	351	523	509	<b>1032</b>
Humanities	90	221	12	37	0	6	141	281	243	545	<b>788</b>
Theology	9	5	2	0	0	0	2	1	13	6	<b>19</b>
<b>Total</b>	<b>633</b>	<b>834</b>	<b>63</b>	<b>144</b>	<b>17</b>	<b>21</b>	<b>853</b>	<b>1473</b>	<b>1566</b>	<b>2472</b>	<b>4038</b>

**2. Total Undergraduate**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	800	582	138	142	60	39	1047	1182	2045	1945	<b>3990</b>
Education	124	661	74	308	1	11	755	1969	954	2949	<b>3903</b>
Health Sciences	250	670	21	32	8	17	167	210	446	929	<b>1375</b>
Law	223	234	24	66	4	8	184	163	435	471	<b>906</b>
Natural and Agricultural Sciences	813	465	27	34	19	14	901	980	1760	1493	<b>3253</b>
Humanities	351	733	50	148	8	21	704	1562	1113	2464	<b>3577</b>
Theology	50	36	2	0	3	0	9	3	64	39	<b>103</b>
<b>Total</b>	<b>2611</b>	<b>3381</b>	<b>336</b>	<b>730</b>	<b>103</b>	<b>110</b>	<b>3768</b>	<b>6069</b>	<b>6818</b>	<b>10290</b>	<b>17108</b>

### 3. Postgraduate Diploma or Certificate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	5	11	0	0	0	0	3	1	8	12	20
Education	16	65	2	10	2	3	76	106	96	184	280
Health Sciences	6	89	0	38	3	2	75	369	84	498	582
Law	540	286	31	40	76	58	173	108	820	492	1312
Natural and Agricultural Sciences	2	4	1	1	1	2	33	18	37	25	62
Humanities	0	2	1	0	0	0	5	9	6	11	17
Theology	0	0	0	0	0	0	3	0	3	0	3
<b>Total</b>	<b>569</b>	<b>457</b>	<b>35</b>	<b>89</b>	<b>82</b>	<b>65</b>	<b>368</b>	<b>611</b>	<b>1054</b>	<b>1222</b>	<b>2276</b>

### 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	190	158	15	14	17	8	273	257	495	437	932
Education	33	130	31	70	2	6	275	754	341	960	1301
Health Sciences	152	142	5	10	4	5	57	72	218	229	447
Law	26	26	5	2	0	1	32	16	63	45	108
Natural and Agricultural Sciences	467	264	19	12	24	19	461	286	971	581	1552
Humanities	100	280	11	20	0	2	159	154	270	456	726
Theology	76	21	9	0	13	1	39	6	137	28	165
<b>Total</b>	<b>1044</b>	<b>1021</b>	<b>95</b>	<b>128</b>	<b>60</b>	<b>42</b>	<b>1296</b>	<b>1545</b>	<b>2495</b>	<b>2736</b>	<b>5231</b>

**5. Occasional Study**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	103	47	28	30	12	7	326	505	469	589	<b>1058</b>
Education	8	11	0	0	1	0	3	2	12	13	<b>25</b>
Health Sciences	2	4	1	4	0	0	3	6	6	14	<b>20</b>
Law	0	0	0	0	0	0	1	0	1	0	<b>1</b>
Natural and Agricultural Sciences	20	16	1	2	0	0	125	116	146	134	<b>280</b>
Humanities	30	43	14	44	7	5	376	716	427	808	<b>1235</b>
<b>Total</b>	<b>163</b>	<b>121</b>	<b>44</b>	<b>80</b>	<b>20</b>	<b>12</b>	<b>834</b>	<b>1345</b>	<b>1061</b>	<b>1558</b>	<b>2619</b>

**6. UFS Total**

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Fe-male	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1098	798	181	186	89	54	1649	1945	3017	2983	<b>6000</b>
Education	181	867	107	388	6	20	1109	2831	1403	4106	<b>5509</b>
Health Sciences	410	905	27	84	15	24	302	657	754	1670	<b>2424</b>
Law	789	546	60	108	80	67	390	287	1319	1008	<b>2327</b>
Natural and Agricultural Sciences	1302	749	48	49	44	35	1520	1400	2914	2233	<b>5147</b>
Humanities	481	1058	76	212	15	28	1244	2441	1816	3739	<b>5555</b>
Theology	126	57	11	0	16	1	51	9	204	67	<b>271</b>
<b>Total</b>	<b>4387</b>	<b>4980</b>	<b>510</b>	<b>1027</b>	<b>265</b>	<b>229</b>	<b>6266</b>	<b>9570</b>	<b>11428</b>	<b>15806</b>	<b>27234</b>

#### 1.4.11 Campus development

(Refer to par. 1.4.6)

#### 1.4.12 Facilities and major capital works

(Refer to par. 1.4.6)

#### 1.4.13 Events

##### (a) Quality and Excellence

The Division for Student Recruitment at UFS Marketing continues to strive to recruit the best quality undergraduate and postgraduate students for this University. Even though the University shares the goal of the 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 requirements 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 expo's 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.

##### (b) 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.

##### (c) Financial Sustainability

The Corporate Liaison Office that focuses on the generation of third money stream income for the University had another successful 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.



#### 1.4.14 Student Services: Vision and Mission Statement of Student Affairs in 2009

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

##### **Mission:**

##### 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, multicultural and multilingual division of the UFS inclusive of people of all abilities.

##### **In support of our mission statement and goals, we also held particular objectives for:**

- change interventions in Residences and;
- strengthening coordination and collaboration between departments in Student Affairs.

These particular additional focus areas were necessitated by recent challenges faced in Student behaviour.

These goals were addressed amongst others through programmes to establish learning communities, constructing collaborative programmes for leadership development between divisions and establishing campus dialoguing programmes.

#### 1.4.15 Distance Learning: E-Learning at the UFS

##### (a) Division E-Learning: CHESD: 2009

On the basis of recommendations made in the wake of participation in the ACU e-Learning Benchmarking exercise of 2008 and Divisional strategic planning initiatives, a strategic framework for the further integration of technology into the curriculum at the UFS (2009-2012) was completed in November 2008. This document outlines five broad focus areas over the targeted four-year period:

- The positioning of e-Learning in organizational structure and functionality
- e-Learning human resources
- Learning management system migration
- Mobile learning
- Virtual environments and learning spaces.

These broad focus areas were further refined at a Divisional planning session in January 2009 and reformulated as a number of operational projects. The projects are introduced in the following paragraphs and a brief overview of progress in each is supplied.

(b) Multi-disciplinary, faculty-based design teams

In the past the Division provided a centralised e-learning support service to all faculties. It was decided that multi-disciplinary faculty-based design teams would provide better targeted support to specific faculties while, simultaneously, producing better quality learning designs. The core design team should consist of a learning designer, a learning design assistant, the faculty teaching and learning manager and the subject matter expert. Ad hoc members might include multimedia practitioners or mobile learning practitioners. Seven new staff members were appointed in May and received intensive training during June. The design teams were activated in July this year. Currently there is one learning designer for every two faculties and a learning design assistant for each faculty. Our goal is to have a learning designer per faculty. Staff members appointed by the Division spend 80% of their time in the faculties and 20% of their time in the Division. It is the responsibility of the learning designers to ensure that they work very closely with the faculty-based teaching and learning managers.

(c) Revised Qwaqwa Campus Strategy

In the past the Division, as an entity, attempted to support all faculties on the Qwaqwa Campus with regard to e-learning. It was decided that a more effective approach would utilise the faculty-based design teams. The idea is that an integrated design support intervention would involve visits by the whole design team to specific faculties on the Qwaqwa Campus. The first visit of such an integrated design team has taken place and the initial response has been very positive. Further visits will take place in collaboration with deans and faculty teaching and learning managers.

(d) LMS – Blackboard

Blackboard Learn 9 (learning management system) currently has 706 registered course modules, used by 14,000 registered users. At the end of 2009, first semester and year modules were migrated successfully from Moodle. Second semester modules will be migrated in June 2010 and legacy e-Degree modules at the end of 2010. More than 300 lecturers have already undergone training and student training is currently taking place in academic course modules. Implementation is proceeding according to plan. An investigation is currently under way to establish the viability of procuring further Blackboard modules with a view to integrating existing electronic services. A report in this regard will be handed to the Vice-Rector Teaching and Learning at the end of March 2010.

(e) Student/Staff Profile

First-year student surveys conducted over the past three years have provided some information regarding student ownership of electronic devices and perceived levels of computer literacy but we still do not have a clear UFS lecturer Profile in this regard. The Division is currently working with UJ, UP, US and TUT to develop a national instrument for both students and academic staff members. Surveys will be conducted during 2010.

(f) Showcase Day

The first annual e-Learning Showcase Day took place on 12 August this year. The event was attended by 51 academic staff members. Feedback has been positive and further improvements will be made for next year.

(g) E-Learning at the Teaching & Learning Prestige Day

An e-learning award was made on 29 October 2009 at the Teaching and Learning Prestige Day. This will become an annual event.

(h) Quality assurance

A refined e-Learning quality assurance document is currently being reviewed by the Division. The document will be ready for external comment by June 2010.

(i) Mobile learning

There are currently three pilot modules making use of a mobile component. This involves the use of mobile phones for the delivery of small bites of academic content, quizzes, audio and video. Planning is well under way for the expansion of this project to include 10,000 user licences and the use of mobile phones as audience response instruments in large classes during 2010. The mobile server was recently installed and the 10,000 licences are set to 'go live' by the end of February 2010.

(j) Social networking analysis

This project (in four stages) involves research aimed at addressing the following issues:

- The nature of covert social networks that support overt organizational structure in CHESD
- The nature of social networks in faculties where diffusion of innovation and knowledge is effective
- The nature of social networks established amongst students in off-campus modules
- The nature of social networks in higher education institutions where diffusion of innovation and knowledge is effective.

The first phase of this project will be completed by the end of 2010.

(k) Virtual worlds/learning spaces

The Division is currently outlining a research agenda with a view to identifying (a) whether a UFS presence in a virtual world such as *Second Life* is viable/ desirable and (b) if so, what are the criteria that should inform the choice of a particular virtual world.

(l) Skype Project

The Division is currently involved in a Skype pilot project with the Faculty of the Humanities. The idea is that Skype can be used both to communicate more effectively with colleagues on the Qwaqwa Campus and to expose our students to internationally-recognised scholars

at a fraction of the price of a physical visit. A report on initial findings is expected at the end of February 2010.

(m) Community Management

One of the most difficult challenges facing online courses is the fact that neither academic staff members nor support staff members are equipped to manage online communities effectively, yet this is a crucial determinant of the sustainability of such online communities. This project is in its infancy. The Division expects to have a project proposal ready by June 2010.

(n) Research

The Division (relatively young and inexperienced) has doubled its research outputs (though modest at best) this year and expects to do the same next year.

<b>RESEARCH: 2009 - 2010</b>
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Books

**Marais, N.** 2009. *Accountability and liability: a South African perspective on school leadership*. Saarbrücken, Germany: VDM Publishers. [Ph.D]

**Thomas, H.** 2009. *Integrating computers for sustainable use in schools; a case study in South Africa*. Saarbrücken, Germany: VDM Publishers. [Ph.D]

Academic journal articles

**Thomas, H.** 2009. Learning spaces, learning environments and the displacement' of learning. *British Journal of Educational Technology*. Published online 5 June 2009 at <http://www3.interscience.wiley.com/cgi-bin/fulltext/122440750/PDFSTART>

Newspaper / magazine articles

**Liebenberg, J.D.** Review: *Emma se oorlog* by Lien-Roux de Jager, *Beeld* 4 May 2009.

**Liebenberg, J.D.** Review: *Moerbuityd* by Daleen Maas, *Beeld*, 8 June 2009.

**Liebenberg, J.D.** Review: *Vuurwiel* by Joan Hambidge, *Volksblad* 29 September 2009.

**Liebenberg, J.D.** Review: *Oulap se nooi* by Chris Barnard, *Passi* May 2009.

**Liebenberg, J.D.** Antjie se algebra. *Passi*, August 2009.

**Liebenberg, J.D.** Ons woon in ons skool. *Passi*, August 2009.

**Liebenberg, J.D.** Kinderhandel. *Passi*, November 2009.

**Liebenberg, J.D.** Toevallig trots? *Hou Koers*, 73(2) 2009.

**Liebenberg, J.D.** Waar het ek jou al gesien, my seun? *Hou Koers* 73(3) 2009.

Unpublished research reports

**Ndereya, C.N.** 2009 Enhancing social presence in online learning environments

**Ndereya, C.N.** 2009 UFS DimTec students' characteristics relating to e-learning.

**Ndereya, C.N.** 2009 UFS M.A. (HES) students' characteristics relating to e-learning.

**Ndereya, C.N.** 2009 UFS HES Diploma students' e-learning Profile

**Ndereya, C.N.** 2009 UFS first year students' e-learning-related characteristics

**Ndereya, C.N.** 2009 Evaluation of academic staff training presented by the Division e-Learning  
**Ndereya, C.N.** 2009 e-Learning characteristics of Qwaqwa Campus students at the UFS.  
**Ndereya, C.N.** 2009 Experiences of South Africa students using TAL in higher education (for national 'Technology Assisted Learning' Project).

#### Papers presented at International conferences

**Marais, N. & Swanepoel, Z.** The implications of the amended Children's Act on the emotional health and performance of victims of over-aged learners in South African schools. Children and the law: International approaches to children and their vulnerabilities, Prato, Italy, 7-10 September 2009.

#### Papers/posters presented at national conferences

**Smart, A., van der Linde, L., Wilkinson, A. & Nel, L.** From barriers to implementation: a case study in implementing e-learning on a campus. Blackboard Africa User Conference, 16-17 April 2009. Central University of Technology, Bloemfontein.  
**Ndereya, C.N.** Online collaboration: facilitating to fulfil cognitive and social objectives. Blackboard Africa User Conference, 16-17 April 2009. Central University of Technology, Bloemfontein.  
**Ndereya, C.N. & Nel, L.** Enhancing social presence to humanise the online learning environment. HELTASA 2009, 25-27 November 2009. University of Johannesburg, Johannesburg.  
**Thomas, H. & Marais, N.** 2009 The visible effects of invisible networks. HELTASA 2009, 25-27 November 2009. University of Johannesburg, Johannesburg.

#### Other presentations

**Liebenberg, J.D. & Cronje, M.** 2009 Leading an author and book programme on the book *Diana*. Volksblad Kunstefees, July 2009, Bloemfontein.  
**Blanche, W.** 2009 Mobile learning – toys and tools. UFS Teaching and Learning Prestige Day, 12 August 2009, Bloemfontein.  
**Marais, N., Smart, A. & van der Merwe** 2009 Transforming learning environments: combining technologies for inclusion. Instructional Design Forum, 23 October 2009, University of Johannesburg, Johannesburg.

#### Thesis/Dissertation examination

**Ndereya, C.N.:** Development of a conceptual framework for the enhancement of development workers in Botswana (Ph.D., Faculty of Education, University of Stellenbosch).  
**Thomas, H.:** Student teachers' computer usage in the Lesotho College of Education (M.Ed., Faculty of Education, University of the Free State).

#### Dramatic productions

**Liebenberg, J.D. Scriptwriter:** Joseph (puppet show). Dutch reformed Church, Noordhoek, 23 August 2009.  
**Liebenberg, J.D. Scriptwriter:** Moses (puppet show). Dutch reformed Church, Noordhoek, 19 September 2009.

## Membership of Professional organisations

Smart, A. South African Sociological Association (member).

Smart, A. Goldfields Regional Expo for young scientists (member of organising committee).

Smart, A. National Expo for young scientists (convenor judge: social science category)

### 1.4.16 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 and 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.

From time to time the performance of Chairperson of the committee the committee is being evaluated.



1.4.17 Significant changes that have taken place

(Refer to par. 1.3)

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




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

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

#### **(a) Audit Committee**

The Audit Committee whose chairperson and members are members of Council, was established fourteen 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. Four meetings are held 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.
- compliance as far as possible with the recommendations of King III.



**Dr. F de K Kotze**  
**Chairperson: Audit Committee**

## **2.2 Council – Council Committees**

### **Regulations of the Audit Committee**

(a) Name

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

(b) Status

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

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

(c) Overall Purpose/Objectives

The Committee has the following goals among others:

To assist the Council in fulfilling its supervisory responsibilities.

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

To review the financial and non-financial reporting process.

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

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

(d) Composition

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

The majority of these members need to be financially literate.

The Audit Committee is appointed by the Council.

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

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

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

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

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

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

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

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

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

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

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

(e) Authority

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

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

**The Audit Committee:**

- may lay claim to the required resources that it may find necessary to perform its duties properly and that are reasonably affordable; and
- have access to records and information of the University.

**Vacancies:**

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

**(f) Roles and Responsibilities**

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

**External audit matters:**

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

**Considering the following aspects:**

- The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.
- Significant differences of opinion between the external auditors and the Management.
- Any material unsolved accounting and audit problems that was identified during the external audit.

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

(g) Financial Reporting

**General:**

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

**Annual financial statements:**

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

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

#### **Internal Audit matters:**

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

#### **Performance audit:**

- Evaluate whether Management is setting the appropriate "control culture" by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.
- Consider how Management is held to account for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.
- Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.
- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of Management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.
- Obtain regular updates from management and the institution's legal counsel regarding compliance matters.
- Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.
- Review the findings of any examinations by regulatory agencies.
- Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.
- Evaluate whether Management is setting the appropriate "tone at the top" by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.
- Review the process for monitoring compliance with the code of conduct.
- Regularly update the Council about committee activities and make appropriate recommendations.

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

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

advice from skilled external sources and to co-opt the suitable candidate if necessary.			
Council has sufficient sources for the execution of their duties and responsibilities.	Chairperson of the committee		
<b>Membership</b>			
The experience and qualifications of the committee members comply with the duties of the committee and they have the ability to understand financial statements.	Council/ Chairperson of the committee		
From time to time Council reviews the mixture of experience and capabilities of the committee members to ensure that a proper balance are being maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to be able to complete their task and responsibilities sufficiently.	Chairperson of the committee/ committee secretary		
<b>ROLES AND RESPONSIBILITIES</b>			
The following part of the guideline can serve as an annual work plan.			
<b>External Audit</b>			
Judging of the external auditors proposed audit scope and approach. Enquire on the reasons for changes to the auditplan.	External auditors		
Checking and evaluation of the effectiveness of the work done by the external auditors.	External auditors		
Evaluate the adequacy of the audit procedures that will be executed to determine if it include procedures for 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 reappointment of the external auditors and their budgeted audit fees. Make recommendations to the Council.	Council		
<b>Internal control</b>			
Judging of the policies and procedures implemented by executive management to ensure that the accounting and internal control systems function properly.	Management		
Identifying of important risks to which the University are exposed and ensure that the applicable internal controls are adequate and that it function properly.	Management		
Judging the shortcomings that were identified in the account and internal control system, as well as the steps taken by management to rectify the shortcomings that were identified.	Management		
Monitoring the ethic performance of the Rector.	Rector		
Monitoring the revision of the control measures in respect of electronic data processing and computer security to determine if the control measures had been revised.	Management / IT-department		
Together with the internal and external auditors, revise the shortages in the internal controls and the efficiency of the internal control system.	Management/ Internal Audit/ External Auditors		
Monitoring if internal control recommendations by the internal and external auditors had been executed by management.	Management/ External auditors		
Meet with the legal advisor of the University to discuss legal aspects that might have a significant impact on the financial statements of the University.	Legal advisor		
<b>Financial reports</b>			
Determine if financial statements are complete and if it corresponds with the information that is 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	Management		

issuing of the financial statements and submission of a report in this respect to the Council for consideration on a meeting where the financial statements will be approved.			
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		
<b>Internal audit</b>			
Review the activities and structure of internal audit and approve the charter of internal audit.	Internal audit		
Judge personnel provision, training and the budget of the internal audit function.	Internal audit		
Supply a forum for direct reporting from the Internal Auditor.	Internal audit		
Evaluation of the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit actively involved is with the financial reporting process.	Internal audit		
Review the internal audit plan with the internal auditor especially in respect of the involve ness in control systems and the Drafting of financial reports.	Internal audit		
Look at the changed internal audit plan.			

Look at findings from internal audit and ensure that management react on these findings.	Internal audit/ management		
Meet regularly in private with the internal auditor.	Internal audit		
<b>Performance audit</b>			
Judge the measures and procedures for proper implementation of economic, efficient and effective management.	External and internal audit		
Review the findings of the Internal and External auditors in respect of Performance audit.	External and internal audit		
Revise the reporting in the financial statements on economic, efficient and effective application of the University's resources.	External and internal audit		
<b>Complying with laws and regulations</b>			
Judge the procedures of management for the 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		
<b>Complying with Code of conduct</b>			
From time to time the evaluation of the program for monitoring the complying with the code of conduct that were implemented by management.	Management		
<b>FUNCTIONING OF THE COMMITTEE</b>			
<b>Meetings</b>			
The Audit committee meets on a regular basis. 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		
<b>Maintaining of quality</b>			
<b>The committee has sufficient resources for the execution of their duties and responsibilities</b>	Chairperson of the committee		
The continuing training needs of the committee	Chairperson of		

members receive the necessary attention.	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:**

- (a) Charter of the Audit Committee
- (b) Audit Committees – good practices for meeting market expectations from
  - 1. Charter of the Audit Committee
  - 2. Audit Committees – good practices for meeting market expectations from PricewaterhouseCoopers.

#### **2.2.1 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.

#### **2.2.2 Remuneration Committee**

The Remuneration Committee has been reconstituted to comply with the requirements of King III. The Committee met twice during 2009. The 5<sup>th</sup> of June to decide on the remuneration the new Rector, Prof JD Jansen and on the 20<sup>th</sup> of November 2009 to deliberate on merit bonuses to senior personnel.

#### **2.3 Statement on conflict management**

(Refer to par 2.4 below.)

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

##### **(a) 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.

(b) 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).

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

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

#### 3.1 Changes in academic structures

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

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

#### 3.2 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

#### 3.3 Significant developments and achievements in

##### 3.3.1 Instruction

##### **Structures that support Teaching and Learning**

##### **Teaching and Learning**

This section of the report, in terms of teaching and learning at the UFS, will mainly focus on the Teaching and Learning Plan (TLP) for the next three year period (2009-2012) which was embarked upon at the end of 2008. The purpose of the Plan is to give effect to what is expected of teaching, learning and assessment (TLA) at the UFS. The Plan provides guidelines for excellent teaching and learning practices at the UFS. The TLP is organised around three strategic directions, in which the Plan is realised or embodied. It strives to

establish the basis and framework for conduct and best practice to reach excellence in teaching that brings about successful student learning. The resulting strategic directions are to:

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

The direction of the plan and its success in achieving its goals in 2009 will be reported on in terms of each strategic direction.

### **The enhancement of student learning**

The University has its own set of challenges, such as the low throughput rates which were in the forefront of our attention during 2009. However, with the complexity underlying teaching and learning in South African higher education because of our diverse student populations, student retention and success is seen as a resource to be developed and the UFS is committed to continually improve the quality of the learning experience we provide to our students in an effort to create and instill a learning culture in our students.

### **Support for Effective Learning: Ongoing activities**

The student mentor program is directed at students that require additional learning support. The student mentor program is based on collaborative learning techniques that are used in peer-directed learning sessions to improve the learning and understanding of the learning content – groups of students work together with a student mentor to understand the difficult learning material or –content better. The co-operation develops a learning environment and –community wherein the students can improve academic skills. These learning principles fosters the obtaining, conception and retrieving of the learning content in a social context that lead to the establishment of knowledge.

Student mentors are students who already completed the module successfully and which are available to assist other students to review content information and to provide an environment to foster academic achievements. The ideal student mentor is the student who performs in a distinguished manner in the higher education environment, shows strong student characteristics and cares for the aspirations and strives for academic success of fellow students.

### **The goal for the student mentor program**

Certain undergraduate modules at the UFS place continual high demands and challenges on the student's potential to be successful. The student mentor program aims to provide more skilled student-peer support. The overarching goal of the student mentor program is to provide opportunities for undergraduate students in their acquiring of knowledge and to achieve academic exceptionality by means of the establishment of an insight-deepening and perspective-broadening learning community where learning and the application thereof will be promoted.

## **The student mentor program process**

The student mentor program is based on the principle that academically successful students are able to provide valuable contributions towards the academic development of fellow students. Co-operative study, equal interaction and support form part of the mentor process. The creation of a learning community within the residential area on campus is an effort to not only improve the instruction of the students, but also to establish a learning culture through student involvement and active participation. The student mentor program will initially be addressed on a pilot study basis, because only two high risk modules will be run in the second semester of 2009. The program will run in the residential area and funding will be provided by the Education learning budget of the Planning Unit. A progress report was presented to the Vice-rector: Academic Planning at the end of 2009 after which the possible value and impact on student instruction, continuation and future sustainability of the program was evaluated. In addition to the initial process, a student survey report about the experience and attitudes of students, who were part of the program, was determined. The data will indicate the shortcomings and successes of the program and will assist in the direction of future initiatives with regard to student mentors at the UFS.

## **The improvement of the quality of teaching**

The UFS is committed to quality teaching and learning at both undergraduate and postgraduate levels and see targeted professional development as an important lever towards improving teaching practice. New approaches in a changing higher education environment have profound implications for the assessment of student learning, where assessment is seen as an important quality assurance mechanism that improves the quality of teaching and enhances student learning. One way of addressing this issue at the UFS has been compulsory formal assessor training in the form of a Short Learning Programme on the Assessment of Learning in Higher Education (SPALHE) and the non-compulsory module on the Facilitation of Learning in Practice (FLIP). The SPALHE was informed by UFS policy initiatives and various national higher education policy documents and quality goals.

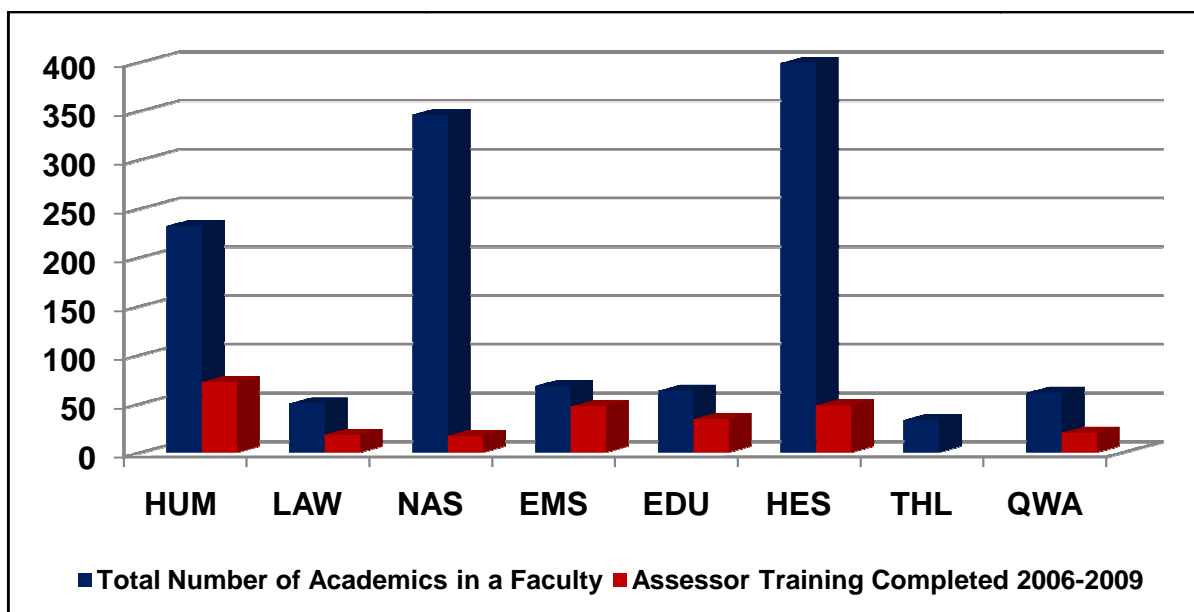
## **Assessor short learning programme**

The provision of formal assessor training, allowing lecturers to be accredited as assessors, is seen by the UFS as a way to convey its commitment to quality in assessment. This initiative involves the institutional accreditation of an assessor through the evaluation of a portfolio of evidence developed in completion of the SPALHE, which is evaluated by UFS assessor training facilitators and moderated internally and externally. The SPALHE provides information on key concepts in and guidelines for the assessment of student learning, as well as different forms, methods, instruments and tools with regard to student assessment in higher education. The SPALHE focuses on the purposes, principles and process of effective student assessment, as well as the interrelatedness of assessment and effective learning facilitation in higher education. In the case of the SPALHE, the major goal is to improve lecturers' assessment practice and make it more effective. Well over 200 academics have undergone the assessor training since 2006 (see Table 1 and Figure 1).



**Table 1: Assessor Training Completed by the end of 2009**

Faculties	Total Number of Academics in a Faculty	Assessor Training Completed 2006-2009
HUMINITES	232	72
LAW	50	18
NAS	346	17
EMS	68	46
EDU	63	34
HES	399	48
THL	33	0
QWA	61	20
<b>TOTAL</b>	<b>1,252</b>	<b>255</b>



**Figure 1: Assessor training completed by the end of 2009**

HUM - Humanities, LAW - Law, NAS - Natural and Agricultural Sciences, EMS - Economic and Management Sciences, EDU - Education, HSC - Health Sciences, THL - Theology and QWA – QwaQwa Campus

### **Facilitation of Learning in Practice Module (FLIP-module)**

The focus of the FLIP module is to explore the quality of the whole learning experience and to contribute to a more successful learning environment and outcome for students. The module is practically orientated and consists of teaching related tasks and activities that enhances the understanding of contemporary teaching-related decisions in the academic staff member's own particular field. Eleven lecturers from the Bloemfontein campus and 21 from the Qwaqwa Campus from various faculties enrolled for the module. Seventeen successfully completed the course in 2009. A similar module was presented to 22 lecturing

staff members at Masters level in collaboration with the Higher Education Studies and Research Development Division of the CHESD.

### **Orientation of newly appointment academic staff members and the UFS's valuing of teaching and learning: the role of the excellence in teaching awards**

In response to its aspiration to maintain the highest standards of teaching and learning, the UFS has created awards to celebrate Excellence in Teaching and the Scholarship of Teaching and Learning (SoTL). The awards, intended to encourage excellence and innovation in teaching, was made in the following categories:

Category I: Teaching and learning.

#### Subcategories:

- A. Excellence in teaching.
- B. Excellence in e-Learning.
- C. Excellence in service learning (SL).

Category II: Scholarship of teaching and learning.

Category III: Outstanding scholarly contribution in the field of teaching and learning.

Category IV: Best presentation at the prestige teaching and learning forum.

Category V: Best paper on teaching and learning (published during the last two years or submitted for publication).

The overarching aim of the awards was to acknowledge excellence and scholarly practice in teaching, service learning and e-Learning. This acknowledgement in turn is aimed at encouraging academic staff to be innovative, effective and reflective practitioners. In addition, the UFS benefits from gaining more Proficient academics in the area of quality teaching and this is a means to increase access to, and distribute innovative examples of best teaching and learning conduct, practice and commitment.

### **Teaching and Learning Forum**

In an effort to improve, recognize and reward teaching excellence a Teaching and Learning Forum was instituted and took place on 28 October 2009. The aim of the forum was to afford campus-wide prestige and prominence to teaching and learning in higher education, and consequently encourage or promote research with regard to all aspects of teaching and learning as well as create an awareness of its importance. Academics were encouraged to document and share the innovative practices they have developed in their teaching at the UFS. The 2009 Prestige Forum for Teaching and Learning showcased a range of these teaching and learning innovations. Various academics presented on the forum and highlighted the challenges and benefits of a wide assortment of innovative learning approaches.

The highlight of this forum was the Teaching Excellence Awards for 2009. The following persons received awards in the different categories. For the Scholarship of Teaching and Learning (SoTL) Dr Adri Beylefeld (Faculty of Education), for their outstanding scholarly contribution in the field of teaching and learning Dr Liezel Massyn (Faculty of Economic and Management Sciences), Adv Wessel Oosthuizen (Centre for Financial Planning, Faculty of Law) and Dr Hettie de Jager (Social Work, Faculty of Humanities). Best presentation at the prestige teaching and learning forum went to Dr Luzelle Naudé (Pshygology, Faculty of Humanities). In the category Excellence in Teaching Dr. Mathys Labuschagne (Ohptolomology, Faculty of Health Sciences) received the award. In the categories excellence in e-Learning and service learning the awards respectively went to Drs Leon Bezuidenhoud

(Industrial Psychology, Faculty of Economic and Management Sciences) en Liezel Nel (Computer Science and Informatics, Natural and Agricultural Sciences). Best paper on teaching and learning (published during the last two years or submitted for publication) went to Dr. Herbert Thomas of the division E-Learning at CHESD. Dr. Adri Beylefeld also received an award by the CHE for excellence in teaching.

## Research Outputs

### Chapter in book

**Brüssow, S.M. & Wilkinson, A.** 2009. Reflective Teaching: A Tool To Improve Student's Learning. *Improving Students' Learning Outcomes*. Nygaard, Holtham & Courtney (eds.). CBS PRESS, Copenhagen. Denmark. 1-335.

### Peer reviewed Conference papers

**Brüssow, S.M.** *Reflective teaching: A Tool to Engage in SoTL*. Paper presented at the Center for Excellence in Teaching (CET) 2nd annual "The SoTL Commons" conference on the campus of Georgia Southern University held in Statesboro, Georgia, USA from 11 to 13 March 2009.

### National

**Brüssow, S.M.** *The five article format thesis: an unforeseen student challenge*. Paper presented at the Centre for Higher and Adult Education, University of Stellenbosch biannual postgraduate supervision conference: "Postgraduate supervision: Research and Practice" held in Stellenbosch from 27 to 30 APRIL 2009.

**Brüssow, S.M.** *Perspectives on engaged learning*. Paper presented at the Colloquium held at the North West University in Potchefstroom from 20 to 21 August 2009.

## UFS SUCCESS RATES 2009

### First time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	78.57%	77.05%	72.06%	66.11%	<b>71.69%</b>
Education	82.29%	85.57%	0.00%	59.90%	<b>67.82%</b>
Health Sciences	90.75%	93.54%	77.32%	77.02%	<b>87.23%</b>
Law	79.58%	73.10%	82.79%	61.69%	<b>71.68%</b>
Natural and Agricultural Sciences	78.15%	78.45%	66.00%	57.82%	<b>66.58%</b>
Humanities	79.42%	85.17%	80.07%	79.31%	<b>79.70%</b>
Theology	90.36%	100.00%	0.00%	93.91%	<b>93.22%</b>
<b>Total</b>	<b>80.11%</b>	<b>81.67%</b>	<b>73.47%</b>	<b>66.48%</b>	<b>72.75%</b>

### Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	72.79%	65.20%	70.05%	59.56%	<b>64.53%</b>
Education	87.58%	81.04%	80.70%	69.86%	<b>75.42%</b>
Health Sciences	97.06%	84.57%	93.98%	86.26%	<b>93.37%</b>
Law	78.08%	66.93%	64.79%	60.25%	<b>70.06%</b>
Natural and Agricultural Sciences	83.01%	71.63%	58.81%	63.24%	<b>71.15%</b>
Humanities	82.33%	75.58%	76.58%	70.51%	<b>75.20%</b>
Theology	87.33%	97.75%	76.21%	76.20%	<b>85.99%</b>
<b>Total</b>	<b>82.87%</b>	<b>73.65%</b>	<b>71.52%</b>	<b>66.17%</b>	<b>73.11%</b>

### Distance Undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	45.50%	61.23%	55.84%	44.52%	<b>49.22%</b>
Education	97.83%	82.98%	100.00%	56.96%	<b>67.57%</b>
Law	68.01%	66.60%	82.36%	53.35%	<b>65.56%</b>
Natural and Agricultural Sciences	80.49%	63.73%	10.30%	60.18%	<b>73.18%</b>
Humanities	88.30%	84.61%	97.28%	65.26%	<b>75.47%</b>
<b>Total</b>	<b>71.10%</b>	<b>79.46%</b>	<b>79.58%</b>	<b>56.42%</b>	<b>65.97%</b>

### Contact Undergraduate

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	73.45%	65.72%	70.37%	59.89%	<b>64.97%</b>
Education	87.25%	78.88%	78.49%	72.19%	<b>76.91%</b>
Health Sciences	97.06%	84.57%	93.98%	86.26%	<b>93.37%</b>
Law	79.04%	66.94%	63.54%	60.45%	<b>70.35%</b>
Natural and Agricultural Sciences	83.06%	71.89%	59.13%	63.25%	<b>71.13%</b>
Humanities	82.29%	74.04%	75.04%	70.62%	<b>75.19%</b>
Theology	87.33%	97.75%	76.21%	76.20%	<b>85.99%</b>
<b>Total</b>	<b>83.12%</b>	<b>72.21%</b>	<b>71.28%</b>	<b>66.54%</b>	<b>73.41%</b>

# UFS GRADUATES AND GRADUATION RATE 2009

## Output of Graduates

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>1229</b>	<b>222</b>	<b>34</b>	<b>1401</b>	<b>2886</b>
Undergraduate Diploma or Certificate (1 or 2 years)	11	51	2	489	553
Undergraduate Diploma or Certificate (3 years)	15	49	1	100	165
General Academic First Bachelor's Degree	527	69	20	615	1231
Professional First Bachelor's Degree (3 years)	213	22	4	63	302
Professional First Bachelor's Degree (4 years or more)	463	31	7	134	635
<b>Post Graduate</b>	<b>1219</b>	<b>96</b>	<b>74</b>	<b>1093</b>	<b>2482</b>
Post-graduate Diploma or Certificate	428	37	51	330	846
Post-graduate Bachelor's Degree	12	2	0	71	85
Honours Degree	485	37	10	429	961
Masters Degree	256	17	11	228	512
Doctoral Degree	38	3	2	35	78
<b>Total</b>	<b>2448</b>	<b>318</b>	<b>108</b>	<b>2494</b>	<b>5368</b>

## Contact Graduation rate

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>20.71%</b>	<b>20.63%</b>	<b>16.18%</b>	<b>14.60%</b>	<b>17.11%</b>
Undergraduate Diploma or Certificate (1 or 2 years)	9.57%	44.74%	40.00%	31.86%	31.26%
Undergraduate Diploma or Certificate (3 years)	41.18%	28.57%	0.00%	16.89%	18.43%
General Academic First Bachelor's Degree	21.86%	16.77%	17.54%	11.31%	14.67%
Professional First Bachelor's Degree (3 years)	24.56%	19.82%	10.00%	11.29%	19.13%
Professional First Bachelor's Degree (4 years or more)	18.60%	13.15%	15.56%	9.02%	14.92%
<b>Post Graduate</b>	<b>40.15%</b>	<b>28.04%</b>	<b>26.09%</b>	<b>29.90%</b>	<b>33.45%</b>
Post-graduate Diploma or Certificate	68.46%	52.94%	53.85%	59.15%	60.75%

## Contact Graduation rate

	White	Coloured	Indian	Black	Total
<b>Post Graduate (continues)</b>					
Post-graduate Bachelor's Degree	33.33%	13.33%	0.00%	36.41%	<b>34.55%</b>
Honours Degree	65.22%	29.75%	35.71%	29.07%	<b>40.48%</b>
Masters Degree	26.59%	22.08%	22.00%	19.76%	<b>22.81%</b>
Doctoral Degree	11.55%	12.50%	8.33%	16.43%	<b>13.22%</b>
<b>Total</b>	<b>26.11%</b>	<b>22.50%</b>	<b>19.75%</b>	<b>18.80%</b>	<b>21.61%</b>

## Distance Graduation rate

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>16.92%</b>	<b>21.09%</b>	<b>12.50%</b>	<b>7.69%</b>	<b>13.38%</b>
Under Graduate Diploma or Certificate (3 yrs)	27.59%	21.86%	100.00%	6.97%	13.26%
General Academic First Bachelor's Degree	17.46%	25.00%	0.00%	9.09%	14.95%
Professional First Bachelor's Degree (3 years)	0.00%	0.00%	0.00%	0.00%	0.00%
Professional First Bachelor's Degree (4 years and more)	14.89%	8.70%	0.00%	11.11%	12.82%
<b>Post Graduate</b>	<b>37.76%</b>	<b>28.99%</b>	<b>32.84%</b>	<b>13.56%</b>	<b>32.38%</b>
Post Graduate Diploma or Certificate	38.91%	27.94%	32.84%	13.04%	32.94%
Post Graduate Bachelor's Degree	0.00%	0.00%	0.00%	0.00%	0.00%
Honours Degree	9.38%	100.00%	0.00%	40.00%	15.79%
Masters Degree	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Total</b>	<b>33.90%</b>	<b>22.77%</b>	<b>31.69%</b>	<b>9.66%</b>	<b>24.46%</b>

## AWARDS AND ACHIEVEMENTS

### Faculty of Law

#### (a) New Senior Appointments

- The Honourable Justice Carol Lewis, Judge of Appeal, as Professor Extraordinary in the Department of Private Law.
- Adv Dr JY Claassen SC as Professor Extraordinary in the Department of Private Law.
- Prof Ian Benson, as Professor Extraordinary in the Department of Constitutional Law.

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

Prof JJ Henning (Dean of Law): Renewal by Board of Trustees of appointment as Senior Research Fellow in Comparative Company Law, at the Institute of Advanced Legal Studies of the University of London; Elected as member of Academy of Science of South Africa; Elected as chair of the Deans' Committee, UFS.

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	8
Absa Prize	1
Bar Prize	1
Lexis Nexis Butterworths	1
Gildenhuis Lessing Malatji Prize	2
Jacobus Buys Prize	1
Hofmeyer Cliffe Dekker Prize	2
Honey and Partners Prize	1
Faculty of Law Prize	5
FPI Prize	1
Free State University Law Clinic Award	1
Joos Hefer Prize	2
Juridical Society Trophy	3
Juta Prize	1
Kloppers Award	1
McIntyre and V/D Post Prize	1
Naude Prize	1
Symington & De Kok Prize	1
FT Preller Prize	2

Law Society Prize	1
Mini Thesis Certificates	24
Recognition Certificates	9
Faculty of Law Trophy	6
Rosendorff and Reitz Barry Prize	2
Spoor & Fisher Prize	1
Tjaart Maré Wisseltrofee	1
Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	2
Adams + Adams Prize	2
Van Schaik Bookstore Award	1
Phatshoane Henneyprys	8
Appelregter LTC Harmsprys	
Digipix Prize	1

## Faculty of Humanities

### (a) New Senior Appointments

Prof AJ Weideman – HOD Department of English  
 Prof TG Neethling – HOD Department of Political Science  
 Prof JC Zietsman – HOD Department of Classical Languages  
 Prof HCJ van Rensburg as Professor Extraordinary in the Centre for Health Systems Research and Development  
 Prof EEA Osman – Senior Professor and Director of the Centre for Africa Studies

### (b) Prestigious awards to students

During the Second International MIDP symposium, "Multilingualism from below", held at the University of Antwerpen between 14 and 16 September 2009, **Ms. Chrismi-Rinda Kotze**, research assistant and MA student at ETB, received an award for the best lecture presented by a pre-doctoral student at the MIDP symposium. She shared the award with Cécile Petitjean. Ms. Kotze was the only South African student attending the conference. **Chrismi-Rinda Kotze's (Unit for Language Management)** essay has been selected and is invited to participate in the Twelfth Berlin Roundtables on "Cultural Pluralism Revisited: Religious and Linguistic Freedoms" (7 – 11 April, 2010).

### (c) Student achievements

Two students from the University of the Free State (UFS) recently attended the 39th Annual Congress of the European Association for Behavioural and Cognitive Therapies (EABCT) in Dubrovnik, Croatia. Representing the UFS at this conference were **Ms. Pretorius**, a Ph.D. student in psychology, delivered two conference papers, namely "*Ethnic differences in worry: A South African perspective*" and "*Worry, meta-cognitive beliefs and intolerance in a non-clinical multi-ethnic sample of university students*". **Ms. van Rooyen**, another Ph.D. student in psychology, delivered her paper entitled



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** (Department of Music) received the Mimi Coertze prestigious award.

(d) Staff awards and achievements

**Prof HCJ van Rensburg.** Towards the end of 2009 the University of Antwerp (UA) in Belgium decided to award the highest academic distinction of that University - an honorary doctorate - to **Prof van Rensburg, director of the Centre for Health Systems Research & Development (Faculty of the Humanities)** at the University of the Free State. This initiative originated in the Faculty of Political and Social Sciences at the University of Antwerp. They motivated the award on basis of "your outstanding scientific work during your entire career". The award ceremony will take place on 29 April 2010 in Antwerp. The University of Antwerp has previously awarded only three honorary doctorates to social scientists.

**Prof JS du Toit's** term as elected member on the board of the Bloemfontein chapter of the University of the Third Age, was renewed in April 2009. She acts as liaison between this local chapter of an international organization instituted to engender a relationship between retirees (people of the Third Age) and academia.

**Prof JS du Toit's** term as elected member on the board of the Bloemfontein chapter of the University of the Third Age, was renewed in April 2009. She acts as liaison between this local chapter of an international organization instituted to engender a relationship between retirees.

**Prof JS du Toit** and **Dr Jason Kalman**, co-author and research fellow) launch their book, *Canada's Big Biblical Bargain: How McGill University Bought the Dead Sea Scrolls*. The launch coincides with a Dead Sea Scroll exhibit at the Royal Ontario Museum in Toronto where some of the fragments published for the first time in Du Toit and Kalman's book, are exhibited. The exhibit has Drawn international attention when the Palestinian Government asked the Canadian Prime Minister earlier in the year to close the exhibit because of the controversies regarding the Government of Israel's right to ownership of the Dead Sea Scrolls on display.

**Prof. JC Zietsman:** Elected Chairman of the Classical society of South.

**Dr M Oelofse :** Elected member of the Free State Provincial Archives Council charged with the preservation of archival documents for the Free State Archive.

**M. Oelofse** was elected as as National Evaluator for the Nkosi Albert Luthuli Young Historian's Competition, Bloemfontein, 24 - 26 September 2009.

**Mnr CM Twala:** Selected for the Free State Heritage Committee and the Permit Committee of the Free State charged with the preservation of the heritage sites in the Free State.

**Prof P Erasmus:** Selected as consulting editor for The International Journal of Environmental, Cultural, Economic and Social Sustainability.

**Prof JS du Toit's** term as elected member on the board of the Bloemfontein chapter of the University of the Third Age, was renewed in April 2009. She acts as liaison between this local chapter of an international organization instituted to engender a relationship between retirees.

**Prof A. Wessels** was invited as a visiting fellow/guest lecturer/researcher at the Australian Defence Force Academy Canberra, Australia from 28 July – 10 August 2009.

**Prof J de Wet** published the third edition of his book *The art of persuasive communication – a process*. The third edition differs greatly from previous editions, primarily because new contemporary examples related to South Africa have been included.

**Dr. M. de Beer** received a bursary from the Association of African Universities (AAU) to visit the Film School University of Nigeria in Nsukka. A partnership was formed and the role players concluded that development regarding HIV/Aids at Higher Education Institutions in Africa at large, will benefit from the Africanisation (teaching that which is endemic to Africa) of knowledge regarding HIV/Aids in especially Community Service-learning curricula.

**Prof DFM Strauss** published a book: *Philosophy: Discipline of the Disciplines*. This work discusses the basic role of Philosophy in terms of basic natural sciences and humanities.

**Prof Theo Neethling** from the Department of Political Science was recently invited to address the *Maritime Security Africa 2009 Conference* on the issues of piracy on the eastern coast of Africa held on 13 and 14 October 2009 in Cape Town. The event brought together maritime Professionals, naval personnel and academics from all over the international community.

Prof Neethling's paper was entitled, *Piracy on the eastern coast of Africa: A Political Science perspective*. His paper examined the fact that growing activities of piracy in the Gulf of Aden and off the Horn of Africa have increasingly threatened maritime security on the eastern coast of Africa.

**Prof Theo Neethling** from the Department of Political Science was recently invited to address a conference on the theoretical basis for states' use of military instruments of force and scholarly progress in the understanding of armed conflict in Africa held at Stellenbosch University (SU) on 11 and 12 June 2009. This conference, themed Strategic Theory and Contemporary Africa Conflicts, was presented by the Faculty of Military Science of SU in collaboration with the Faculty of Military and Strategic Studies of the Royal Danish Defence College in Copenhagen.

**Sign African Sign Language (SASL) Multimedia Teaching Material Production.** The research project with the main objective to produce Sign African Sign Language (SASL) multimedia teaching grammar text book(s) and DVDs run for a number of years and culminated in the publication of the aforementioned end of 2007 and beginning of 2008. The publication was made possible by funds from Pan South African Language Board. This project has not only empowered the lecturers teaching SASL as an academic course but all teachers of SASL in SA, parents with deaf children, teachers in schools for the Deaf amongst many other spheres. This project too has benefited projects and teaching out of SA borders e.g. University of Ghana and the Deaf community therein, Malawian Deaf Community, Swaziland Deaf Community and overseas Spain where the project leader trained teachers of Sign Language in how to use the said material to teach there on Sign Language. The University of Durham is working with the project leader in a number of projects to internationalize the teaching of Sign Language. Amongst these is Sign language Curriculum online. Project leader: Philemon Akach.

**Proff Dap and Anet Louw**, Department of Psychology, decided to make it their mission in life to increase the relevance of learning material in South African Psychology. Although they are already the authors of several textbooks that are widely prescribed in South Africa, they started with a new project, according to which the relevancy and applicability of learning material would be further expanded and deepened. Their first product of this new project was *Child and Adolescent Development* (also available in Afrikaans as *Die ontwikkeling van die Kind en die Adolessent*). *Adult Development and Ageing* (*Die Ontwikkeling en Veroudering van die Volwassene*) was also published recently. Each of these books comprises of about 400 pages and is interspersed with South African data, examples, case studies and illustration material such as photos and sketches. Several universities prescribe the books. Professor Dap and Professor Anet are already busy with their next book in this project.

(e) Prestigious awards to students

<b>AWARDS AND PRIZES – FACULTY PRIZEGIVING</b>	<b>NUMBER OF STUDENTS</b>
AnDré du Plessis Prize	1
Anthropology Departmental Prize	3
Arts Trust Academic Honorary Award	2
ASL Departmental Prize	6
Ben de Koker Prize	1
Cengage Learning Prize	1
Chaucer Prize	1
CHESD Master's Prize	2
Chrysalis Prize	1
Club Rotary de France Prize	1
Communication and Information Studies Departmental Prize	1
Community Service Prize5	5
Comparative Education and Educational Management Departmental Prize	1
Conlin Prize	1
Criminology Departmental Prize	1
Curriculum Studies Departmental Prize	3
Daan Wessels Prize	1
David Jacobs Prize	1
DF Malherbe Prize	2
E de W Botha Incentive Prize	1
Elsa Krantz Prize	1
English and Classical Language Departmental Prize	1
Fanie Beetge Prize	4
FC Avenant Prize	1
Fine Arts Departmental Prize	2
French Embassy Prize	1
George Roux Trophy	1
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	2
Kobus Esterhuizen Memorial Floating Trophy	1
Latin Merit Prize	1
Naomi Morgan Prize	1
NB Prize	1
Netherlands Embassy Prize	1
OFM Trophy	2
Pearson Education SA Prize	2
Philosophy and Policy Studies in Education Departmental Prize	2
Political Science Departmental Prize	2
PPS Prize	6
Programme for Governance and Political Transformation Prize	2
Psychology Departmental Prize	1
Psychology of Education Departmental Prize	4
Renier Viljoen Shield	1
Richard Miles Prize	1
RIEP Prize	1
RSG Prize	1
SA Theatre Journal Prize	1
Sarie van Vuuren Prize	1
School of Education Prize	3
Sociology Departmental Prize	1
Sue Bell Prize	1
Tertia Flemming Prize	1
Van Schaik Prize	3
Volksblad Prize	3
ZPR Communication Consultants Prize	1
Kovsie Alumni Trust Awards: <ul style="list-style-type: none"> <li>• I van Niekerk</li> <li>• C Karsten</li> <li>• A Pienaar</li> </ul>	Arts Social Science Education
Dean's Medal	A Machin

- Mr Serame Thoabala (Department of Music) won the first prize in the First National Musicon Solo Singing Competition.
- Ms Hanlie Louw (Department of Music) received a Unisa bursary for overseas studies.
- Ilne Fourie (Drama and Theatre Arts) won the Sanlam Prize for a published short story in the magazine *Passi*.
- Ten undergraduate, two Honours, one Master's and one PhD student in the Section Afrikaans & Dutch were awarded bursaries by the Dutch Language Union.
- The *Artists-in-Schools* Project (Department of Fine Arts), in which artists share their knowledge and skills with teachers and learners, was awarded R750 000 by the Department of Art and Culture.
- The *Culture and Memory Project*, which is run in the Free State and the Northern Cape by the Unit for Khoe and San Studies in the Department of Anthropology, has obtained international funding of approximately R1.8 million.
- A community project run by the Department of Anthropology among the ‡Khomani San near the borders of Botswana, Namibia and the Kgalagadi Transfrontier Park received an amount €5 000 from the Dutch Women's Small Fund (Pequinita).

- Two natural science graduates were assigned by the National Department of Science and Technology to the Research Institute for Educational Planning (RIEP) with a view to implementing the National Youth-in-Science Strategy. RIEP also won the National Department of Education's tender for the in-service training of teachers in Mathematics, Science and Technology for the Free State, Northern Cape and North West.
- Because of explorative research in the Free State, the Centre for Africa Studies was awarded the following SANPAD project for 2008-2010: *Religious integration and community identity construction at sacred sites*.
- Prof Heidi Hudson (Political Science) received a C1 rating from the NRF. She was also elected to the Executive Committee of the South African Association of Political Studies and was invited to deliver an address to the Peace and Security Commission during the Fourth World Congress on Rural Women in Durban.
- Prof Jackie du Toit (Afroasiatic Studies, Sign Language and Language Practice) was invited to submit her resume to the Governing Board of the Centre for Research on Religion (CREOR) at McGill University, Canada. Based on her "research Profile, excellent reputation and academic qualifications," she was awarded external membership that allows access to a Visiting Scholarship Programme, a Graduate Student Fellowship Programme for which she and any of her graduate students may apply, and which also allows for scholarly interchange on research and teaching with members of the Centre. She was also elected to Pansalb's Provincial Language Committee in the Free State.
- Prof André Wessels (History) was invited to contribute a chapter on Lord Roberts as a military commanding officer for inclusion in a new British publication, *Victoria's generals*. He was also appointed to the History Commission of the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns*.
- Prof Hennie van Coller (Afrikaans & Dutch, French and German) was invited by international researchers to collaborate on the project, *South African literary history*, and also on Afrikaans translations of Shakespeare's sonnets.
- Prof Jackie Naudé (Afroasiatic Studies, Sign Language and Language Practice) received a C2 rating from the NRF. He was also elected to the National Advisory Committee of the Vega Brand Communications School in Sandton.
- Dr Christo Heunis (Centre for Health Sciences Research and Development) received a C3 rating from the NRF.
- Prof Margaret Raftery (English and Classical Languages) was elected Regional Vice-President of the Council of the English Academy for the Free State. She also served as co-editor of the first online, international edition of the English Academy's scholarly journal, *The English Academy Review* (24) (in partnership with publishers Taylor and Francis in the UK).
- Dr Roelf Reyneke (Department of Social Work) was elected to the Science Committee of the International Conference of the *International Association of Social Work*. He was also appointed to the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* Selection Committee for the Stals Prize in Social Work.
- Dr Arlys van Wyk (English and Classical Languages) and an MA student, Jeanne van der Westhuizen obtained a sponsorship of approximately R480 000 for a community-based literacy project from the JSE-listed company, Raubex. She was also elected to Pansalb's Provincial Language Committee in the Free State and serves in the Executive Management of the *South African Association of Language Teachers*.
- Mr Hans Huyssen (Music) performed as Baroque cellist in Innsbruck, Austria.
- Mr Jaco Spies (Fine Arts) received a merit award during the 22<sup>nd</sup> ABSA *L'Atelier* Art Competition – the first ever Free State recipient of such an award.
- Dr SL Botes (Human Movement Science) was appointed to the National Department of Education's Committee for Physical Education.

- Dr Derick Coetzee (Human Movement Science) was the conditioning coach of the Springbok team who won the World Cup in 2007. He also received the UFS Alumni Trust Cum Laude Award and was named the Free State Sports Writers' Association's Sports Official for 2007.
- The Department of Arts and Culture awarded bursaries to students in the Department of Drama and Theatre Arts to the value of R60 000 (undergraduate students) and R27 000 each to four postgraduate students. They also awarded the departmental chairperson, Prof Nico Luwes R30 000 to write a novel *The Silent Harmonica*, and awarded R74 000 for the departmental community service project. Prof Luwes also won the Sanlam Prize for new Afrikaans theatre productions as best producer of the play *Lewensreg* at the ABSA KKNK.
- Mr Gerben Kamper (Drama and Theatre Arts) was one of the nominees for the prestigious Kanna Awards at the KKNK in the category *Best Actor*. At *Aardklop* he was nominated for the part of Caliban in the *Storm* (Shakespeare).

## Faculty of Theology

### (a) New Senior Appointments

Prof W.C. Schoeman: Department of Practical Theology  
Prof A.C. Neele, Professor Extraordinary

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Deo Gloria	0
Kovsie-Alumni Trust	1
ABSA award	1
CC Oosthuizen award	2

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
Prof. J. Janse van Rensburg received R36 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
Proff. D.F. Tolmie and S.D. Snyman each received R40 000 from the NRF for projects (as rated researchers)	2
Proffs D. F. Tolmie and H.C. van Zyle each received R 25 000 from the NRF for reading a paper at the international meeting of the Society of Biblical Literature in Rome	2



(a) New Senior Appointments

**Prof Hendri Kroukamp** was appointed as Secundus Dean of the Faculty.

**Dr Werner Vermeulen** was appointed as senior lecturer in the Department of Business Management.

(b) Prestigious awards to staff and students

**Prof Helena van Zyl** was elected as Vice-President of SABSA.

**Prof Tienie Crous** was nominated as a Member of the Scientific Committee: International Online Conference on Business and Management.

**Prof Liezel Lues** was appointed as member of the Executive Committee of the Association of Southern African Departments of Public Administration and Management (ASSADPAM) as well as Chairperson of the Free State Chapter of the South African Association of Public Administration and Management (SAAPAM).

**Dr Werner Vermeulen** was appointed member of the Editorial Advisory Committee of Measuring Business Excellence – an International Journal.

**Prof Philippe Burger** received the Senior Faculty Research Award.

**Dr Karen Thomas** received the Senior Faculty Teaching and Learning Award.

**Dr Arno van Niekerk** received the Junior Faculty Teaching and Learning Award.

**Liezel Kotze** received the Junior Faculty Research Award.

**Prof Dave Lubbe** and Prof Ben Marx received the best paper award at the Central Regional Conference for Accounting Educators.

**Leon Bezuidenhoud** won the Excellence in Community Service Learning Award on the Prestige Teaching and Learning Day of the UFS.

**Dr Liezel Massyn** won a prize at the Prestige Teaching and Learning Day of the UFS in the 'Scholarly Contribution' for the Extended Programme Project.

**Prof Frikkie Booysen** was granted membership of the Health Economics and Policy Network (HEPnet) in Africa; has been awarded a grant of R1million by the Health Economics and Aids Research Division (HEARD) at the University of Kwazulu-Natal to support full-time PhD students and part/full-time Masters students at UFS conducting research on HIV and AIDS over the next three years; has been awarded a proposal preparation grant by the International Initiative for Impact Evaluation (3iE) to develop a full proposal for an impact evaluation of South Africa's Expanded Public Works Programme and/or War on Poverty, to be submitted to the next open window for funding in November 2009; is one of 14 candidates whom have reached the final administrative stage of the grant award process, following a request for proposals by the Programme to Support Poor

Policy Development (PSPPD) in the Presidency for European Union (EU) funding for poverty-related research in June 2009.

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>Number of Staff</b>
Faculty Research Award	2
Faculty award for Teaching & Learning	2
Absa Prize	2
Absa Student Bureau Prize	3
Bennie Anderson Prize	1
Bloemwater Prize	1
Campher Management & Entrepreneurial Award	1
C & H Fuchs Foundation	2
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	3
KHANYA AICDD Prize	2
Kloppers Prize	2
Konica-Minolta	1
KPMG Prize	1
Lexis Nexis Butterworths Prize	3
Lifegro	1
Marais & Crowther Prize	1
Moores 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:

N Mpembe  
 JB van Rooyen  
 S Gumbo  
 TN Mgobhozi  
 C Akere Achu  
 HG Zeke  
 L Ndebele  
 Thabiso Abcia Goralotse

- **Dr MJ Aziakpono** who received his PhD in Economics in 2008 received the Founder's Medal of the Economic Society of South Africa awarded to the best PhD thesis in Economics completed at a South African University. The **supervisor** was **Prof P Burger** of the Economics Department at UFS with Prof S du Plessis from the US as Co-supervisor.
- **Mr Preston Durricks** received the NATP award for the best tutor on the UFS Campus. He tutored EKN 114 and EKN 124.

## Faculty of Natural and Agricultural Sciences

### (a) Staff achievements

#### **Architecture:**

Mr Henry Pretorius received a merit award for the design of the UFS taxi rank.

#### **Geology:**

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

#### **Animal, Wildlife and Grassland Sciences:**

In November 2008 Prof JPC Greyling received a silver medal at the Annual General Meeting of the SA Society for Livestock Science for his contribution to research and was also re-elected to the SAVVV Board.

Prof Hennie Snyman, Department of Animal, Wildlife and Grassland Sciences, was designated as the Free State Agriculturalist of the year on 16 October 2009 during a reception of the Central Agriculture Writers' Society.

### **Soil, Crop and Climate Sciences:**

- Cornie van Huyssteen was elected as President and Piet le Roux as Council member of the Soil Science Society of South Africa for a further term of office.
- Dr Cornie van Huyssteen obtained C2 status and was thus promoted to associate Professor.
- Elmarie van der Watt received the South African Society for Production's prize for the best paper (*Yield increases in rain-fed maize in light of increasing input costs*) for a researcher younger than 40 years. Her co-authors were Seef Pretorius, Riaan Buitendag and Anne Grobler.
- Marieta Cawood received the South African Association of Botanists' prize for the best poster (*Induction of defence responses and resistance to wheat leaf rust by plant extracts*). Her co-authors were Seef Pretorius and Amie van der Westhuizen.
- Chris Schmidt received the Soil Science Society of South Africa's prize for the best article (*Extractable soil phosphorus threshold values for Dryland maize on the South African Highveld*) in the *South African Journal of Plant and Soil*. His co-authors were Chris du Preez and Erik Adriaanse.

### Various awards at the combined congress of four societies in Bloemfontein:

- Sue Walker: Was elected as a Fellow of SAVG.
- Johan van Tol: Best paper by a GVSA member younger than 30 years. Piet le Roux is a co-author.
- Elmarie Kotzé: Best article published by a GVSA member in South Africa. *South African Journal of Plant and Soil*. Chris du Preez is a co-author.
- James Allemann: Best paper by a SAVG member.
- Piet le Roux: Co-author of a paper with best implementable technology by a GVSA member.
- Chris du Preez: Co-author of the best paper by a SAVG member.
- Piet le Roux successfully applied for funding FOR a project (*Hydrology of South African soils and hillslopes*) from the WNK for R5 million over the next 5 years.
- Prof Chris du Preez is member of an international research team that successfully applied for funding of a project (*Resilience, collapse and reorganisation in social-ecological systems of East and South Africa's savannahs*) from the German Research Foundation for R28 million over the next 3 years.

### **Quantity Surveying and Construction Management:**

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

### **Plant Sciences:**

- Prof Neal McLaren received the Society's award for applied plant pathology research at the congress of the SASPP.
- Prof Sakkie Pretorius received the CH Persoon medal (gold), the highest award for contributions to the subject field in South Africa, for applied plant pathology research.
- Prof Maryke Labuschagne was appointed to the Professional Development Panel as well as to the Protein Committee of the American Association for Cereal Chemists International.
- Prof Maryke Labuschagne and her team published an article in the *Journal of Science* that had an impact of more than 3. It is of the highest in the applied research field.
- Prof Amie van der Westhuizen's International collaboration with Prof Bruno Moerschbacher, Department of Plant Biochemistry and Biotechnology, Muenster University, Germany, resulted in two articles being published in top international journals.
- Prof Louis Scott was elected as a member of the Royal Society of South Africa.

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

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

### **Department van Mathematical Statistics and Actuarial Sciences:**

- Prof Max Finkelstein received a B1 grading assessment from the NRF.

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

- Dr Liezel Nel received the Excellence Award of the UFS for e-learning during its Prestige Forum for Teaching and Learning.

### **DIMTEC:**

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

### **Physics and Chemistry:**

- Congratulations to Proff Hendrik Swart and Jannie Swarts for an award of R23 million from the NRF.

**Physics:**

- Ms Dhlamini, Ph.D. Publication Award: Best publication in a scientific journal, arising from a Ph.D. thesis (Promoters Proff HC Swart and JJ Terblans).
- WA Jordaan, M.Sc. Publication Award: Best publication in a scientific journal, arising from a M.Sc. dissertation (Study leaders Proff JJ Terblans and HC Swart).
- JM Maritz: The best poster presentation observed at the SAIP Council (Dr RE Kroon).
- Prof Lodewyk Kock retained his B1 grading of the NRF. It is currently the highest NRF evaluation at the UFS.
- Prof Hendrik Swart and Dr Martin Ntwaeaborwa received their NWTF awards.

**Chemistry:**

- Prof Gustav Visser appointed as full Professor.
- Prof Gideon Steyl was appointed as associate Professor from 1 Augustus 2009. At the INDABA6 Congress in the Kruger national Park he also received the first Jan Boeyens medal as outstanding young scientist (younger than 40 years) in theoretical Chemistry/Physics.
- Ms Marianne Conradie of the Department of Chemistry obtained first place with a poster presentation during the INDABA6 Congress.
- Prof A Roodt was elected as Vice-President of the European Crystallographic Association (ECA) at the past 25th European Crystallographic Congress in Istanbul, Turkey.

**Dean's Office:**

- Ms Stefanie Naborn was responsible for the Faculty exhibition during the Scifest Africa's science festival in Grahamstown. She was honoured for the best exhibitions for 2009 and 2010 for the Faculty of Natural and Agricultural Sciences.

**Agricultural Economics:**

- Prof Johan Willemse's appointment as full Professor.

**Genetics:**

- Prof Johan Spies with the contract of the Department of Genetics with SAPS Forensic Services.

**Microbial, Biochemical and Food Biotechnology:**

- Prof Koos Albertyn and Dr Carlien Pohl, Department of Biotechnology, were both invited to give a keynote presentation at the Congress of the South African Society for Microbiology. They also acted as session chairpersons at the congress.
- Prof Esta van Heerden was chosen as the winner of the 2009 TWAS (Academy of Science for the Developing World) Young Scientist Award.

- Prof Esta van Heerden is congratulated on her research achievement with regard to extreme forms of microscopic life in South African mines.
- Prof Lodewyk Kock and his South African Cooking Oil Initiative (SACI) team, in collaboration with the police and prosecution authority, were involved in exposing the illegal practice of counterfeit olive oil, a first for South Africa.

(b) Student achievements

**Geology:**

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

**Architecture:**

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

**Microbial, Biochemical and Food Biotechnology:**

- Mr Ruan Ells (study leader: Dr Pohl) received the Beckman Coulter Award as the best national master's degree student at the Congress of the South African Society for Microbiology.
- Ms Serena Morretti won the prize as the best national undergraduate student at the same congress.

**Chemistry:**

- Postgraduate students of the UFS once again performed well at the ninth annual Suid-Afrikaanse Akademie vir Wetenskap and Kuns Symposium held in Bloemfontein:
- Mariaan Conradie: First place in the Chemistry category.
- Mart-Marie Biggs (Duvenhage): First in the Physics and IT section.
- Shaun Cronjé: Second in the Physics and IT section.

**Faculty of Health Sciences**

(a) Promotions

- Prof F Calitz was promoted to full Professor.

- Profs RJ Nichol, R Seedat, SJA Smit and WJ Steinberg were promoted to associate Professors.

(b) Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
<b>Abbott Laboratories Floating Trophy</b> , awarded to the best third-year student in Clinical Nutrition	1
<b>Abbott Laboratories Prize</b> , awarded to the best final-year student in Clinical Nutrition	1
<b>Abbott Laboratories Floating Shield</b> , awarded to the third-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in all the modules, provided that a distinction had been obtained	1
<b>Annalene Schoeman Floating Trophy</b> , awarded to the final-year student in the B.Soc.Sc. Nursing programme who displayed the best clinical skills in Midwifery Practice	1
<b>Annalene Schoeman Floating Trophy</b> , awarded to the student in Advanced Midwifery and Neonatology with the highest average mark in core practical modules, provided that a distinction had been obtained	1
<b>AstraZeneca book prize</b> , awarded to the best candidate in Anaesthesiology	1
<b>BSN Medical Floating Trophy</b> , awarded to the student in Operating Room Nursing with the highest average mark in theory, provided that a distinction had been obtained	1
<b>Community Health Prize</b> , awarded to the best first-year medical student in Concepts of Health and Disease	1
<b>Cornelis Wessels Medal</b> , awarded to the best final-year student in Surgery	1
<b>Covidien Medal</b> , awarded to the M.B.,Ch.B. IV student who obtained the highest academic mark in Otorhinolaryngology	1
<b>Cura Per Miseri Cordiam Floating Trophy</b> , awarded to the student in the Clinical Master's programme with the highest average mark in all the modules, provided that a distinction had been obtained	1
<b>Department of Occupational Therapy Prize</b> , awarded to the best third-year student in Occupational Therapy	1
<b>Dirk van Velden Medal</b> , awarded to the best student in Anatomical Pathology in Phase II	1
<b>Diva Nutritional Products Prize</b> , awarded to the best final-year student in Community Nutrition	1
<b>Dr W Grundell Floating Trophy</b> , awarded to the best second-year student in Physiotherapy	1
<b>Egbert Olivier Prinsloo Prize</b> , awarded to the best student in Phase I for the most versatile academic achievement in both basic sciences and social-scientific modules	1
<b>Eli Lilly Prize</b> , awarded to the student with the highest achievement in Psychiatry over all the study years	1
<b>FSNCP Medical Floating Trophy</b> , awarded to the student in Operating Room Nursing with the highest average mark in practical work, provided that a distinction had been obtained	1
<b>General Clinical Practice Floating Shield</b> , awarded to the final-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in all the practical modules over the four study years, provided that a distinction had been obtained	1

<b>First Year in Optometry Prize</b> , awarded to the best first-year student in Optometry	1
<b>Second Year in Optometry Prize</b> , awarded to the best second-year student in Optometry	2
<b>Third Year in Optometry Prize</b> , awarded to the best third-year student in Optometry	2
<b>Fourth Year in Optometry Prize</b> , awarded to the best fourth-year student in Optometry	1
<b>Henriëtte Stockdale Floating Trophy</b> , awarded to the final-year student in the B.Soc.Sc. Nursing programme who displayed the best Professional development throughout all the study years	1
<b>Henry Dubovsky Prize</b> , awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Internal Medicine	2
<b>Hitech Therapy Prize</b> , awarded to the best academic third-year student in Physiotherapy	1
<b>Hitech Therapy Prize</b> , awarded to the best clinical third-year student in Physiotherapy	1
<b>Hitech Therapy Prize</b> , awarded to the best final-year student in Physiotherapy	1
<b>HIV/AIDS Floating Trophy</b> , awarded to the student in HIV/AIDS Care with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>Horace Wells Medal</b> , awarded to the best student in Anaesthesiology	1
<b>Idalia Loots Floating Trophy</b> , awarded to the student in Advanced Psychiatric Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>Imperial Bank Prize</b> , awarded to the student with the best elective study in Family Medicine	1
<b>Japie Hough Medal</b> , awarded to the best final-year student in Internal Medicine	1
<b>John van der Riet Medal</b> , awarded to the best article in the clinical discipline	1
<b>Joubert Floating Trophy</b> , awarded to the student in Nursing Education with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>JP Dirker Floating Trophy</b> , awarded to the best first-year student in PHT112 and PHT122	1
<b>JP Dirker Floating Trophy</b> , awarded to the best second-year student in PHT212 and PHT222	1
<b>Kagiso Khulani Supervision Food Services Prize</b> , awarded to the best first-year student in B.Sc. Dietetics	1
<b>Kagiso Khulani Supervision Food Services Prize</b> , awarded to the best final-year student in Quantity Nutrition	1
<b>Kerneels Nel Medal</b> , awarded to the best article in the educational and/or qualitative research discipline	1
<b>Kovsie Alumni Trust Award</b> , awarded to the best overall first-year student in the School for Allied Health Professions	1
<b>Kovsie Alumni Trust Award</b> , awarded to the best overall first-year student in the School of Medicine	1
<b>Kovsie Alumni Trust Award</b> , awarded to the student in the first year B.Soc.Sc. Nursing programme with the highest average mark in the Nursing theory and practical modules	1
<b>Leon Seymore Floating Trophy</b> , awarded to the student in Occupational Health Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>Lilly van Rhyn Floating Trophy</b> , awarded to the student in Child Psychiatry	1



Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	
<b>Marlene Viljoen Floating Trophy and Medal</b> , awarded to the student in Primary Clinical Health Care with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>McGraw Hill Prize</b> , awarded to the student with the highest average mark obtained in all the modules in the third year	1
<b>Medi Nurse Trophy</b> , awarded to the B. Degree student in Advanced Nursing with the highest average mark, provided that a distinction had been obtained	1
<b>Medical Physics Floating Trophy</b> , awarded to the best M.Med.Sc. student in Medical Physics	1
<b>Medical Association of South Africa: OFS Branch Prize</b> , awarded to the best M.B.,Ch.B. final-year student	1
<b>Medsien Medical Bookstore Prize</b> , awarded to the best student in Phase II with the highest average academic mark, provided that it is a distinction	1
<b>Medsien Medical Bookshop Prize</b> , awarded to the final-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in Midwifery Theory, provided that a distinction had been obtained	1
<b>MG Lötter Prize and Floating Trophy</b> , awarded to the best student in B.Med.Sc. (Radiation Sciences)	1
<b>Molly Vermaak Floating Trophy</b> , awarded to the student in Health Care Management with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	2
<b>Muller Potgieter Medal</b> , awarded to the best article in the laboratory discipline	1
<b>NHLS Prize</b> , awarded to the best student in Anatomical Pathology	1
<b>NHLS Prize</b> , awarded to the best student in Microbiology	1
<b>NHLS Prize</b> , awarded to the best student in Haematology	1
<b>Nestlé Prize</b> , awarded to the student who obtained the highest mark in the final examination in Paediatrics and Child Health Care	1
<b>Nestlé Prize</b> , awarded to the best second-year student in B.Sc. Dietetics	1
<b>Nita Posthumus Floating Trophy</b> , awarded to the second-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in all the modules, provided that a distinction had been obtained	1
<b>Obstetrics and Gynaecology Medal</b> , awarded to the best final-year student in Obstetrics and Gynaecology	1
<b>Old Mutual Floating Shield</b> , awarded to the first-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in all the modules, provided that a distinction had been obtained	1
<b>Ophthalmology Prize</b> , awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Ophthalmology, provided that a distinction had been obtained	2
<b>OTASA Prize</b> , awarded to the best fourth-year student in Occupational Therapy Clinical	2
<b>P C Minnaar Prize</b> , awarded to the best honours student in Medical Physics	1
<b>Paul Fischer Medal</b> , awarded to the final-year student who obtained the highest mark in Paediatrics and Child Health in the fourth and fifth study years with at least 70%.	1
<b>Pharmacology Prize</b> , awarded to the student with the best performance in Pharmacology in the second year	
<b>Pharmacology Prize</b> , awarded to the student with the best achievement in Pharmacology in Phase II	2
<b>Physiotherapy Medal</b> , awarded to the best final-year student in Physiotherapy	1
<b>PPS Prize</b> , awarded to the best fourth-year student in Theoretical	4



Occupational Therapy	
<b>PPS Insurance Company Prize</b> , awarded to the best student in Practice Management in M.Fam.Med. over all the study years	
<b>PPS Insurance Company Prize</b> , awarded to the best undergraduate student in Family Medicine	
<b>PPS Prize</b> , awarded to the final-year student in the B.Soc.Sc. Nursing Programme with the highest average mark in all the theoretical modules over the four study years, provided that a distinction had been obtained	1
<b>Pro Mente Sana Floating Trophy</b> , awarded to the final-year student in the B.Soc.Sc. Nursing programme who obtained the highest average mark in Psychiatric Nursing Theory, provided that a distinction had been obtained	1
<b>Psychiatry Medal</b> , awarded to the best final-year student in Psychiatry	1
<b>Regional Society of Community Nurses of the Free State Floating Trophy</b> , awarded to the student in Community Health Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>SA Academy of Family Practitioners</b> , awarded to the best final-year student in Family Medicine	1
<b>Sanetta Henriëtte Johanna Award</b> , awarded to the student with the best progress in Occupational Therapy	1
<b>Sarine Fourie Floating Trophy</b> , awarded to the student in Forensic Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>School of Medicine Prize</b> , awarded to the final-year student in the undergraduate medical programme with the highest academic achievement over all the years of study	1
<b>Smith &amp; Nephew Prize</b> , awarded to the best undergraduate student in Orthopaedic Surgery	1
<b>Smith &amp; Nephew Book Prize</b> , awarded to the student in Wound Care with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	1
<b>Solomon Floating Trophy</b> , awarded to the student in Paediatric Nursing with the highest average mark in core modules (theory and practice), provided that a distinction had been obtained	0
<b>Theo Arndt Medal</b> , awarded to the best undergraduate Urology student in the clinical years	1
<b>Undergraduate Research Prize</b> , awarded to the best undergraduate research report in the School of Allied Health Professions	5
<b>Undergraduate Research Prize</b> , awarded to the group that obtained the highest mark in the research project School of Medicine	4
<b>Van Schaik Prize</b> , awarded to the Master's degree student with the highest average mark in all the modules	1
<b>Van Schaik Prize</b> , awarded to the best overall M.B.,Ch.B. IV student	1
<b>Van Schaik Prize</b> , awarded to the best student in the School for Allied Health Professions	1
<b>Welch Allyn Prize</b> , awarded to the student with the highest average mark obtained in all the modules in the second year	1
<b>Welch Allyn Prize</b> , awarded to the student with the highest final combined mark in Clinical Skills	1
<b>Welch Allyn Prize</b> , awarded to the student who displayed the best progress in Clinical Skills	1
<b>Welch Allyn Prize</b> , awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Otorhinolaryngology	1

## May 2009

- Prof Chris Viljoen (Department Haematology and Cell Biology) received a grant of R3 284 000 for research on bio safety of genetically modified grain products and the impact thereof on the environment.
- Prof GJ van Zyl was elected to the Board of COHSASA for a further three year term.
- The School of Nursing received the funds of the UNEDSA grant for 2009.
- The Dean, Prof LM Moja, was congratulated with her appointment as council member on the Council of Higher Education.

## August 2009

- The Dean, Prof LM Moja, resigned to accept a position at the University of Limpopo's MEDUNSA campus. She left the Faculty's employ on 31 July 2009. She had already been thanked at various committees for her contribution to the Faculty and had been wished all the best.
- Prof AA Stulting received the 2009 Discovery Foundation's Award for Excellence. This award endeavours to honour organisations who display excellence in respect of service delivery, training and innovation and so doing expand and improve South African health care. The Department received R1 million as prize money, which will be used to found a fourth permanent eye care centre in Botshabelo.
- Prof AA Stulting of the Department Ophthalmology also received the MT Steyn Medal for Natural Science and Technical Performance at the centenary celebration of the SA Academy for Science and Art.
- Profs PPC Nel and MM Nel received the award for the best poster presentation during the second national SA Association of Health Educationalists (SAAHE) Conference from 2 to 4 July 2009 in Cape Town.

## November 2009

- Congratulations to Profs MM Nel and PPC Nel with the Excellence Award for the best poster presentation during the second national SAAHE conference.
- The School of Nursing's birthday: The School was congratulated with the celebration of its 40<sup>th</sup> year of existence this year. The gala evening of festivities took place on 12 November 2009.
- Congratulations to Ms V Booysen (School of Nursing) who received the Neonatal Nursing Excellence Award for 2009.
- Congratulations to Prof A Venter (Head: Department Paediatrics and Children's Health) with the following two achievements: Alumni Top Management Award and Bloemfonteiner of the Year.
- Congratulations to the following persons who received long service awards:
  - 10 YEARS**  
Mr PG Thoeale, Mrs NG Kene, Dr WF Grant, Mrs SM Prinsloo, Prof CS de Vries, Dr JMM Koning, Dr WF Karshagen, Mrs MP Jama.
  - 15 YEARS**  
Ms M Nel, Mr NL Mosotho, Mrs A van Jaarsveld, Dr AE van der Vyfer, Mrs AC Jacobs, Ms LE Nogabe, Dr NC van der Merwe.
  - 25 YEARS**  
Ms CEM Gouws, Prof BJS Diedericks, Dr J Buys, Prof HS Cronjé.
  - 35 YEARS**  
Prof CA Willemse

**John van der Riet medal**

NL Mosotho, DA Louw, FJW Calitz, KGF Esterhuyse

*Depression among Sesotho speakers in Mangaung, South Africa.* African Journal of Psychiatry 2008, 11:35-43.

**Muller Potgieter medal**

GM Botha, CD Vijloen

*Can GM sorghum impact Africa?* Trends in Biotechnology, 26 (2):64 - 69

**Kerneels Nel medal**

L Roets, LE Zaidy

*The nurses' experience of possible HIV infection after injury and/or exposure on duty.* Curationis 2008 31 (4):13-23.

**SENIOR WINNER: CLINICAL PAPER**

HEREDITARY BREAST/OVARIAN CANCER AND BRCA MUTATIONS: A SOUTH AFRICAN PERSPECTIVE

NC van der Merwe, EJ van Rensburg, Departments of Neurology, Division human Genetics, Department Genetics, University of Pretoria

**SENIOR WINNER: CLINICAL POSTER PRESENTATION**

PRE-ECLAMPSIA AND ITS COMPLICATIONS IN MANAPO HOSPITAL

N Akweyo, H Brits, G Joubert, Departments of Family Medicine and Biostatistics

**JUNIOR WINNER: CLINICAL PAPER**

THE ASSOCIATION BETWEEN PENILE CARCINOMA, HIV, HPV AND AGE: A RETROSPECTIVE AUDIT OF 65 PATIENTS WITH CARCINOMA OF THE PENIS FROM 2000 TO 2009

J Goedhals, C Beukes, LP Vermeulen, SWW Wentzel, Departments of Anatomical Pathology and Urology

**JUNIOR WINNER: CLINICAL POSTER PRESENTATION**

PREVALENCE OF PSEUDOEXFOLIATION SYNDROME IN PATIENTS ATTENDING THE EYE CLINICS IN CENTRAL SOUTH AFRICA

RD van Wyk, AA Stulting, FC van Rooyen, Department of Ophthalmology

**SENIOR WINNER: LABORATORY PAPER**

THE SCREENING FOR SINGLE NUCLEOTIDE POLYMORPHISMS OF CYP3A4 IN CHRONIC MYELOGENOUS LEUKAEMIA PATIENTS RECEIVING IMATINIB

CD Viljoen, GA Lamprecht, Department of Haematology & Cell Biology

**JUNIOR WINNER: LABORATORY PAPER**

THE DEVELOPMENT OF A MULTIPLEX PCR AND A RECOMBINANT ENVELOPE PROTEIN FOR THE DETECTION OF TICK-BORNE FLAVIVIRUSES

L Mathengtheng, FJ Burt, Department of Medical Microbiology and Virology

**JUNIOR WINNER: LABORATORY POSTER PRESENTATION**

VARIATIONAL LEVEL SET METHOD IN REGION-BASED SEGMENTATION- VENTRICLE SEGMENTATION FROM MAGNETIC RESONANCE IMAGING

SN Acho, WID Rae, Department of Medical Physics

**SENIOR WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER**

THEY WENT, THEY SAWM THEY LEARNED: STUDENTS' REFLECTIONS ON COMMUNITY CLINIC VISITS

AA Beyliefeld, Division of Health Sciences Education

**SENIOR WINNER: EDUCATION & QUALITATIVE RESEARCH POSTER PRESENTATION**

CLINICAL SKILLS CENTRE: POSSIBILITIES FOR THE TRAINING OF SOUTH AFRICAN OCCUPATIONAL THERAPISTS

S van Vuuren, MM Nel, Department of Occupational Therapy, Division of Health Sciences Education

**JUNIOR WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER**

PREDICTING THE OUTCOME OF MEDICAL STUDENTS IN THEIR FINAL YEAR – IS IT POSSIBLE?

B de Klerk, PPC Nel, J Raubenheimer, Department of Community Health, Division of Health Sciences Education

**JUNIOR WINNER: EDUCATION & QUALITATIVE RESEARCH POSTER**

SERVICE DELIVERY TO HIV-POSITIVE CHILDREN IN THE PUBLIC HEALTH SECTOR OF THE FREE STATE PROVINCE

C Spies, M Reid, Y Botma, School of Nursing

**Faculty of Education**

(a) Awards

**PROGRAMME IN HIGHER EDUCATION STUDIES AND DEVELOPMENT**

SANPAD BURSARY FOR PhD STUDENT IN HIGHER EDUCATION STUDIES

Ms Grethe de Wet, PhD student in higher education studies was awarded a SANPAD bursary as part of the Research Capacity Initiative (RCI) of the South African Netherlands Programme on Alternatives in Development (SANPAD) for 2009/10. This prestigious learning programme in research methodology in the social sciences is worth approximately R200 000.00 per annum. Her research focuses on the effective implementation of problem-based learning in South African higher education. She already possesses a Master's degree in this field, obtained at the Aalborg University in Denmark. Her promoter is Prof Annette Wilkinson from the Centre for Higher Education Studies and Development.

THREE AWARDS FOR TOP ACHIEVER IN HIGHER EDUCATION STUDIES

Ms Liesl Hoare, lecturer at the Central University of Technology, Welkom Campus, received three awards for her achievements in higher education studies. Ms Hoare received the Deans medal in the Faculty of the Humanities as the best master's graduate student at the graduation ceremony in May. At the faculty's prize function she received the Kovsie-Alumni Trust award as the best M.A student. She also received the CHESD Prize for the best achievement in the M.A. (Higher Education Studies).

## COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT

### SALARY NOTCH AWARDS

Prof. R. Niemann received a salary notch increment in recognition of excellent work over a number of years.

### CENTRE FOR EDUCATION DEVELOPMENT

The CED was shortlisted for an NSTF award for its Family Maths and Family Science programme.

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
<b>FACULTY AWARDS</b>	
Best PGCE student	1
Best B. Ed. student: Primary teaching	1
Best B. Ed. student: Secondary teaching	1
<b>DEPARTMENTAL AWARDS</b>	
<b>COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT</b>	
Best M. Ed. student	1
Best B. Ed. Hons student	1
<b>CURRICULUM STUDIES</b>	1
Best student: Practical Teaching	1
Best student: Advanced Certificate in Primary Education	1
Best student: Advanced Certificate in Secondary Education	1
<b>PHILOSOPHY AND POLICY STUDIES IN EDUCATION</b>	
Best postgraduate student	1
<b>PSYCHOLOGY OF EDUCATION</b>	
Best B. Ed. Hons. student: Support teaching	1
Student with best progress in B.ED. Hons: Inclusive Education	1
Best student: Postgraduate Diploma in Education: Psychology of Ed.	1
Student with best progress in PGDE: Inclusive Education	1
Best student: Advanced Certificate in Education: Support Teaching	1
Best B. Ed. Hons. student: Support teaching (Practical component)	1
Best M.Ed. Student	1
<b>CENTRE FOR EDUCATION DEVELOPMENT</b>	
RIEP prize: Best student: Advanced Certificate in Education	1
<b>UFS LADIES CLUB</b>	
Most committed and promising female student	1
<b>KOVSIE ALUMNI-TRUST AWARD (Education)</b>	
Best Master's student	1

## **ACHIEVEMENTS**

### **DEAN'S OFFICE**

#### APPOINTMENTS

Prof. D. Francis (previously from UKZN) has been appointed as Dean of the newly constituted Faculty of Education.

#### CHAIRS ON NATIONAL PROFESSIONAL ASSOCIATIONS

Professor Francis serves as the Chairperson of Kenton Education Association.

#### POSITIONS ON INTERNATIONAL PROFESSIONAL ASSOCIATIONS

Professor Francis serves on the Advisory Board of *Hope 2008 International Conference*, Mumbai, India and on the Advisory Board of *International Conference on Teaching and Learning 2009*, Kuching, Malaysia.

#### EDITORIAL BOARDS

Prof. D. Francis serves on the Editorial Committee of the *Journal of Education*, and is guest editor of the *Journal of Educational Studies*.

#### RESEARCH ACHIEVEMENTS

##### Publications in journals (3 or more in one year)

Francis, D. (2009). Sexuality education in South Africa: three essential questions, *International Journal of Educational Development*, 30, 314-319.

Francis, D. & Hemson, C. (2009). Youth as research fieldworkers in a context of HIV/AIDS, *African Journal of AIDS Research*. 8(2), 223-230

Francis, D., Ndou, L., & Wasserman, J. (2009). Teaching controversial issues in Social Science Education, *Journal of Educational Studies*. 6(4), 37-47

##### Conferences [invited keynote address]

Francis, D. (2009). Teaching for Diversity and Social Justice: knowing ourselves as social justice educators, *Colloquium at the Mauritius Institute of Education*, Sept 29-Oct 01.

Francis, D. (2009). Closing sex education's knowledge/practice gap: the reconceptualisation of young people's sexual knowledge, *Colloquium at the North-West University* in Potchefstroom, 20-21 August.

##### Conferences [invited plenary speaker]

Francis, D. (2009). Multiculturalism in South Africa: education in the shadow of the rainbow, *IAIE & IMEPO Conference 2009: Intercultural Education: Paideia, Polity, Demoi*, Athens, Greece. June 22-26.

## PROJECT FUNDING/PROJECTS

2007-2009. Towards understanding ways in which out-of-school youth respond to a context of HIV/AIDS.

Principal investigator: Prof. D. Francis.

**Funded by the Medical Research Council Grant for two years (R390000).**

2007-current. The perceptions and experiences of African migrant learners in respect of their access to and support from schools.

Co-Principal investigators: Profs. D. Francis and C. Hemson.

This involves a collaborative research study to explore the experiences and responses of young migrants from African countries, which have entered primary schooling in Durban. The project seeks to understand both the way that South Africans and the school have addressed their situation, and the ways in which the migrant youth have responded.

## **PROGRAMME IN HIGHER EDUCATION STUDIES AND DEVELOPMENT**

### BOOK PUBLICATION ON HIGHER EDUCATION RELEASED

In October 2009, at the annual UFS Prestige Forum, a book publication on higher education in South Africa was released. The editor, Prof Eli Bitzer, a former director of the Centre for Higher Education Studies and Development (CHESD) and now Director of the Centre for Higher and Adult Education at Stellenbosch University, dedicated the book to Prof Kalie Strydom, first director of CHESD – at that time the Unit for Research into Higher Education. The book, *Higher education in South Africa: A scholarly look behind the scenes*, reflects on the history as well as the current status of higher education as field of study and research in South Africa. Staff from several institutions in South Africa acted as authors of chapters in the book. UFS contributors include Prof Strydom, Prof Jonathan Jansen (Rector), Prof Driekie Hay (Vice-rector: Academic planning), Proff Annette Wilkinson and Mabokang Mapesela (CHESD), and Dr Mariette Koen of Education.

### TIES WITH UNIVERSITY IN THAILAND

Following the interdisciplinary postdoctoral study at the UFS/CHESD of a senior lecturer from Mahasarakham Universiteit (MSU) in Thailand, Dr Ubonwan Rawd-iam, the dean and three other members of the Management Faculty of MSU visited the UFS in February 2009. On this occasion they signed an agreement with the UFS for the investigation of further cooperation (Letter of Intent). Prof Annette Wilkinson from CHESD, one of Dr Rawd-iam's promoters) was then invited to visit MSU in May and deliver lectures on research and supervision. This was followed by a similar invitation and consequent visit by Prof Ebben van Zyl of Industrial Psychology (co-promoter) and his wife, Dr Erna of Education. During her visit, Prof Wilkinson handed a copy of the UFS centenary publication to the president of MSU Prof Supachai Samappito, who hailed the agreement with the UFS as their first with a university in Africa. A visit by a group of MSU academics to the UFS is being planned for 2010. The extension of UFS relationships to Thailand can be regarded as very important, in particular in the light of the advanced social development of Thai people, the exemplary dedication of their academics to their work and the prospect of further postdoctoral enrolments and/or collaborative research.

### PROJECT ON TRANSFORMATION IN HIGHER EDUCATION LAUNCHED

In 2009 the Division Higher Education Studies and Research launched a new research project with the aim of contributing to transformation in higher education. An amount of R250 00 was granted from UFS cluster funding (Academic Cluster: Transformation in Highly Diverse Societies) for this purpose. Prof Edgard Sienaert, retired academic and



specialist in the field of Africa culture, was appointed as mentor and advisor in the project. Twelve PhD students and their supervisors joined in the monthly meetings to allow them to become acquainted with, to understand and to value each other's experiences and challenges in their personal, social and Professional lives. One of the objectives of the project was also to invite leading academics, also internationally, to present seminars on relevant topics and provide individual guidance to participating students and supervisors regarding their projects. In November, Dr Emilia Afonso from the Pedagogical University of Mozambique presented a workshop on "My Experience with Autoethnography". In December, Prof Jack Whitehead, renowned Living Theory action researcher from Bath University in the UK took part in a two-day seminar and workshop. During the 2009 leg of the project, participants were also assisted in the completion of studies, reports and other publications, as well as the preparation of conference presentations. Prof Sienaert attended the annual Marcel Jousse Association meeting in Paris in November 2009. He was requested to present a key-note address at the next Conference (November 2010) on the transformation at the UFS from a Joussean perspective. A book publication, based on the research undertaken in 2009 and life experiences of participants, is planned for 2010.

### HIGHER EDUCATION STUDIES ESTABLISHED AS FRONTRUNNER IN ACADEMIC DEVELOPMENT

The programme in Higher Education Studies and Development established itself as the largest and probably most successful in the area of academic development by means of formal programmes (full qualifications, single modules and credit-bearing short learning programmes) in South Africa. This can be regarded as an answer to the call in a 2007 report of the Council for Higher Education (CHE) for more general Professional development for higher education staff and the advancement of teaching scholarship in higher education (and consequently the success rates of students). More than 154 staff members from the UFS and other institutions enrolled for full qualifications (Advanced, Diploma, MA and PhD). More experienced academics increasingly enroll for qualifications in higher education. In April, for example, six of the 15 graduandi who received the MA (HES) were already in possession of doctoral degrees. A further ± 150 staff members enrolled for single modules or short learning programmes which are credit-bearing towards qualifications in the programme. The short learning programmes include those for assessor training (SPALHE), learning facilitation (FLIP), service learning (SPSLCB) and research capacity development (SPRESK, SPQUAL, SPQUAN). The potential for research outputs following these studies is very good and the impact of initiatives to increase publications should become visible from 2010.

### ACADEMIC DEVELOPMENT AGREEMENT WITH VUT

In January 2009, a milestone was reached by the Programme in Higher Education Studies and Development when an agreement was signed with the Vaal University of Technology (VUT). According to the agreement about 40 of their staff members will annually register for the full Advanced Diploma in Higher Education Studies at the UFS as part of their academic development initiatives. The four modules of the first year of study were successfully presented by means of a blended model (e-learning via MOODLE and block sessions on the campus of the VUT). This agreement followed the agreement reached with the Central University of Technology, Free State (CUT) in 2005, which has proven to be a very successful academic endeavour and is still ongoing.

### SERVICE LEARNING (SL) CAPACITY BUILDING FOR UFS STAFF AND ACADEMIC STAFF MEMBERS FROM OTHER HIGHER EDUCATION INSTITUTIONS

A specialised 24-credit module in Service Learning (HOS 717) is offered as part of the Master's Programme in Higher Education Studies. A considerable number of staff members



have already completed this module – nine of which did so during 2009. Additional staff development activities that were offered during 2009 included invited specialist speakers, guidelines on where to publish SL research and a workshop on linking reflection in SL to student development.

Upon request from several SA Higher Education Institutions, the Service Learning Division has also developed a UFS accredited Short Learning Programme in Service Learning Capacity Building (SPSLCB). This programme is offered at NQF level 9 and articulates with the MA in Higher Education Studies. Twelve staff members from other South African universities (i.e. North West University, Monash SA University, the University of Zululand, Vaal and Tshwane Universities of Technology) successfully completed the programme during 2009. One UFS community partnership representative also completed the programme with distinction. One of the candidates has since registered for a PhD (HES) study in the sub-field of community engagement. (The SPSLCB class of 2010 comprises 13 academic staff members from the University of Johannesburg and two from the SA campus of Monash University in Melbourne, Australia.)

## DOCTORATES

FIVE PhDs for Higher education Studies in 2009:

Five students completed their PhD degrees in Higher Education Studies in 2009. Three of them graduated in September; they are:

- Dr Liezel Massyn, Teaching and Learning Manager in the Faculty of Economic and Management Sciences, with a thesis titled “A framework for learning design in different modes of delivery in an adult learning programme, with promoter Prof AC Wilkinson, co-promoter Dr JH van Schoor;
- Dr Andile Dandala, Director: Quality Assurance at the Walter Sisulu University, with a thesis titled “The challenges of designing a new programme and Qualification (PQM) mix for a comprehensive university in South Africa”, promoter Prof JF Hay, co-promoter Dr LJ van der Westuizen;
- Dr Mpho Moagi-Jama, lecturer in the Faculty of Health Sciences, UFS, (“Designing an academic support and development programme to combat attrition among non-traditional undergraduates”), promoter Prof Mabokang Monnapula-Mapesela, co-promoter Dr Adri Beylefeld.

The other two PhDs of 2009 who will obtain their degrees in April 2010, are:

- Mr Tumo Paulus Kele, section head in the Department of Mathematics and Statistics at the Tshwane University of Technology, (“Factors influencing organisational commitment, motivation and job satisfaction among academic employees at a South African university: Post merger effects”). Promoter Dr Marianne Viljoen, co-promoter: Prof S Schulze of the University of South Africa.
- Ms Paulina Makate, deputy principal at Mofulatshepe Primary School in Smithfield, (“The attitudes and occupational sex-role stereotypes relating to Natural Science studies in higher education among rural black females”), with promoter Dr Marianne Viljoen and co-promoter, Prof Annette Wilkinson.

## **DEPARTMENT OF COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT**

### **DOCTORATES**

Prof. R. Niemann, as promoter, delivered three doctorates at the September graduation and was co-promoter of another Ph. D. student in Music.

Ms. N. Marais, one of Prof. S. M. Nieman's three doctorates, was nominated as one of three finalists for the Best Dissertations Award, awarded by the American Association of Politics in Education.

### **EDITORIAL BOARDS**

Prof. R. Niemann serves as a member of the Editorial Board of Elsevier International Journal.

### **RESEARCH AND INVOLVEMENT IN NATIONAL/INTERNATIONAL PROJECTS**

Prof. R. Niemann: co-author and researcher on the *Contributions of Higher Education to the regional labour market and skills* as part of an international research project of the OECD.

Prof. R. Niemann was one of the authors on SAIDE's project on preparing study material for the national ACE (School Leadership) by authoring the module on Lead and Manage People

## **DEPARTMENT OF EDUCATION PSYCHOLOGY**

### **PROMOTIONS**

Promotions: Dr Annalene van Staden to Senior Lecturer

## **CENTRE FOR EDUCATION DEVELOPMENT**

### **TENDERS/PROJECTS**

The Centre for Education Development (CED) has received tenders worth about R22,5 million over the past two years from four provinces to train Mathematics and Science teachers from underperforming schools. The CED has received tenders from the following provincial departments of education: Free State, Northern Cape, North West and Mpumalanga.

It is currently busy with the training of North West teachers after being awarded a R13,5 million tender in 2009 by the Province as part of its quest to improve pass rates in Mathematics and Natural and Physical Sciences in underperforming schools. The tender is for upgrading the knowledge and methodology of teachers for Mathematics and Natural and Physical Science, as well as the upgrading of the knowledge of subject specialists in the North-West province. It encompasses 1000 teachers and 90 subject specialists over a period of three years.

The centre has successfully completed another Maths, Science and Technology project for the North West Department of Education. Similar projects have also completed for the Northern Cape and one for the Free State Department of Education. These completed projects entailed formal qualifications (Advanced Certificate in Education) in Maths, Science and Technology and were worth in excess of R5 million.

### 3.3.2 Research

Refer to 1.4.3

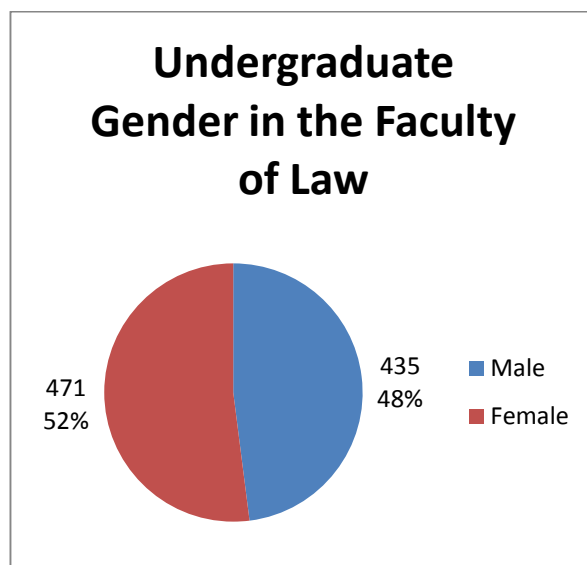
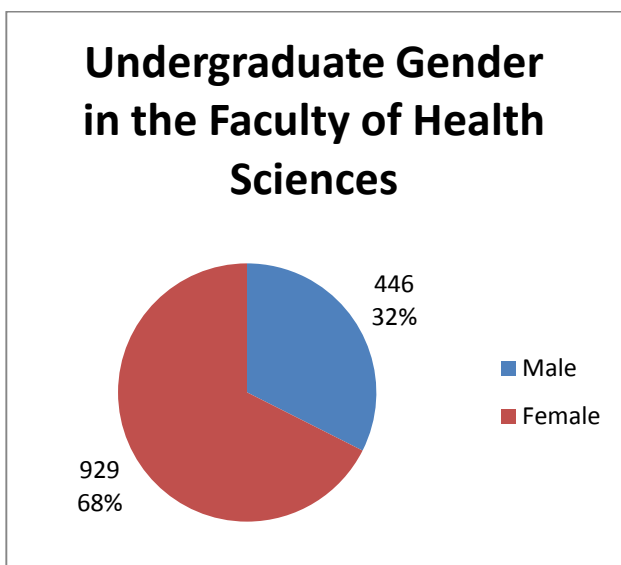
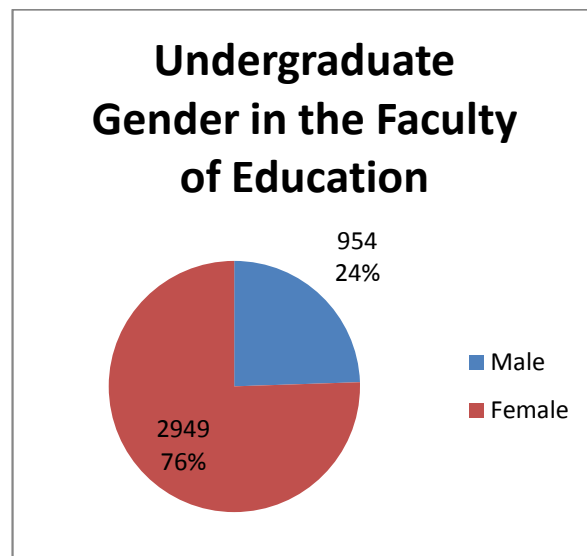
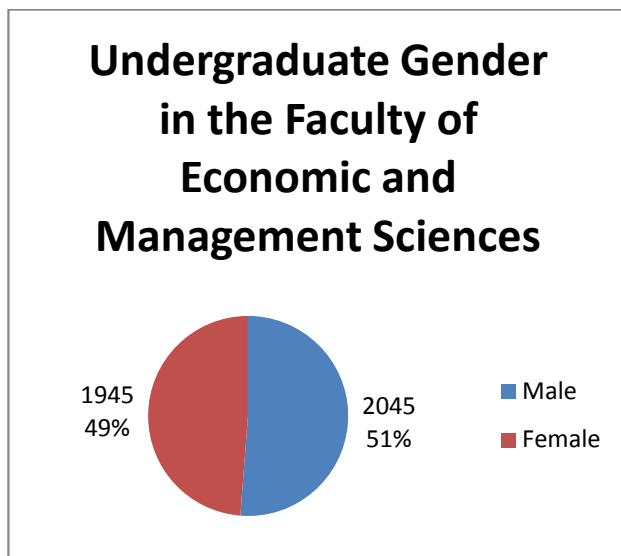
### 3.3.3 Research Funding

The total funding made available for research at the UFS increased from R183 mil in 2008 to R198 mil in 2009. A total of R25,5 mil was allocated to researchers from central research funds. The University received about R34 mil from the National Research Foundation (NRF) in 2009. Currently there are 39 grantholders in the Thuthuka programme receiving R2,5 mil in funding support. The UFS also received a total of R3 mil during 2009 from the NRF Institutional Research Development Programme and R12 mil from the National Equipment Programme.

### 3.4 Composition and size of student body

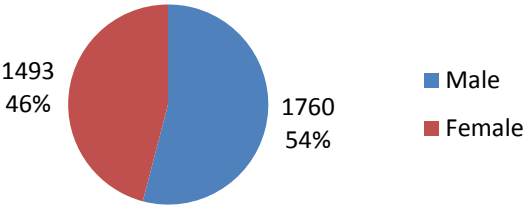
#### Student Profile Charts: 2009

##### Total Undergraduate Headcount by Gender

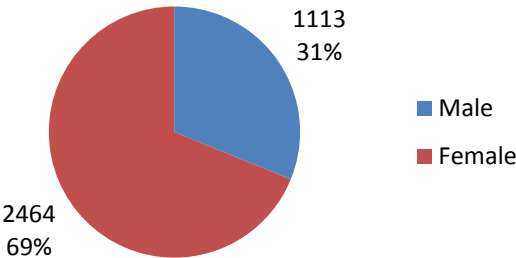


**Total Undergraduate Headcount by Gender**

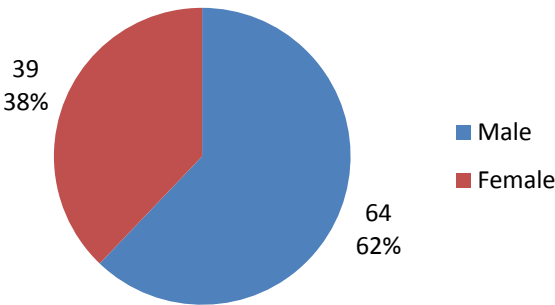
**Undergraduate Gender  
in the Faculty of Natural  
and Agricultural  
Sciences**



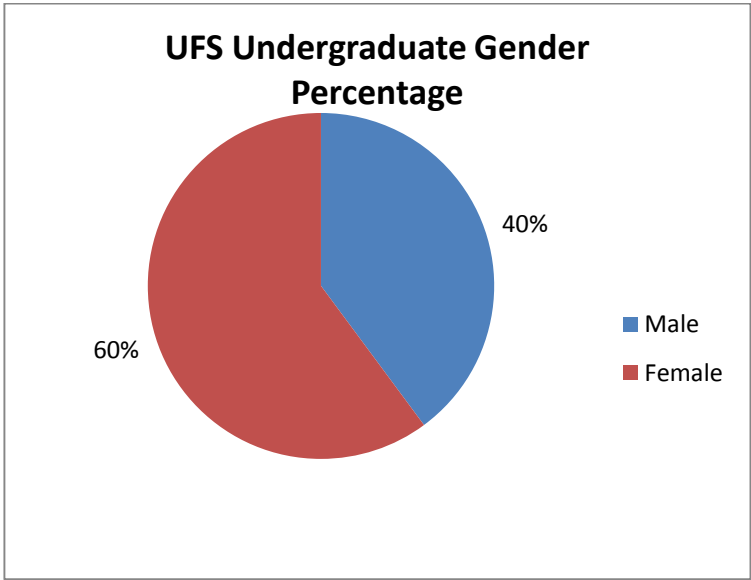
**Undergraduate Gender  
in the Faculty of  
Humanities**



**Undergraduate Gender  
in the Faculty of  
Theology**

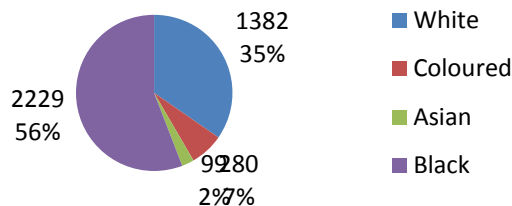


**Total: UFS Undergraduate Gender Percentage**

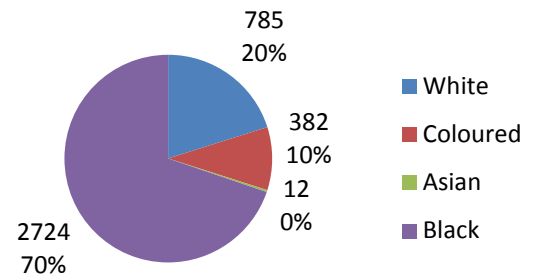


## Total Undergraduate Headcount by Race

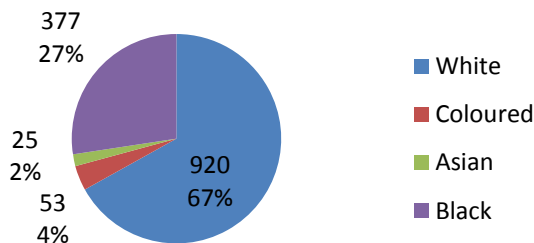
### Undergraduate Race in the Faculty of Economic and Management Sciences



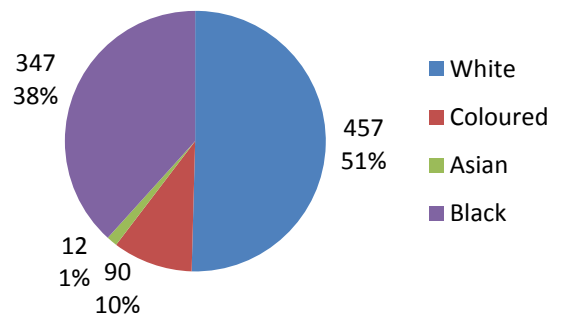
### Undergraduate Race in the Faculty of Education



### Undergraduate Race in the Faculty of Health Sciences

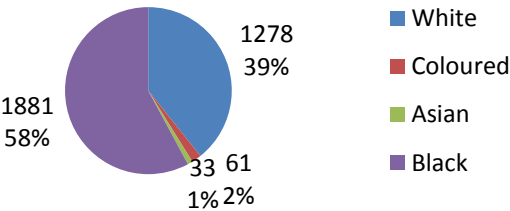


### Undergraduate Race in the Faculty of Law

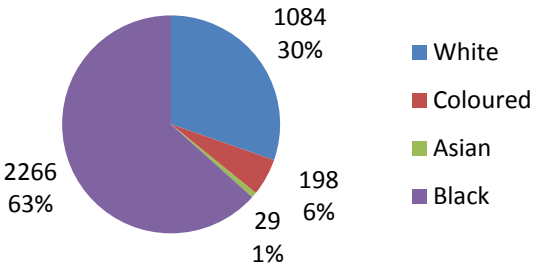


**Total Undergraduate Headcount by Race**

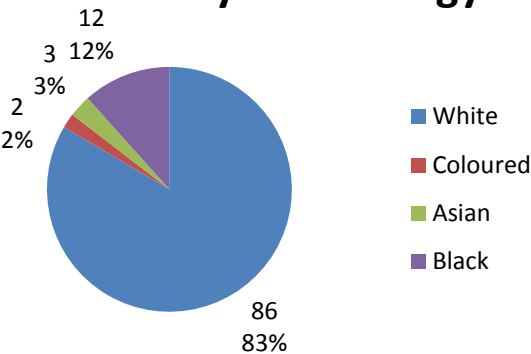
**Undergraduate Race in  
the Faculty of Natural  
and Agricultural  
Sciences**



**Undergraduate Race in  
the Faculty of  
Humanities**

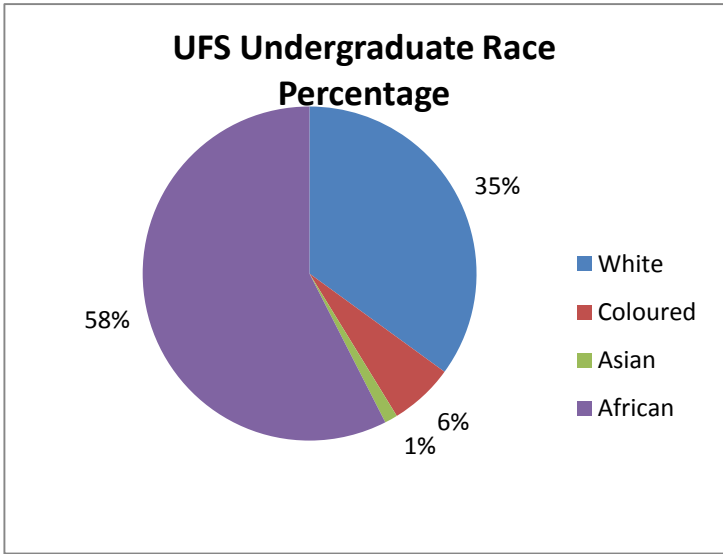


**Undergraduate Race in  
the Faculty of Theology**

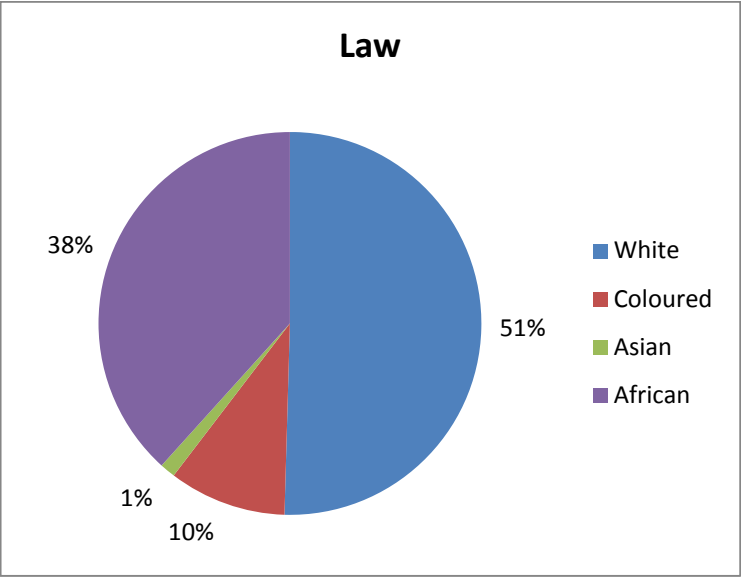
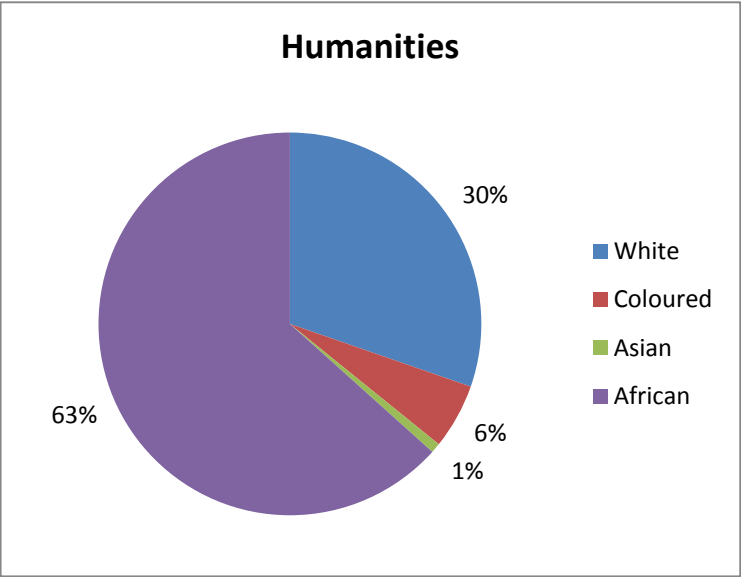




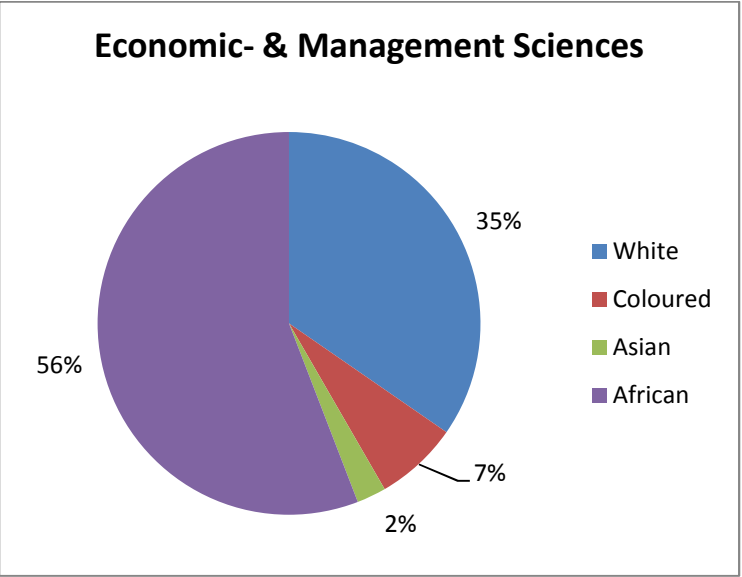
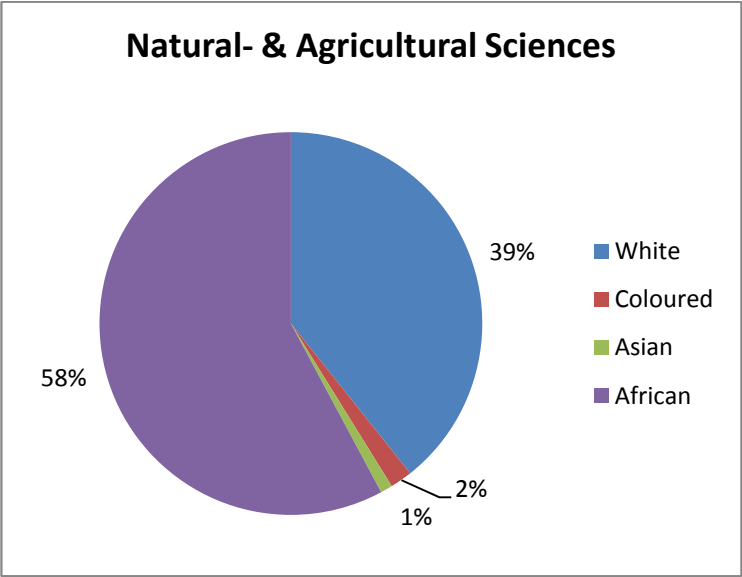
**Total: Undergraduate Race Percentage**



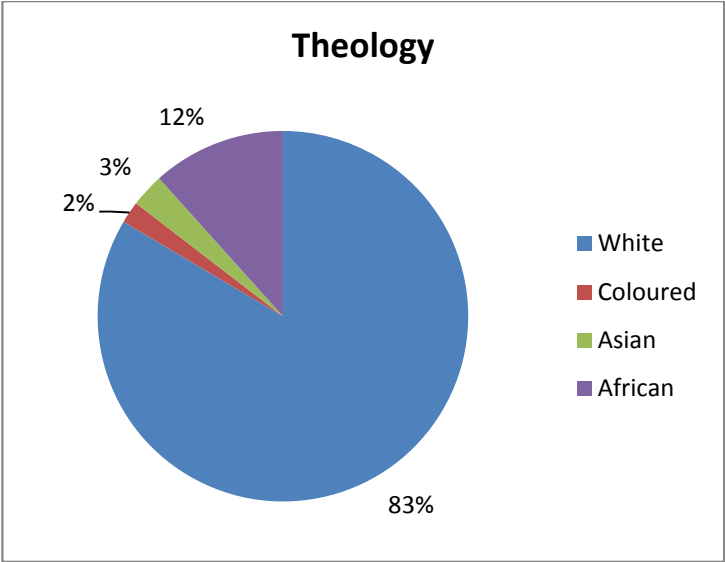
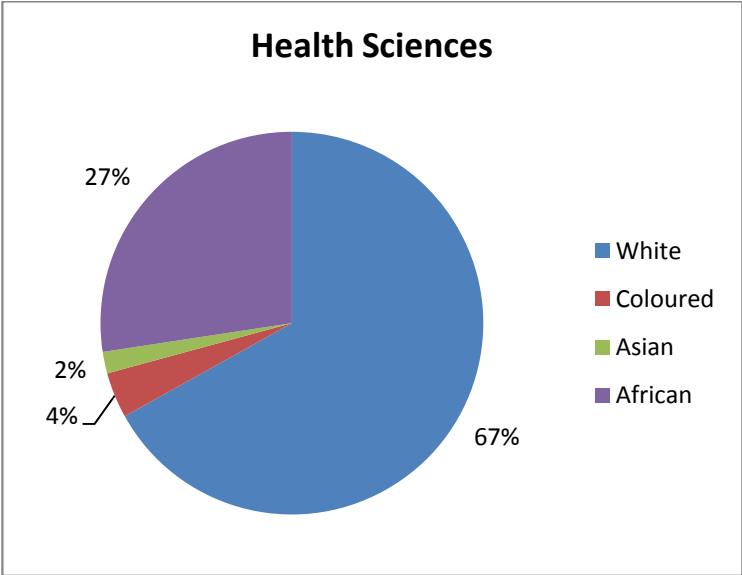
**Total Undergraduate Headcount by Race: 2009**



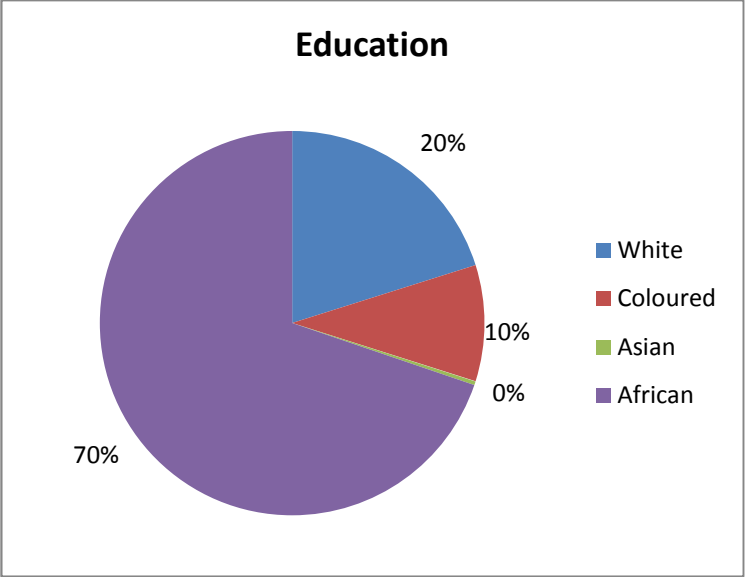
**Total Undergraduate Headcount by Race: 2009**



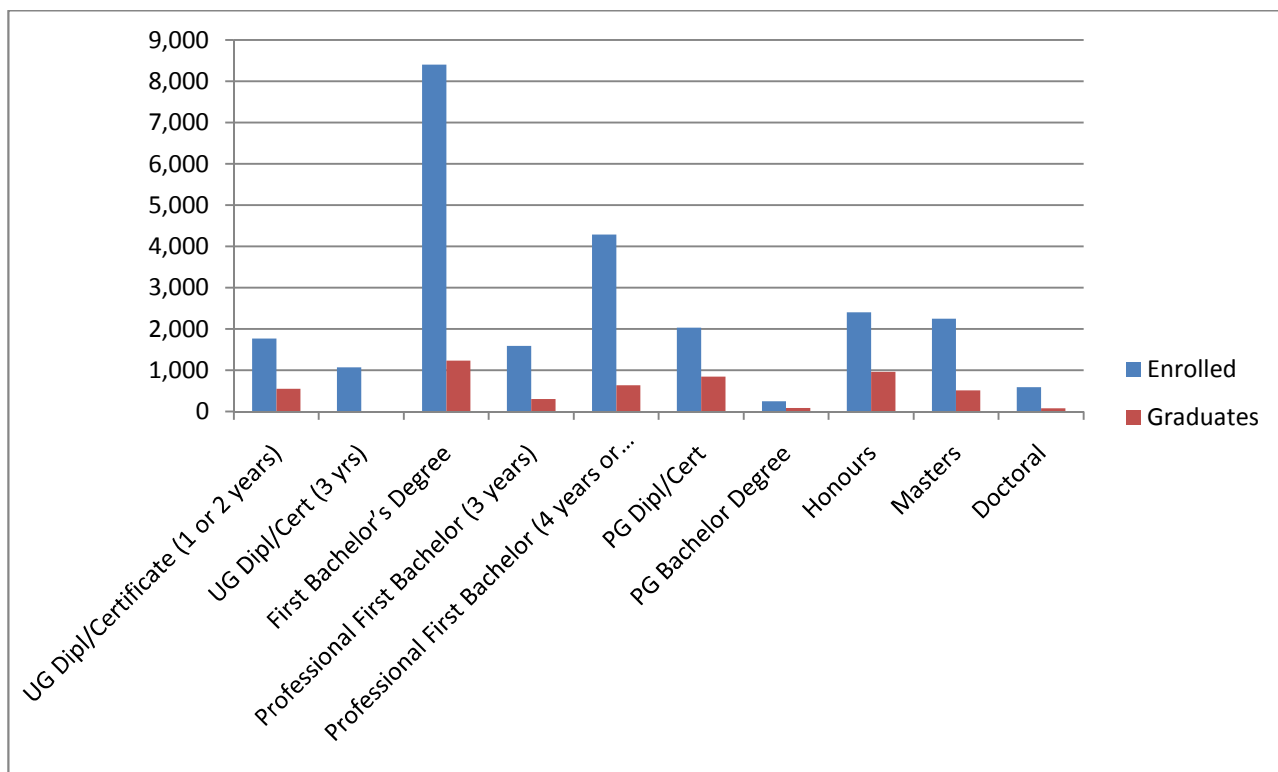
**Total Undergraduate Headcount by Race: 2009**



**Total Undergraduate Headcount by Race: 2009**



## 2009 Enrolled Students and Graduates



### 3.5 Access to financial aid and provision thereof

#### (a) Main Campus

A total of **1248** students at main campus received financial assistance. A breakdown of sources of funding is as follows:

<b>Main Campus</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>		<b>2009</b>
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	R	32 935 818.00
NSFAS/ECProv	R 80 000.00	R 49 724.00	R 44 116.00	R 44 680.00	R 26 503.00	R	69 462.00
NSFAS/NGO	R 142 668.00	R 157 205.00	R 213 334.00	R 142 297.00	R 114 528.00	R	213 797.00
NSFAS/DE Education	R 1 686 472.00	R 431 117.00	R 936 480.00	R 739 527.00	R 453 105.00	R	381 766.00
NSFAS/Thuthuka	R				0.00	R	1 468 576.00
<b>Total</b>	<b>R 16 389 426.00</b>	<b>R 18 260 060.00</b>	<b>R 20 618 847.00</b>	<b>R 23 605 443.00</b>	<b>R 24 901 614.00</b>	<b>R</b>	<b>35 069 419.00</b>

#### (b) Qwaqwa Campus

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

In 2003 discussions were held with student leaders to assist as many students as possible to register.

A total of **1179** students at Qwaqwa received financial assistance. A breakdown of sources of funding is as follows:

<b>Qwaqwa Campus</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>		<b>2009</b>
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	R	27 696 261.00
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	R	1 942 234.00
<b>Total</b>	<b>R 11 395 931.00</b>	<b>R 12 393 715.00</b>	<b>R 16 050 413.00</b>	<b>R 19 575 461.00</b>	<b>R 24 517 234.00</b>	<b>R</b>	<b>29 638 495.00</b>

A total of **0** students at Vista Campus received financial assistance due to the fact that the pipeline students phased out at the end of 2008. A breakdown of sources of funding is as follows:

(c) Vista Campus

<b><u>Vista Campus</u></b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>		<b>2009</b>
NSFAS/DE	R	992 155.00	R	1 960 844.00	R	1 799 968.00	R	866 038.00	R	432 433.00	R	0.00
NSFAS/DE Education	R	72 444.00	R	185 619.00	R	0.00	R	0.00	R	0.00	R	0.00
<b>Total</b>	<b>R</b>	<b>1 064 599.00</b>	<b>R</b>	<b>2 146 463.00</b>	<b>R</b>	<b>1 799 968.00</b>	<b>R</b>	<b>866 038.00</b>	<b>R</b>	<b>432 433.00</b>	<b>R</b>	<b>0.00</b>

(d) Total Allocations to UFS

<b><u>Total allocations to UFS</u></b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>		<b>2009</b>
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	R	60 632 079.00
NSFAS/Irish aid	R	69 948.00	R	0.00	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	R	69 462.00
NSFAS/NGO	R	142 668.00	R	157 205.00	R	213 334.00	R	142 297.00	R	114 528.00	R	213 797.00
NSFAS/National Skills	R	1 776 750.00	R	0.00	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	R	2 324 000.00
NSFAS/Thuthuka									R	0.00	R	1 468 576.00
<b>Total</b>	<b>R</b>	<b>31 082 266.00</b>	<b>R</b>	<b>35 235 048.00</b>	<b>R</b>	<b>38 469 228.00</b>	<b>R</b>	<b>44 046 942.00</b>	<b>R</b>	<b>49 851 281.00</b>	<b>R</b>	<b>64 707 914.00</b>



### **3.6 Changes in tuition fees charged**

The average increase in tuition fees charged between 2008 and 2009 was 6,9%.



.....  
**Prof T Verschoor**

**Acting Rector and Vice-Chancellor (Chairperson: Senate) (Until 30 June 2009.)**

## **4. INSTITUTIONAL FORUM**

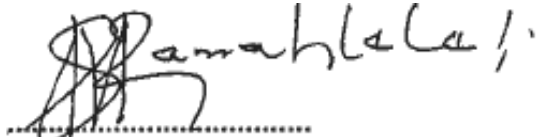
### **4.1 Report of the Institutional Forum and instances of advice sought by and the advice given to the Council**

During the 2009 and 2010 academic year, the Institutional Forum in accordance with its mandate advised Council on the following:

- Dean: Faculty of Medicine and Allied Sciences.
- Director: Library Services.
- Registrar: General.
- Dean: Faculty of Humanities.
- Director: Student Academic Services.
- Dean: Student Affairs.
- Dean: Faculty of Education.
- Rector and Vice-Chancellor.
- Policy on Increasing Diversity in University residences.
- Revision of University Private Act and Statutes.
- Response to the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions”

<b>CATEGORY</b>	<b>REPRESENTATIVE(S)</b>	<b>DEPARTMENT</b>
<b>MANAGEMENT</b>	Mr. Lourens Geyer Mr. Billyboy Ramahlele	Director: Human Resources Director: Community Engagement
<b>COUNCIL</b>	Judge Ian Van der Merwe Father Patrick Towe	Council Member Council Member
<b>SENATE</b>	Prof. Lucius Botes Prof. Neil Heideman	Dean: Humanities Vice-Dean: Agricultural and Natural Sciences
<b>ACADEMIC EMPLOYEES</b>	Ms. Mathapelo Matsaneng	Lecturer: Faculty of Law
<b>ADMINISTRATIVE EMPLOYEES</b>	Mr. Olihile Moeng Mr. Joel Thebe	Senior: Faculty Officer
<b>CENTRAL REPRESENTATIVE COUNCIL</b>	Mr. Moses Masitha	Main campus SRC President

NEHAWU	Ms. Senovia Welman	Branch Secretary
UVPERSU	Ms. Anita Lombard	CEO
QWAQWA CAMPUS	Dr. Elize Smuts	



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

## 5. REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION

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

#### (a) 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 2009:

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

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.

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.

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 2009, 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 already completed performance management training, were competent. The implementation of the performance management system will continue during 2010.

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.

(b) 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.

(c) 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 2009:

**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.

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

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

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

(d) 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.

(e) Revision of policies and procedures

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

(f) Post Grading System

The JE Manager post grading system is still in use, and job grading takes place on 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.

(g) 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.

(h) Benchmarking

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

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

(i) Labour Relations

A permanent officer was appointed in July 2009 to provide administrative support to the section and to develop a new database, to ensure greater effectiveness in the collation and reporting of labour related statistics.

Negotiations with the unions on the following aspects commenced during the course of the year:

- 1) The amendment of the Collective Agreement with UVPERSU, the majority union, in order to align the time frames of private dispute resolution with those specified in the Labour Relations Act.
- 2) The amendment of the Recognition Agreement with NEHAWU in order to align the agreement with the Labour Relations Act and current policies and procedures.
- 3) The permanent appointment of the farm workers on the experimental farms.

The following matters, negotiated with the unions and other relevant parties during the course of the year, were finalised:

- 1) The alignment of the Vista employees' conditions of service in March 2009 when the remaining four employees accepted the UFS conditions of service.

- 2) The conditions of service for students employed in the computer laboratories of the Computer Services Department in November 2009.

The term of office for the NEHAWU leadership expired at the end of June 2009. A new leadership was elected for the period 2009 to 2012.

The year was concluded on a positive note with the signing of the salary agreement for 2010, following agreement between Management and the Joint Forum of the two unions on the first day of the first round of negotiations.

(j) Remuneration Management

**Market comparisons:** During February 2009 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: Director and Deputy Director.

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.

(k) Staff Development (Skills Development Plan)

An annual training report and workplace skills plan (WSP) was submitted to the ETDP SETA during May 2009. 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.

(l) 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.

(m) Performance Management and Staff Development - CHESD

The Division Performance Management (Dr R Huysamen) and Staff Development (Mrs M du Plessis) has two main functions, namely, it provides continued training/retraining for members of staff through offering Professional enrichment programmes and the Division implements Performance Management.

**Staff Development**

The division strives to arrange and develop workshops of high quality with the focus on teaching-learning, research, community service, leadership and management as well as generic skills. During 2009, 779 members of staff attended various Professional enrichment programmes over a period of 97 training days. These programmes were funded by the UFS. Members of staff continually evaluate the programmes and a satisfaction rate of 85% was achieved for the past two years.

The emphasis is on longer learning programmes. This not only allows more staff members to attend, but also provides staff with the opportunity to obtain accredited module qualifications, which could cumulate in a formal qualification. Some of the highlights for 2009 were firstly, Project Management and Library Patent Training. The division succeeded to get members of staff involved as trainers where they designed and provided training courses specifically designed for support staff. The workshops concentrated on self image, communication styles, skills and Professionalism.

Another highlight was the Leadership Learning Community Project. This innovative initiative, to establish a Leadership Learning Community at the UFS in view of cultivating a learning community, has already resulted in the personal growth among a number of staff members. The group of UFS staff members (15) involved in this programme spent a weekend (21 – 22 March 2009) on a retreat at Glen Country Lodge. This retreat offered the members the opportunity to discover their “True North” for becoming Authentic Leaders. Members further attended 5 contact sessions which were facilitated by Dr Huysamen and Mrs du Plessis. The last session was held at Equestria Experiential Training Center. The program for the second semester entailed formal training presented by Prof. Freddie Crous from the University of Johannesburg on Appreciative Inquiry and the finalisation of research topics. Eleven research topics were identified and participants will deliver the final papers on 22 January 2010. Money spend on this programme is therefore ploughed back into the system through the publication of research articles. The Leadership learning Community programme will also be extended to the Qwaqwa Campus during 2010. A total of 200 training events are planned for 2010.

In order to ensure that a culture of valuing diversity is embedded, staff members also attended English Presentation and Speaking Skills, Afrikaans for Foreign-language Speakers and the Sesotho Language Programmes. During 2009, 27 Participants completed the Basic Sesotho Course, 10 Participants completed the Sesotho Intermediate Course; and 6 Participants completed the Advanced Sesotho 1 Course. Meetings with NEHAWU representatives were held in order to identify worker-level training and development needs. Due to this needs analysis Computer training (ComCo Word and/or ComCo PowerPoint short Courses) were provided to 34 members of staff. Another 9 members of staff requested and received training in ‘Gesellig Afrikaans’.



## Performance Management

The ongoing implementation of the Performance Management System went well during 2009. Due to requests from departments, 447 people attended either individual or group sessions in 2009 in order to complete their performance plans. PM will be further implemented for lecturers and staff members below Assistant Director level during 2010. Giving and Receiving Feedback workshops enable staff members to conduct the year-end review in November each year. Staff members stated it was imperative to attend this training. During August and September 2009, the constraints or obstacles in the work environment were assessed by 408 members of staff. The work environment effectiveness index for this group was 69,73 for 2009. Although the completion of the performance plans is going well, the IT system still needs to be finalised and implemented. This constitutes a huge risk for the success of the PM system. The division strives to assist all members of staff to reach their full potential as human beings and to passionately contribute to ensure the sustainability of a university of excellence.

## **5.2 Report on Extended Curricula**

### **(a) Background and rationale**

Students, who are underprepared for higher education, have a higher drop-out rate and universities complain that these graduates are not ready to enter the workforce (Gower 2008: para 6). Because of the high drop-out rate due to a lack of preparedness, there is a need for “an academic development component” in the curriculum and even to extend traditional three-year degrees with another year. To address this backlog, HESA suggests that these four-year degrees should “... address shortcomings in students’ reading, writing and numeric abilities and would equip them better for university life.” (Gower 2008: para 9). The UFS recognised this need and implemented four- and five year extended undergraduate programmes in 2006 to address the through-put rate of underprepared students. These extended programmes are designed to cater for underprepared students through the inclusion of academic literacy modules, namely Mathematical Numeracy, Academic Language Literacy and a Life Skills module (Skills and Competencies in Lifelong Learning). The support modules form part of the undergraduate curriculum, but students also attend classes in the academic modules with the mainstream students for four hours per week. Discussions with facilitators, who work with underprepared students, revealed that students struggle to understand the relationship between the academic literacy modules and academic content. Most students did not realise that the skills learnt in the academic literacy modules could be applied in academic modules.

### **(b) Implementation of additional support in extended programmes**

The main aim of this initiative is to improve the through-put rates of students in extended programmes by promoting the transfer and integration of academic literacy skills into mainstream modular content and by creating an integrated support network for the students. Additional support contact sessions were scheduled. Students were divided into groups of 25-30 students in a support class and had dedicated facilitators for two extra hours per week per mainstream module. Furthermore, the focus of the contact sessions were to address the academic needs of the students and to integrate the skills learnt in the skills modules with the academic content. Students were also encouraged to form collaborative learning groups where small groups of students (between four and six students) formed additional support groups. Not only did the facilitators provide additional

support, but the collaborative learning groups also provided peer support when the facilitators were not available.

(c) Faculty involvement

The Faculty of Economic and Management Sciences launched this initiative in 2008 and was joined by Humanities in 2009. The Faculty of Law focused more on the effective implementation and support with regards to the Academic Literacy modules and its effect on overall student performance in the five-year LL.B programme. The Faculty of Natural and Agricultural Sciences focused on the integration of academic literacy skills in Chemistry and also added an eight-credit foundation module in the first year Chemistry module to be piloted in 2010. Currently, the Department of Mathematics is designing a Mathematical Literacy development module for Natural Sciences to be implemented in 2011.

Positive outcomes of additional support in four-year curricula in the faculties of Economic and Management Sciences and Humanities

**The Faculties of Economic and Management Sciences and Humanities** reported the following positive outcomes of the intervention:

- Survey data revealed that the students had a positive attitude towards the support sessions and stated that these sessions helped them to apply skills learnt in the Skills for Lifelong Learning module, on the subject specific content;
- Facilitators reported that students showed an improvement in communication-, study- and time management skills as the academic support sessions progressed. In terms of personal growth, facilitators reported that their facilitation skills, patience and general accessibility improved;
- Students enjoyed group work and had social interaction with their classmates outside academic support sessions;
- More emphasis was placed on effective *time management* and facilitators motivated students to attend every session. The students plan for all their responsibilities at the start of each month in the academic support sessions.

**The Faculty of Humanities** reported the following positive outcomes of the intervention:

- Mainstream module co-ordinators were sensitized towards, and trained in the application of resource based methodology, learner and learning centred approaches, the writing of course material and the management of facilitators. They repeatedly report on the positive transference of these aspects to their mainstream teaching.
- The discipline based coordinators and facilitators formed a learning and discussion group with the designers of the language and life skills coordinators, managing to cross the boundaries of the different silos in which each group functioned in the past. This in turn informed the integration of the discipline specific skills across the four disciplines as well as with the language and life skills presented.
- The involvement of the researcher from the onset of the Academic Facilitation project (AFS), already impacts positively on the quality of the design and the implementation of the project.
- Statistical analysis of the data is not yet available but it is already clear that the students experience the AFS as a positive influence on their studies, with specific reference to the supporting role of the facilitator and the peer group.

**The Faculty of Law** compared student success in academic literacy development modules and discipline related development modules of the five year (extended) and four year LL.B

programmes and came to the conclusion that students in the five year programme who were exposed to the academic literacy development modules performed better in some mainstream modules in the second year of study than students who were not exposed to development modules. The following information also needs to be mentioned:

- The five year LL.B group's combined average success rate for all the additional development modules in 2009 was 83% which is above average;
- The five year LL.B group's success rate over a period of four years for all the additional development modules was consequent at a minimum of 70% and generally higher than 80%.

Generally, it was reported that a high level of class attendance had a positive influence on student performance in the additional contact sessions which were based on interactive student participation. These sessions also equipped students with the skills on how to apply academic literacy skills in mainstream modular content. All the faculties are involved in action research projects to determine whether this additional support focus will contribute towards higher student success rates. Research will compare each year's students' academic results. Through-put will be compared with the through-put of previous years and attendance registers will be used to compare the results of students that attended the support sessions with those that did not.

(d) Report on the 2009 results of the career preparation programme (cpp)

### **Background**

The educational basis of the CPP rests on the acceptance that **underperforming** Grade 12 learners from historically disadvantaged communities or circumstances do have the potential to make a success of higher education studies. The consequences of apartheid, insufficient physical facilities at schools, lack of well trained teachers, unmotivated learners, non-availability of learning materials and handbooks, as well as lack of management discipline may be mentioned as some of the reasons for unsatisfactory school performance. In the light of the above-mentioned and in support of the educational basis of the programme, the admission requirements for further study in a bridging programme (CPP) at the University of the Free State were lowered or adjusted to enable learners to perform themselves into further higher education studies over a period of one year. If the two fully fledged first-year modules plus three development modules are passed, the student is allowed to continue with further undergraduate study at the University the next year on the basis of the discretionary powers of the Senate. Instead of three years, it will therefore take this student four years to obtain the degree qualification if he/she completes every year of study successfully. In view of enabling underperforming Grade 12 learners to complete the one-year CPP successfully, it is essential that a high standard of quality assurance be maintained throughout in the academic, as well as non-academic fields. Thus students are enabled to perform according to potential as indicated by the longitudinal studies of the programme. An average pass rate of 50–55% was maintained over the past 15 years.

As a result of the decrease in adequate school performance over the past few years, the CPP programme management decided at the beginning of 2009 to focus on the implementation and application of the CPP teaching-learning approach in the finest detail, especially in cases where shortcomings could be identified, in order to prevent a decrease in the CPP throughput rate. Good in-service training and reorientation/honing of learning facilitators were undertaken by the module co-ordinators in co-operation with the CPP management. The good consequences of this approach resulted in a CPP pass rate of 74% at the end of 2009. The aspects of the teaching-learning approach that were

specifically focused on more will be highlighted further on in the report as possible reasons for the increased pass rate.

**Table 2: Pass rate for Bloemfontein and subregions**

Region	Total	Pass	Percentage	Fail	Percentage
Bloemfontein	740	531	72%	209	28%
Bethlehem	22	18	82%	4	18%
Kimberley	89	53	60%	36	40%
Oudtshoorn	25	22	88%	3	12%
Sasolburg	25	20	80%	5	20%
Welkom	61	39	64%	22	36%
<b>Average pass rate</b>	962	683	<b>74%</b>	279	26%

This higher pass rate is on average 20% better than the 2008 results and more than 20% better than any of the previous annual pass rates of the CPP. (Table 2 indicates the pass rates of the past five years.):

CPP year	Pass rate
2008	48%
2007	53%
2006	54%
2005	51%
2004	46%

### **Possible reasons for higher pass rate**

During 2009 the focus specifically fell on the thorough implementation of the academic and non-academic aspects of the outcomes-based teaching-learning model of the CPP, especially in cases where shortcomings were identified. The following aspects deserve to be mentioned:

#### **Increased emphasis on compulsory class attendance**

The implementation of the attendance register system was made compulsory and checked thoroughly. If students were absent on more than two successive occasions, they or their parents were contacted telephonically about the problem and the way it should be dealt with. The same procedure was followed if assignments were not handed in. In certain cases assistants were appointed on a basis of remuneration per hour to do the telephoning on behalf of the facilitators. This action had extremely positive results: In a short space of time it was no longer necessary to phone, as the students had changed their behaviour and attitudes and experienced the personal interest in an overwhelmingly positive manner. It is easier to implement the attendance register system, as a maximum of 50 students are accommodated per group. Students were also informed that class attendance was

compulsory. Medical certificates or acceptable proof of the reasons for absence had to be submitted. No problems were experienced with regard to this principle, as the students realised that the CPP year represented their sole opportunity to gain admission to mainstream studies.

### **Provision of handbooks, study material and stationery to all students during the first week following registration at the beginning of the academic year**

Handbooks, study materials, stationery, lever arch files are handed out to students during the first week of the academic year. The cost involved is included in the tuition fees and UFS Finance pays these collected amounts back to us annually at the end of August so that the applicable purchases for the next year's intake can be made. This cycle is repeated every year. In order to implement this system, an "initial amount" was provided when the system was first implemented. It is therefore not necessary for students to visit bookshops for purchases and they find this very convenient and time saving. The greatest benefit of this procedure is that facilitators and students can start working full steam from the first day of the academic year, as students are in possession of all the required handbooks and study material for each module for which they are registered.

### **Focused attention to students**

According to the outcomes-based teaching-learning model of the CPP, the number of students for each module is divided into groups of 40–50 students and served by a trained subject facilitator. All the subject facilitators (in Bloemfontein or subregions) report to the subject co-ordinator (attached to the UFS department concerned) of each module. Thus self-activity and focused class participation by students are promoted which has a positive influence on the students' academic interest and success and promotes cognitive thinking skills and self-activity (self-learning).

### **Ongoing in-service training of facilitators**

The **module co-ordinators and facilitators** are exposed to in-service training in their discipline annually, which results in ongoing innovation and honing of skills. It is especially important that they should be approachable and have the ability to facilitate and sometimes teach the module contents in such a way that all the students can master it and identify with it.

During 2009 the focus specifically fell on, among others, promotion of the academic language skills of students. An American expert in the field of contents-based presentation of language, Prof. Donna Brinton of the University of California's Center for World Languages in Los Angeles, visited the CPP during April and trained academics to include and apply integrated language development in all the different disciplines. This approach met with great approval and applicable workshops were also presented for staff members on the Bloemfontein and Qwaqwa Campuses.

Module co-ordinators also regularly liaise with local colleagues from other universities and in some cases associations exist with colleagues attached to foreign universities.

Facilitators are not allowed to cancel any classes without the module co-ordinators' knowledge and may also not arrive late for contact opportunities or dismiss classes early. Feedback in this regard was obtained by means of student-evaluation questionnaires and, where irregularities existed, they were addressed.

## **Broadening of the focus of counselling services**

The programme counsellor on the South Campus and subregion counsellors were specifically empowered and requested to specifically bring all further study possibilities and options to the attention of all the students. During 2009 faculty managers and academic staff members were also invited to address the students for the first time. This initiative was experienced by the students as very positive and motivating.

## **The establishment of a students' representative body (SRB)**

The aim with the establishment of the Students' Representative Body was to obtain direct feedback from students on the positive and negative experiences with regard to the academic events during contact sessions. At the end of February 2009 (students were able to get to know one another reasonably well in four weeks' time), each class appointed a representative for each module who represented them on the SRB. The SRB meets with the Programme Director, Mr Pule Makae, every month, after which feedback is given directly to module co-ordinators on any additional academic matters which must be addressed. With the implementation of this feedback system, it was possible to make adjustments to the teaching-learning events of specific module aspects in respect of which students experienced problems. Students with a negative attitude and disposition are also identified by their fellow students and, where necessary, brought to the attention of the counsellor to be dealt with constructively. The SRB also made very sensible proposals regarding the basic nutritional needs of students and the Cafeteria could do away with more expensive meals which the poor students cannot afford and the programme management could assist in providing the students with inexpensive, affordable, healthy food choices.

## **Conclusion**

The programme management of the CPP is convinced that this grouping of students (possibly all first-year students) can be served much more successfully academically in a small-group context with well trained facilitators, taking into account that they write the exact same examination papers as mainstream students. In addition it is essential that students should have all academic aids/study material in their possession from the beginning of the academic year in order to prevent their developing backlogs (a major problem on the Qwaqwa Campus).

The basic discipline of completing and handing in (sometimes daily) tasks, as well as compulsory class attendance is no longer negotiable. Immediately available counselling services and personal assistance for students on academic and non-academic level is essential. A hungry, unhappy and unmotivated student cannot perform well academically,

Facilitators must be willing to manage much more than the ordinary teaching-learning events in the class situation. Every student is important and they must accept personal responsibility for the performance of the group. Where facilitators were responsible for the underperformance of the group, measured against the outcomes of the other groups in the same module, the situation was addressed immediately and, if no improvement resulted, their contracts were not renewed. The challenge for 2010 is to ensure that the 2009 pass percentage be repeated and the same measures and principles that applied in 2009 will be applied again.

## **National Benchmark Testing Project**

During 2009 the UFS actively engaged with Higher Education South Africa's (HESA) National Benchmark Testing (NBT) Project (for more information on the NBT Project please see [www.nbt.ac.za](http://www.nbt.ac.za)) . In October 2009 the Executive Committee of the university decided



that all first-year students in the 2010 cohort would be required to write the NBTs. The purpose of this is three-fold:

1. The NBTs provide additional information about the competency Profile of our first year students and this additional information can assist faculties to specifically target, within their undergraduate programmes, competency areas in which students are predicted to have difficulty.
2. Performance on the Academic Literacy Test is used as a mechanism for placing mainstream students into compulsory additional language Proficiency modules during their first year.
3. The university is busy with an institutional research project to review the current admissions policy and criteria and the information gained from the NBT results is a critical component of this study. This initial study will also form the basis of a longitudinal study looking at access, admissions and student success.

At this point the UFS does not make use of the NBTs for selection and placement, but only to identify students who require additional support to enhance their chances of success. The possibility of making use of the NBTs as a component of selection and placement, together with Grade 12 results, is currently under discussion and research is being done to better understand the implications of such an approach to admissions.

All students who applied to enter the UFS in 2010 were sent information about the NBTs and were informed that it is compulsory for first-year students to write the tests. First-year students from all Faculties are required to write the Academic and Quantitative Literacy (AQL) Test and students in the Natural and Agricultural Sciences and the Economic and Management Sciences Faculties are also required to write the Mathematics Test. Students entering the Health Sciences Faculty are exempted from the NBTs since they participate in the Health Consortium testing during their application process.

Students were provided with the option of writing the tests at one of the national testing sessions prior to registration in January 2010, or to write the tests at special testing sessions for registered UFS students. A total of 407 students wrote the tests prior to registration. The majority of students wrote at the special test sessions. The numbers of students writing tests at each of the UFS special testing sessions is shown in the table below.

**Table 3: Summary of Numbers of UFS Students Writing NBTs**

Campus	Test Date	Number of students writing per test				TOTAL number of tests completed
		Academic and Quantitative Literacy (English)	Academic and Quantitative Literacy (Afrikaans)	Mathematics (English)	Mathematics (Afrikaans)	
Main Campus	6 <sup>th</sup> Feb 2010	2094	1014	1203	441	4752
South Campus	13 <sup>th</sup> Feb 2010	857	46	365	5	1273
Qwaqwa Campus	13 <sup>th</sup> Feb 2010	1438	0	224	0	1662
<b>GRAND TOTAL</b>		<b>4389</b>	<b>1060</b>	<b>1792</b>	<b>446</b>	<b>7687</b>

At the time of preparing this report the full set of results was not yet available. However, the initial results for the 407 students who wrote the tests prior to registration highlight worrying trends with respect to students' preparation for university level study. Once the NBT results are available for all UFS students, detailed Profiles of the 2010 first-year student cohort will be provided for each Faculty to be used as additional information to inform teaching and learning strategies. A detailed, institutional level, research report will also be prepared. This will include a review of current admission requirements, and will present in-depth analyses for different categories of students as well as for students from diverse schooling backgrounds. The research results will inform the institution's Admissions Policy as well as the teaching and learning strategy and practice for first-year students.

(e) Student Development and Success

**Introduction**

This report provides an overview of the activities of the division of Student Development and Success (SDS) for 2009. The vision of the SDS for 2009 was:

*To contribute to the creation of an academic success culture at the UFS through research Driven initiatives in collaboration with academic stakeholders and support services.*

In this year the strategic focus of the SDS was on the following projects in order of priority

1. **Student Engagement Research**
2. **New Academic Tutorial Programme (NATP)**
3. **Orientation/ UFS 101 & Academic Advising**
4. **Student tracking/ Portal**

**Student Engagement Research**

The SDS was contracted by the Council on Higher Education to run the CHE-UFS Student Engagement Research Project. The project forms part of an investigation into the development of a four-year undergraduate curriculum and undergraduate education in general. Within the context of this investigation, research on student engagement, using the South African Survey of Student Engagement (SASSE), has the potential to help identify the conditions and Drivers of success that would lead to the identification of high impact activities that contribute to the improvement of throughput and success rates in the South African context.

The project involved a sample 13600 students in seven pilot institutions across different institutional types in the South African context. As part of the project Prof George Kuh (Indiana University, Bloomington), the "father" of student engagement, visited the UFS and presented the keynote at the first Colloquium on Improving Undergraduate Success. Dr. Judy Backhouse, Director of Monitoring and Evaluation at the CHE, had the following comments on the work of the UFS team in the final report:

*I am grateful to Dr Francois Strydom and his team at the University of the Free State, for their inspiration and dedication in bringing the student engagement work to South Africa. It has been a particular pleasure to be part of an impeccably managed project in which communication has been exemplary, several unexpected developments were sensitively*



*and effectively handled, and every deadline was met. This team has made an important contribution to our understanding of undergraduate education in South Africa.*

### **New Academic Tutorial Programme (NATP)**

Despite the challenges relating to the serious illness of Ms. Damons in this year the NATP showed tremendous growth. In 2009 the NATP was implemented in five faculties (excluding Theology) and extended to the Unit for Students with Disabilities (USD). The departments involved had increased from 15 in 2008 to 38 in 2009. The management and coordination of the programme involved eight Tutorial Coordinators who were assisted by four Tutorial Assistants. The SDS was delighted with the appointment of Ms. Mirriam Mohlakoana as the NATP Coordinator on the Qwaqwa Campus. In 2008 the programme consisted of 95 tutors which had increased to 231 of which 173 were on main campus in 2009. The NATP also ran an on-line tutorial trial in the Faculty of Economic and Management Sciences to evaluate the impact of this new methodology.

### **Orientation/ UFS 101 & Academic Advising**

In February the SDS appointed Ms. Belinda Viljoen as Chief Officer: Orientation and Academic Advising. Ms. Viljoen planned and has executed the best orientation programme run by the SDS to date, Get.Success@UFS week 2010. In addition she conducted preliminary research into the need for an academic advising system. The results of this study was used to develop a consultation process with faculties and resulted in several meetings to further the development of this system.

The development of the UFS101 programme did not progress in 2009 due to the potential impact of the introduction of a four-year undergraduate degree. The SDS was also concerned that the UFS101 module would be counterproductive in terms of improving throughput and success rates since an additional module could overload underprepared students. The SDS did develop a concept document on the introduction of a four-year general, formative degree to improve on the UFS101 proposal.

### **Student Tracking/ Portal**

In light of the scope of the CHE project and the strategic importance of the project the Director of the SDS requested that the be moved to the Academic Planning Unit to move the project forward since the SDS would not have the capacity to take this project forward in 2009. During 2009 the Student Portal was cleaned and provisional discussion around the development of a portal version 3 was initiated.

### **Research Outputs**

The accredited research outputs accepted in 2009 are the following:

**J.F. Strydom & M. Mentz.** 2009. Weaving the invisible tapestry: Managing diversity through orientation innovation, book chapter in Opening conversations on First-year success, Sun Media, University of Stellenbosch.

### **Forthcoming publications**

**J.F. Strydom.** Evaluating the implementation and impact of capacity development at institutional level in South African higher education. Journal for New Generation Sciences (forthcoming)

## **Conclusion**

The report shows that 2009 was a successful year for the SDS. At the end of the year the division was integrated with the Planning Unit to develop a new division for institutional research and academic strategy under the Vice-Rector: Prof Driekie Hay. The SDS would like to express its sincere appreciation to Prof Ezekiel Moraka for his support. We would also like to recognize that without the continued support of the SDS by management and faculties it would not have been able to achieve the successes it has. The integration and alignment of the SDS with institutional research and strategy provides exciting new opportunities to help improve the success and throughput rates of the UFS.

## **Postgraduate Support 2009**

The process to establish a dedicated postgraduate support service for the University of the Free State (UFS) started with the in-principle approval of such a service by the University Executive Management in June 2007. Progress to realise this service has been slow, mainly due to a lack of appropriate human resources to manage and direct the service. Fortunately, 2009 saw significant developments in this regard, to a great extent attributable to the commitment and support of the newly-appointed Vice-chancellor and Rector, Prof Jonathan Jansen.

In 2009 the initiative was contextualised by an in-depth, institution-wide study of postgraduate and postdoctoral education at the UFS, managed by the Planning Unit under the guidance of Prof Driekie Hay. The study emanated from the University's ongoing strategy for self-improvement and quality assurance as well as the recommendations contained in the Audit Report of the Higher Education Quality Committee (HEQC). The overall objectives of the study were to (i) assess the current status of postgraduate and postdoctoral education at UFS; (ii) benchmark this against local and international best practice; and (iii) develop recommendations aimed at the improvement of the management of postgraduate and postdoctoral education at UFS.

The study itself serves as a kind of blueprint for the implementation of its recommendations, providing an evidence-based checklist of required activities. The large number of recommendations reconfirms the need for a revision of the UFS's approach to the education of its emerging researchers, with the following five recommendations being considered essential, to be implemented as soon as possible:

1. the development of an institutional strategy for postgraduate and postdoctoral education which takes into account institutional and national priorities;
2. the development of a coherent institutional policy for postgraduate and postdoctoral education to guide faculties and departments;
3. the implementation of a quality assurance system which addresses the full cycle of postgraduate and postdoctoral processes;
4. the establishment of a high level body which will ensure consistency of postgraduate and postdoctoral programmes across the university, set against criteria which relate to both academic quality and viability; and
5. the urgent operationalisation of the envisaged postgraduate support service, starting with the appointment of appropriately qualified and skilled staff members.

Following this study and the vision of the new Vice-chancellor, the postgraduate support service was reconceptualised in 2009 as a *Postgraduate Research Office*, to include not

only a support function for students and supervisors, but to also become a hub for scholarly activity aimed at developing a better understanding of postgraduate and postdoctoral education in the local context. The extensive search for an appropriate incumbent to manage this Office resulted in the appointment of a Director late in 2009, who will take up the position in mid-2010. Plans are also in place for the design of the institutional strategy for postgraduate and postdoctoral education during 2010 – within the broader development area of ‘next generation’ research capacity and with utilisation of leading international expertise – and the process to re-establish a Higher Degrees Committee for the UFS is underway.

(f) Service Learning Division (CHESD)

### **Background**

The UFS regards the community-based experiential pedagogy of service learning as a valuable form of community engagement which actively involves higher education staff, students and a variety of stakeholders in society. Many staff members have by now become convinced that service learning can contribute to the transformation of the institution by - as Prof. Michael Gibbons suggests – assisting us in embedding community engagement not just as a ‘core function’ but indeed as a ‘core value’ of higher education - in order for the institution to participate more effectively in the production of knowledge that is aimed at addressing the most urgent challenges of society.

In order to achieve the integration of community engagement with teaching and learning, priority is given to the development and implementation of service learning modules. Thus, section 4.2.1 of the UFS Community Service Policy (2006, cf. [www.ufs.ac.za/servicelearning](http://www.ufs.ac.za/servicelearning)) states that “the inclusion of compulsory community service learning modules **in all academic programmes (at least one per programme)** is a policy priority and will be propagated accordingly”. Specific reference is made in the policy to the ‘proven record’ of service learning as an educational approach that leads, through reflection, to “a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility within staff and students involved”.

During 2009 the UFS’s Chief Directorate: Community Service took responsibility for broader partnership formations and community engagement in the more general sense of the concept; the **Service Learning Division** of CHESD focused more on aspects specifically related to this educational approach and provides various forms of support for staff members who offer service learning (SL) modules. The Division liaises closely with the Community Service Portfolio Committees and the Community Service Coordinators in the various faculties.

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

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

Service-learning-related research outputs have been increasing over the past five years (one PhD awarded; several Master's studies underway; a broad variety of articles were published; and many conference papers delivered). One of the challenges of the Division is to become more involved in SL capacity-building for external participants.

### **The numbers game**

Even though not all the SL modules that were offered during 2009 had been captured on the web-based database the following information may be gleaned from what has been available in January 2010:

- The number of service learning modules offered has been steadily growing (e.g. from 34 in 2007, to 48 in 2008 and **52** were offered in 2009).
- The estimated number of students who enrolled for service learning modules during the course of 2009 is **2,750**. At a minimum of 10 active hours spent in the community this equals at least 27,500 hours of service and engaged learning. If each student interacts with a minimum of five community members the number of persons involved in these meaningful service activities is at least 13,500.
- The number of academic staff involved was a minimum of **60 full-time** and several more part-time.
- Partnership formations and sites (over 100) where SL implementation takes place range from urban (Bloemfontein, Mangaung, Heidedal), peri-urban to rural (from sites around the Qwaqwa Campus and in several sites within the Xhariep district). These partners comprise a variety of NGOs; faith-based organisations; old age homes; primary and secondary schools; nursery schools; local libraries; and small businesses.

The UFS made the considerable amount of R1,300,000.00 available for the implementation of SL modules during 2009. The funding was utilised for transportation of students; hours worked by additional staff on contract basis to accompany students; smaller amounts of project funding; training materials; refreshments; and a concluding joint celebration per module. Several of the modules received smaller amounts of project funding from the business sector as enthusiastic students Drew them into their community service endeavours.

### **The impact of Service Learning Modules**

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

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

agreed upon by participants are key elements of ethical engagement between the UFS and external SL partners.

The impact that the SL experience has on students is gauged through the authentic assessment of learning outcomes; by means of the reflection reports that they write; and through the pre- and post-implementation survey questionnaires that all SL students are required to complete. All of these point to the fact that well-structured SL are bound to add an invaluable component to the training of our students – specifically regarding the personal meaning that they find when linking theory to real-world experiences, and critically considering their roles as responsible citizens in the lives of local communities and beyond.

### **Service Learning Capacity building for UFS Staff and others**

A specialised 24-credit module in Service Learning (HOS 717) is offered as part of the Master's Programme in Higher Education Studies of CHESD. A considerable number of staff members have already completed this module – 9 of which during 2009. Additional staff development activities that were offered included invited specialist speakers, guidelines on where to publish SL research, and a workshop on linking reflection in SL to student development. The Administrative and Research Officer of the SL Division participated in an Appreciative Inquiry (AI) leadership programme and utilised AI for an in-depth appraisal of SL at the UFS.

Upon request from other higher education institutions the Division has also developed a UFS accredited Short Learning Programme in Service Learning Capacity Building (SPSLCB). This programme is offered at NQF level 9 and articulates with the MA(HES). Twelve staff members from other South African universities (i.e. North West, Monash SA, Zululand, Vaal and Tshwane Univ. of Technology) successfully completed the programme during 2009. UFS staff members involved in SL are often invited to present workshops at other universities and/or contribute to SL publications. During 2009 the Head of the SL Division presented papers and workshops at the following institutions: the Central University of Technology, Vaal University of Technology, Tshwane University of Technology, the University of Zululand, and the University of Johannesburg.

### **International Liason**

The Service Learning Division has a longstanding collaborative engagement with international leaders in the fields of Civic Engagement and Service Learning who are based at the Indiana University-Purdue University Indianapolis. The latest international partnership formation that the UFS has engaged in that has a considerable SL component is the agreement signed with the Appalachian State University in North Carolina. Internationally there is a growing focus on collaborative community/civic engagement as a global strategy in the search for sustainable solutions through local-global linkages. This opens up exciting possibilities for the future of higher education community engagement, and service learning in particular. The UFS will endeavour to be part of the global movement toward increased responsiveness and deeper forms of engagement.

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

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

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

### **(a) Employment Equity Policy and Plan**

The implementation of employment equity remains one of the most challenging tasks facing universities.

The UFS Executive Management carries the primary responsibility for employment equity. The Employment Equity Division promotes employment equity through the recruitment, hiring, retention and promotion of staff at all levels, in compliance with the Employment Equity Act, as well as the Employment Equity Policy and Employment Equity Plan of the UFS.

In addition, the following persons/entities are responsible for assisting with the effective implementation of the Plan and for ensuring that the Plan is applied and monitored rigorously: the Rector; Top Management; the Manager: Employment Equity; the Central Employment Equity Committee; and faculty and support services subcommittees.

At present the subcommittees of the support services are being restructured due to changes in line managers as a result of the restructuring of the top management after the appointment of Prof Jonathan Jansen, our new Rector and Vice Chancellor.

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 rolling plan is currently being updated. A workshop was held on 11 June 2009 to discuss additional plans that need to be incorporated in the plan. The Department of Labour and North West University were also invited to the workshop. The following issues were discussed at the workshop: Strategies to attract black staff members from the designated groups to the UFS as well as strategies to retain these staff members.

Due to the fact that this university (as many other universities) strives towards excellence and because it cannot compete with the salaries paid by the private and public sector, employment equity targets remain a very big challenge for the UFS. Currently, the University is under review by the Department of Labour.



**UFS HEMIS PROFILE 2008 (Refer to 2009 – 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	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
<b>Permanent Total *</b>	<b>321</b>	<b>36</b>	<b>9</b>	<b>492</b>	<b>858</b>	<b>299</b>	<b>52</b>	<b>9</b>	<b>722</b>	<b>1082</b>	<b>1940</b>
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
<b>Temporary Total *</b>	<b>418</b>	<b>21</b>	<b>18</b>	<b>573</b>	<b>1030</b>	<b>297</b>	<b>42</b>	<b>18</b>	<b>712</b>	<b>1069</b>	<b>2099</b>
<b>UFSTotal</b>	<b>739</b>	<b>57</b>	<b>27</b>	<b>1065</b>	<b>1888</b>	<b>596</b>	<b>94</b>	<b>27</b>	<b>1434</b>	<b>2151</b>	<b>4039</b>

**HEMIS PERMANENT/TEMPORARY DEFINITION**

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

## UFS HEMIS PROFILE 2009

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instruction/Research Professionals	76	16	6	318	416	42	6	3	310	361	777
Executive/managerial Professionals	8	5		48	61	5	1		25	31	92
Special Support Professionals	3	2		16	21	10	1		80	91	112
Technical Staff	11	3		21	35	3			6	9	44
Non-Professional admin staff	87	7	1	80	175	85	50	4	363	502	677
Crafts & trades staff	2	1		12	15	1			1	2	17
Service Staff	141	13		3	157	164	10		5	179	336
<b>Permanent Total *</b>	<b>328</b>	<b>47</b>	<b>7</b>	<b>498</b>	<b>880</b>	<b>310</b>	<b>68</b>	<b>7</b>	<b>790</b>	<b>1175</b>	<b>2055</b>
Instruction/Research Professionals	246	7	14	403	670	150	14	8	364	536	1206
Executive/managerial Professionals				8	8				2	2	10
Special Support Professionals	3			19	22	1	1		48	50	72
Technical Staff	65	5	1	46	117	59	4	6	78	147	264
Non-Professional admin staff	111	5	2	113	231	105	10	2	220	337	568
Crafts & trades staff					0					0	0
Service Staff	41	2		6	49	14	3			17	66
<b>Temporary Total *</b>	<b>466</b>	<b>19</b>	<b>17</b>	<b>595</b>	<b>1097</b>	<b>329</b>	<b>32</b>	<b>16</b>	<b>712</b>	<b>1089</b>	<b>2186</b>
<b>UFSTotal</b>	<b>794</b>	<b>66</b>	<b>24</b>	<b>1093</b>	<b>1977</b>	<b>639</b>	<b>100</b>	<b>23</b>	<b>1502</b>	<b>2264</b>	<b>4241</b>

### HEMIS PERMANENT/TEMPORARY DEFINITION

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



## 2008 to 2009 Change in UFS EQUITY PERMANENT STAFF PROFILE

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	0	5	-2	15	18
Executive/managerial Professionals	0	3	0	8	11
Special Support Professionals	3	1	-1	6	9
Technical Staff	3	0	0	-2	1
Non-Professional admin staff	14	13	-1	45	71
Crafts & trades staff	1	0	0	1	2
Service Staff	-3	5	0	1	3
<b>TOTAL</b>	<b>18</b>	<b>27</b>	<b>-4</b>	<b>74</b>	<b>115</b>

## % Change in UFS EQUITY PERMANENT STAFF PROFILE: 2009 compared to 2008

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	0	29	-18	2	2
Executive/managerial Professionals	0	100		12	14
Special Support Professionals	30	50	-100	7	9
Technical Staff	27	0		-7	2
Non-Professional admin staff	9	30	-17	11	12
Crafts & trades staff	50	0		8	13
Service Staff	-1	28		14	1
<b>TOTAL</b>	<b>3</b>	<b>31</b>	<b>-22</b>	<b>6</b>	<b>6</b>

- 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
2009	12,098,050.00	39,521,593.00

- 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
2009	10,000,000.00	37,900,000.00

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

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

## 5.6 Student Services and extra-curricular activities

Throughout the year 2009 numerous cultural projects took place. The main cultural events focus on promoting diversity and intercultural development among students. Student leadership development is another important area. 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.

In 2009 we also piloted a new programme for focussed leadership development that provided additional development opportunities to candidates that run for office in student governance.

The Acting Dean: Student Affairs maintained strong relations with the South African Human Rights Commission in order to assist with training and educational sessions for students regarding basic human rights. Workshops continued with staff in residences, as well as some students. 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. In 2009 the collaboration between programmes to prepare first year students and Rag was also increased to ensure greater focus on issues of diversity and integration.

KOVSCOM – Community Service in Student Affairs purpose to develop the full potential of student volunteers to enable them to render community service to the broader 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 themes chosen in co-operation with the project leaders were the following: Give a flower, a smile, a hug Environmental Cultural Talent Competition Human and Child Rights Life Skills Youth Day Careers Day/Educational Day Workers' Day Music Animal Awareness Art Day Sports Day Seasons 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** Students again 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. 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 raised funds 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 2009. Project leaders, chairpersons and subcommittee members were trained during October 2009. 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 2009 for project leaders will take place during February 2009.

## **5.7 Relationships with the community, both academic and services**

### **5.7.1 Internationalisation at the University of the Free State**

Driven by an approach of international competitiveness, aligned with the strategic objectives of the University, and contextualised by a marked focus on research and academic excellence, Internationalisation has been established as an integral part of the University's repositioning and globalisation strategies. This is framed by the vision of the new Rector, a reorganisation of key management functions into a portfolio of External Relations, headed by a Vice-Rector, and the positioning of International Affairs at the level of Director. This institutional reorientation towards an outward thrust, but remaining locally relevant, and the development of strategic programmes and initiatives to support the repositioning of the UFS, building on the Strategy for Internationalisation (2008), are key components of the framework within which the international function of the UFS operates.

International Affairs in collaboration with the Executive commissioned an external, forward-looking formative review of the internationalisation function and Internationalisation Strategy, in order to provide a balanced view of the immediate and longer-term challenges as well as the successes. The overarching finding of the Review was that much has been achieved in 18 months – beyond normal expectations – to build the foundations for more coherent, systematic, effective internationalisation efforts.

This review served as the major input to the inaugural meeting of the UFS International Advisory Board, constituted to provide strategic guidance to the internationalisation efforts of the University and bring cutting edge expertise to bear on the internationalisation policies, strategies and action plans of the University. Its seven high level members, Drawn from four continents with various expertise in academic, entrepreneurial and funding environments, will help ensure that the University leadership is aware of relevant international trends and opportunities, by advising on appropriate actions. They also act as advocates for the University in their own spheres of influence.

The guidance and feedback from the Advisory Board, informed by the Review, have created the necessary strategic framework within which the UFS will redirect and consolidate its globalization efforts, aligned with the Academic Turn Strategy and Fundraising Strategy.

The Strategic Academic Clusters is one of the major vehicles for the internationalisation of the research platform, and highly anticipated agreements, the most prominent of which includes Cornell University, has been concluded. Cornell is the only ivy-league university in the USA with a college of agriculture, resulting in the UFS being recognised as an expert in curricular development and research in agricultural education in Africa. Important linkages have been forged with inter alia the Earth Institute at Columbia University, strengthening of the agreement with the University of Minnesota, and a framework for funding with the University of Wisconsin has been initiated. One of the outstanding achievements is the establishment of the Jonathan Edwards Centre Africa by the Faculty of Theology, in collaboration with Yale University and the Jonathan Edwards Centre.

A major drive towards repositioning in Asia and Africa has been initiated, and will come into effect during 2010, exemplified inter alia by initial discussions with the Chinese Embassy, a large collaborative agreement with Mahasharakam University in Thailand, and strategic linkages with the African Union under auspices of the Agricultural Education Initiative at UFS.

An important step towards becoming an institution that exemplifies the scholarship and practice of reconciliation, forgiveness and social justice, the Institute for Studies in Race, Reconciliation and Social Justice will be launched in 2010. This institute will attract scholars and students from around the world to study and understand the theory and practice of building community across the divides of amongst other race, religion, and gender. Prof Josephine Allen, Emeritus Professor at Cornell University, USA, spent a study period at UFS advising on the establishment, conceptual approach and academic focus of the proposed institute, also in preparation for four Senior Fulbright Scholars that will spend a sabbatical at UFS in 2010 in support of the Institute.

One of the key areas of focus of internationalisation is the identification and facilitation of international research funding opportunities for the University. The work of the newly appointed Manager: International Research Funding, Ms Dineo Gaofhiwe, have contributed significantly to an enhanced and streamlined system of funding facilitation, in addition to a marked increase in successful proposals. In collaboration with part-time faculty coordinators (funded by the International Office) and the Directorate Research Development, an effective network responsible for mobilising and highlighting opportunities for international partnerships and grants have been established.

International Affairs has within a short space of time after occupying its official status, contributed towards the establishment of a recognised global Profile and occupies leadership positions where international policies and initiatives are being shaped. Most pertinently, the Director: International Affairs has represented the UFS on the executive bodies of the International Education Association of South Africa (IEASA), the Southern African Research and Innovation Management Association (SARIMA), the South African Netherlands Partnership Programme on Alternatives in Development (SANPAD) and in the Research Strategy Group of Higher Education South Africa (HESA).

With excellent progress towards the achievement of the internationalisation strategic objectives achieved during 2009, it is evident that capacities are developing, that International Affairs is operating in a catalytic manner, and structures have been established to support the globalisation Drive of the UFS.

#### **5.7.2 Lengau Agri Centre: University Partnership Programme for Agricultural Training and Mentorship for Small-Scale and Emerging Farmers in South Africa**

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

to the land reform beneficiaries have failed to address the urgent capacity constraints of individuals who may be entering farming for the first time in their lives.

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

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

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

- Train community members of the Mangaung Local Municipality, particularly the residents of the informal settlement within the immediate vicinity of the experimental farms;
- Train small-scale and emerging farmers recently allocated land under the land reform programme but who are unable to make a success of their farming operations due to inexperience and lack of technical support;
- Develop short courses in practical agriculture in line with dominant conditions encountered by the target groups;
- Undertake research to identify factors that enhance the competitiveness of small farmers;
- Strengthen the practical aspects of the curriculum for on-going training of the students on the various campuses of the University of the Free State;
- Carry out farm demonstrations; and
- Undertake an outreach programme through partnerships to extend the clientele through a “hub-and-spokes” framework to different parts of the country.

### 5.7.3 Community Service

The Khula Xhariep partnership was an initiative of the former Directorate of Community Service of the University of the Free State. A partnership between the UFS and the communities of Trompsburg, and Philippolis arose. The purpose of the partnership was



to create opportunities for students to implement service learning modules in a rural setting, to create opportunities for research as well as initiating projects that can lead to community development. One such project was initiated by Ms Estelle Heideman (the then HIV/AIDS Coordinator within the Faculty of Natural and Agricultural Sciences) with funding from the Faculty and the Chief Directorate Community services. Five farms were identified in the Philippolis area and an HIV/AIDS programme was implemented with the aim of assisting farmers and farm workers to better deal with the impact of HIV/AIDS. Students from the UFS were involved in the programme and were awarded the opportunity of presenting on topics relevant to their disciplines to the farmers and their farm workers as part of their Community Service Learning.

Another highlight was the development of a youth development programme in Philippolis. This was done over a period of five months, from Sep '08 to Jan '09 with funding from the Chief Directorate Community Service, University of the Free State. The aim of the programme was to build relationship with young adults, to gain insight into the challenges that they are faced with and develop an intervention that could enrich their lives and help them cope with, and overcome these challenges.

The youth development programme took the form of a leadership development project with a group of eight young adults ranging from ages 24-28 yrs. The group had an existing position of influence in the community as they are volunteers for the Department of Social Development and come into contact with many community members, a leadership skills development programme was therefore initiated to build upon and enhance leadership skills. To kick off the project a weekend programme was held aimed at building relationship, developing leadership skills and self-awareness after which follow-up sessions were held. The 4<sup>th</sup> yr social work students who did their practical work in Philippolis further built on the foundation laid by this project and aided these youth to initiate a youth centre.

Students from Departments Social work, Physiotherapy and Nutrition formed part of the HIV/AIDS intervention in the SFS. These students received training prior to their involvement in the Community programme.

To see the students, who chose to be a part of the project in the SFS offers their time as part of their community service learning module, change and evolve in their role was a highlight. Student's attitudes were changed and HIV related knowledge gained. Furthermore, 14 farmer's wives from the Springfontein region were trained as part of support network to ensure sustainability for the program after the exit of the UFS. These ladies were trained in 10, 3 hour sessions which included a session on Community mobilization. They then initiated a few community projects on their own with the assistance of the Kopsies HIV/AIDS Centre at the University of the Free State.

In 2009 the following people were trained as part of this intervention:

30 Physiotherapy students (3<sup>rd</sup> year)

14 Farmers wives in Springfontein

70 farm workers from farms in Springfontein district

20 community members and home based carers from Springfontein

This involvement in the communities of the SFS exposed students and staff to various opportunities which lead to the MAC Aids fellowship being awarded to both Me Heideman and Me Nell for 2009-2010. This enabled both staff members to improve their HIV/AIDS leadership skills and implement 2 community projects. Me Heideman implemented her prevention plan in 2009 amongst farmers and their workers in the



Springfontein region. This was done in collaboration with the Chief Directorate Community Service's FSRDPP at the UFS. The funding for this project was from Mac AIDS as well as a US trust fund. Me Tarryn Nell completed her training in 2009 and will be implementing her prevention plan at an NGO in Heidedal from May 2010.

## **5.8 Changing patterns in providing academic courses**

### **(a) Programme Planning**

Two events significantly directed the activities of the office Programme Planning during the second half of 2009:

1. On the 1<sup>st</sup> of June 2009 the HEQF officially took effect.
2. The strategic restructuring of the Planning Unit.

### **(b) The HEQF and Programme Development**

The moratorium on applications for approval, accreditation and registration to the Department of Higher Education and Training, the HEQC and SAQA respectively, was repealed when the new HEQF came into force. This presented the office Programme Planning with the challenging opportunity to, in co-operation with key role players, lead the UFS in the process of relocating its programmes and qualifications within the parameters and requirements of the new HEQF. Against the background of priorities identified in UFS Institutional Improvement Plan, the UFS Strategic Plan (2009-2012) and the Rector's strategic priorities, the continuing pressure on physical resources, timetables, etc., it was clear the implementation of the HEQF at the UFS would involve much more than the careful planning and management of an institutional process. It demanded inter alia the following:

- A thorough review of the PQM as the official (and authorised) academic Profile of the UFS;
- A rigorous investigation of the Calendars of the university, their alignment with the PQM and their academic integrity;
- The verification of the justification, rational and purpose of programmes and their alignment with the expectations of the HEQF;
- The scrutinising of programme structures in terms of the qualification type specifications, laid down by the HEQF, which indicates the central importance of NQF Levels, linked to curricula coherence, progression and academic integrity of the UFS programmes offered.

During the second semester of 2009 deliberate action steps were taken to address the identified fundamental issues. This resulted in:

- A research based analysis of the UFS PQM.
- The facilitation of implementing the HEQF in the Faculty of Theology provided valuable experience. Qualifications and programmes were reviewed, new curricula were developed, the coherence of and progression in curricula linked to (modular) NQF

Levels and a new Calendar was compiled. The number of modules in qualifications such as the University Diploma in Theology, the BTh and BDiv, was decreased by 25 %.

- The development in November 2009 of a new modular codification system. Characteristic of this system is the identification of the particular NQF Level of the module. This will become a powerful instrument to establish the academic integrity of programmes, as well as their compliance with HEQF qualification type specifications.
- An analysis and interpretation of the Calendars of the faculties of the Humanities, Education, Law and Theology, in order to identify academic challenges with regard to programme structures, etc. was performed.
- The organising and facilitation of a workshop (19 October 2009) with representatives of the Department of Higher Education and Training. The aim was to clarify questions and uncertainties with regard to the HEQF.
- The implementation of teamwork within the Planning Unit, which involved the office of Teaching and Learning and Quality Assurance on a continuous basis.
- A continuous and considered process of sensitisation in which the significance, quality and integrity of the UFS PQM as academic Profile of the University and its programmes, aligned with the vision and mission of the University, was emphasised.

In addition the institutional process of the approval, accreditation and registration of new programmes was streamlined, allowing for the Planning Unit to be involved already in the initial stages of development. This created the opportunity for the offices of Programme Planning and Teaching and Learning to act as a team in supporting the development of new academic programmes in terms of the requirements of the Department of Higher Education and Training, the HEQC and SAQA. Two new programmes were approved by the Department of higher Education and Training: the Advanced Diploma in Sustainable Agriculture in Rural Development and the Master of Medical Science in Transfusion Medicine. Several other programmes are still in the process of development or re-development.

The process for the establishment of a centralised filing system, in which the qualifications and programmes of the UFS will be accommodated, was initialised. Prof R M Britz was appointed (effective from 1 July 2009) in the post and thus took over from Dr P A Venter.

(c) Restructuring of the Planning Unit

The intended establishment of a Directorate for Institutional Planning and Academic Enhancement, creates a meaningful academic platform for an integrated approach that will enhance the aim of the Office Programme Design to establish itself as a unit with academic integrity and leadership in pursuing the strategic priority of aligning the (reviewed and updated) UFS PQM with the HEQF.

(d) UFS Quality Assurance

**Institutional quality assurance drivers**

The quality of the UFS is driven and assured through the policies and procedures that guide the core functions, as well as the specific units at or functions of the

institution, aiming at ensuring, maintaining and pursuing quality standards. The following have already been finalised and implemented as driver mechanisms: *UFS Quality Assurance Policy* (revised in February 2009); *Teaching-learning Policy* (accepted February 2008); *Assessment Policy* (accepted 2009) with an appendix on Oral Assessment; *Policy on Master's and Doctoral Studies* (accepted 2006); the *Draft Research Policy*, *Community Service Policy* (revised in September 2006); and the *Recognition of Prior Learning Policy* (accepted May 2009).

During the last couple of years, various guidelines or procedures were developed to guide the institution to accomplish the intended aims, namely: *UFS: Guidelines for the approval, accreditation, registration, recording and termination of formal and non-formal academic programmes*; *UFS guideline for departmental evaluation (including a template for internal departmental evaluation)*; *UFS guideline for programme evaluation (including a template for internal programme evaluation)*, currently on the agenda of the Senate for final approval; *UFS guideline for evaluation of support services*; *Guidelines for the implementation of external moderation*; and the procedures for *open, blended and engaged learning*.

To assist staff in ensuring quality in teaching, research and community service, the Planning Unit also developed (additional to the above guiding documentation) the *UFS Quality Assurance Manual* to serve as an institutional handbook of all quality assurance mechanisms and the application thereof in realising the quality aims of the institution.

The named policies, guidelines and mechanisms include continuous revision and monitoring of activities to evaluate aspects such as suitability, efficiency, applicability and efficacy of all activities to assure that improvement in quality may be achieved. Policy development and review take place according to the guiding document *UFS guidelines for policy formulation, development and review* already implemented in 2005).

## **Institutional Improvement Drivers**

### **a) Self-evaluation**

Self-evaluation is accepted as the primary mechanism for quality assurance within the institution. According to the Quality Assurance Policy, each operational unit at the UFS is assigned the responsibility to establish and apply effective procedures for regular self-evaluation within a five-year cycle. Self-evaluation must be complemented and validated by cyclical external peer evaluation of both academic and support functions. The responsibility for establishing and applying effective procedures for regular critical self-evaluation and performing external evaluation for the academic and support services in terms of specific cycles rests with deans, directors, heads of departments and heads of divisions. During the scheduling of the evaluation, the department or programme, in consultation with the Dean, already identifies which criteria will be applicable to the specific evaluation and which specific challenges will form part of the evaluation. Once internal self-evaluation and/or external evaluation cycles have identified gaps in quality, the relevant units (at whatever level) embark upon quality improvement initiatives, but are also responsible for addressing these aspects through continuous innovation in their

practices and procedures (quality management).

The Quality Assurance Office in the Planning Unit co-ordinates and monitors the institutional processes for the evaluations in co-operation with the Vice Rector: Academic Planning.

The following evaluations and related improvement activities took place (or are still in process) during 2009 and 2010:

*Departmental evaluations*

Type of evaluation	Departments evaluated during 2009	Departments to be evaluated during 2010
Departmental internal self-evaluation	51	10
Departmental external evaluation	0	15
Departmental internal self-evaluation followed by external evaluation	18	12
Departmental evaluation by Professional boards	4	35
Departmental improvement planning	5	10

*Programme evaluation*

Type of evaluation	Departments evaluated during 2009	Departments to be evaluated during 2010
Programme internal self-evaluation	27	9
Programme external evaluation	0	0
Programme internal self-evaluation followed by external evaluation	0	3
Programme evaluation by Professional boards	2	28
Programme improvement planning	90	45

(b) Monitoring of 'UFS Institutional Improvement Plan'

The Quality Assurance Office assists the Vice-Rector: Academic Planning in monitoring the progress with regard to the *UFS Institutional Improvement Plan, October 2008*. Enquiries regarding progress with regard to the line function planning were sent to 12 line managers. To date seven line managers have provided progress feedback which has already been included in the *UFS Institutional Improvement Plan Progress Report*.

The *UFS Institutional Improvement Plan* was only tabled at a meeting of the HEQC Board a year after the Drafting of the Plan and feedback by the HEQC to the institution concerning the Plan is expected during May 2010.

## **The next step: Institutional quality enhancement strategy**

To date the institution has succeeded in developing and implementing the UFS Quality Assurance System and in building a certain level of quality culture within the institution. The management of quality assurance and institutional research at the University should now be moved to the next level and be executed in a more holistic and proactive manner, not only to enhance the quality of the core institutional functions, but also to assure that the institution is in the national and international forefront of the latest trends and developments. If this is the case, the overall student experience will certainly improve and the University will maintain a competitive advantage over institutions that do piecemeal planning and implementation of their outcomes. Further, this approach may even penetrate to the operational level, resulting in the modification of existing institutional activities and systems, improving greater synergy with institutional strategies and evidence of enhancement. This means that the institutional processes should articulate more effectively with the wider institutional strategies and activities to support the strategic management in a more forward-looking way, complemented by continuing evaluation for improvement. This will broaden the institutional agenda and activities to also embrace quality enhancement. Such an approach implies the restructuring of the existing institutional quality assurance system to include the international tendency of a more enhancement-based quality assurance approach which is defined by deliberate steps to bring about continuous improvement in the effectiveness of the learning experience of students.

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

#### **(a) Strategic Plan 2009**

At the beginning of 2009 the UFS found itself to be a university with more than 27 000 students, with pockets of excellence, but also a university without a rector, struggling with integration, with an unacceptably low throughput rate and with a public image that was tainted to such extent that the strategic goals were prescribed by the circumstances, namely:

- To turn-around the negative public image of the university nationally and internationally.
- To assist staff and students to work through the trauma and stress generated by the Reitz incident of 2008 – and the resignation of the Rector.
- To drastically and visibly improve integration in the residences.
- To review the efficacy of the management structures, and
- To appoint a new rector.

These strategic goals have all been addressed with positive results:

- The marketing and strategic communications division of the University has been fundamentally reconstructed and focused, to deliver efficiently on the University's image internally, locally, nationally and abroad.
- Visits have been made to universities in the USA, paving the way for co-operation and exchange programs with successful memoranda of co-operation and exchange already being concluded inter alia with Cornell University and Appalachian State University.
- Assessment by outside agencies into the efficacy and performance of the Directorate: Research Development and the Directorate: Internationalisation – with good results.
- The increased intake of students who do not qualify for registration, into the university's career preparation program to empower and prepare them for successful entry into the first year of study.
- Open and informal discussions with all levels of staff and students to alleviate the trauma and uncertainty caused by the 2008 incidents.
- Intensive training and interaction with residence leaders guided by an outside agency, iGubu, to establish the successful integration of residences.
- The appointment of an Advisory Board populated by leading educational and social scientists, assisting the University in establishing the Institute for Race, Reconciliation and Social Justice.
- The revision of the management structure was completed and approved by Senate and Council.
- The appointment of Prof. Jonathan Jansen as the new Rector and Vice-Chancellor, who, within the first six months of his appointment, has already established himself as a respected, beloved and above all, a competent Rector to deal with the challenges facing the University.



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**Prof T Verschoor**

**Acting Rector and Vice-Chancellor (Until 30 June 2009)**

## **6. 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 2009 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 2009, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

A study has been made of the third Report on Governance in South Africa (King III). The University strive to comply with the recommendations of the King III report.

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**



## 7. REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

### 7.1 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
<b>■ Financial category</b>  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:	Reconciliation and internal budgetary reallocations if

	Budgets	necessary.
iv) Physical disaster – fire, flood	Chief: Director: Operations and Vice-Chancellor. Executive Management, Council Committees and Council	Policies and procedures regarding safety risks are put in place and linked to evacuation Drills. Disaster Fund, administered through the Rector's Office.
v) Uncompleted contracts	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.
<b>▪ Non-financial category</b>		
i) Competitive attractiveness	Director: UFS Marketing, Deans of Faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.
ii) Campus unrest	Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)	Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.
iii) Reputation – damage to image	Rector, Exco, Executive Management, Council and every staff member and student of the UFS	The Department of Strategic Communication being the Professional advisory unit to management and Council on such risks.
iv) Threats to health and safety	Chief Director: 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	Vice-Rector: Student	Plans were implemented

	inadequacies	Affairs	according to the priority of the UFS's infrastructure plan.
vii)	Personnel – incompetent staff	Director: Human Resources and relevant line managers	Refer to par. 1.4.9 (b) on reporting on Performance Management System and par. 5.1 on Staff Development.
viii)	Compliance – laws, procedures	Registrar: General and Registrar: Strategic Planning	Institutional governance and liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a contracted law firm).
ix)	Country local – political/economic/social	Executive Management collectively and every line manager Rector and Vice-Chancellor Planning Unit assessing internal and external forces and imperatives on strategic direction	Annual strategic planning of Executive Management, followed by strategic and operational plans of each unit within the institution – linked to the budgetary process. Monitoring through self- and institutional assessment of progress. Adaptations made where necessary.
x)	Country foreign – political/economic/social	Vice-Rector: Academic Operations with the Director: Research and International Office	Regular international contact through participation in conferences abroad and formal agreements with institutions of international standing.
xi)	HIV/AIDS	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 (Until 30 June 2009)**

## **8. ANNUAL FINANCIAL REVIEW – REPORT OF THE VICE RECTOR: OPERATIONS**

### **General**

All activities falling under the control of the Council are reported in the consolidated financial statements. This includes the results of the Kovsky Alumni Trust, the Lila Theron Trust, the MUCPP Trust, SunMedia Ltd, Shimla Foundation as well as the dormant Insula Trust.

### **Budget process**

The University's budget process for 2009 started with the executive management's summit in the beginning of 2008, 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 2009 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 2009, 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 14%, costs by 18.0%, investment income declined by 6% and, resulting from this, the total net surplus before transfers declined by R32,329 million. It must, however, be pointed out that of the total surplus of R222,8 million, only R118,5 million is unrestricted and this has already been allocated and approved by Council in the 2009/10 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 R32,329 million compared to 2008. This decrease is mainly attributable to the following:

Line item	Notes	Attributable amount (R'000)	% change
State appropriations – subsidies and grants	1	79 727	14%
Tuition and other fees	1	47 707	14%
Income from contracts		(8 557)	-15%
Sales of goods and services		12 214	10%
Other income		32 729	75%
<b>Total Income</b>		<b>163 820</b>	<b>14%</b>
Cost of employment	3	136 486	23%
Other operating expenditure		56 866	13%
Depreciation		(4 627)	-11%
Other expenditure		(648)	-80%
<b>Total expenditure</b>		<b>188 077</b>	<b>18,0%</b>
<b>Operating surplus</b>		<b>(24 256)</b>	
Finance income	2	(9 548)	
Finance costs		(1 476)	
<b>Net surplus before transfers</b>		<b>(32 329)</b>	

## Notes

1. The average growth in the traditional income base of subsidies, grants and fees was 14%. Compared to an average consumer price index (CPI) of 7.1%, it merely constitutes the maintenance, in real terms, of 80% of the total income of the University. The approved increase in tuition and other fee income for 2009 was between 6 and 10%. 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 return on investments is a combination of interest received, dividend income and Profit on realisation of investments.
3. 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 R368,341 million and includes investment income to the amount of R119,023 million.

The net cash outflow from investing activities is R311,497 million. This includes investment in mostly academic infra structure such as property, plant and equipment of R154,854 million. Investments to the amount of R160,334 million was made to

strengthen reserves required for the funding of liabilities such as post-retirement medical aid benefits and accumulated leave.

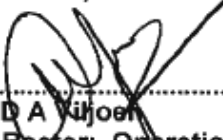
This resulted in cash and cash equivalents to the amount of R100,908 million being available at year-end.

### **Balance Sheet**



The asset base strengthened by R341.3 million to R2.5 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 1.15 : 1.

  
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**Prof D A Viljoen**  
**Vice Rector: Operations**

Approved by UFS Council on 4 June 2010.

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




## 9. POLICIES, ETC

### 9.1 UFS Strategic Plan (2009 – 2012)

9.1.1 Report to Council (5 June 2009) on progress: UFS Strategic Plan: 2006-2008 and UFS Transformation Plan: 2007-2010

<b>Legend:</b> <b>Green = Completed</b> <b>Orange = In Process</b> <b>Red = Needs attention and/or further planning</b>		
<b>STRATEGIC PRIORITY 1: QUALITY AND EXCELLENCE</b>		
<b>Challenges/ Goals</b>	<b>Actions/Strategies</b>	<b>Responsible Line Managers</b>
<b>1.1. To establish and ensure quality assurance and improvement</b>	i. Preparation for the institutional audit	Vice-Rector: Academic Planning (Planning Unit)
	ii. Follow-up of institutional audit : compilation of an institutional improvement plan arising from the audit report	
	iii Implementation of improvement plan continuous quality improvement	Line managers

<p><b>1.2 To ensure research excellence and engagement</b></p>	<p>.i. Develop major multidisciplinary projects addressing local and national priorities within the context of the broader initiative regarding strategic cluster</p> <p>ii. Develop and operationalise the UFS's strategic research framework</p> <p>iii. Attract and retain researchers with high NRF grading.</p> <p>iv. Provide/ obtain additional funding to support research infrastructure</p> <p>v. Finalise internationalisation strategy</p> <p>vi. Identify and investigate NEPAD-driven initiatives</p> <p style="text-align: center;"><b>See also Transformation Plan Project 3.2.1 RELEVANT AND ENGAGED RESEARCH</b></p> <p><b>Aim:</b> To develop a research strategy to stimulate relevant and engaged research for the UFS.</p> <p><b>Action 1:</b> Incorporate and encourage (stimulate, recognise, incentivise) the following within the research strategy and/or the research cluster strategy of the UFS:</p> <ul style="list-style-type: none"> <li>• The Millennium Development Goals of the UN, the objectives of NEPAD and ASGISA.</li> <li>• Local national priorities as set out in the presidential imperatives (HIV/Aids, poverty reduction, food security, rural development, good governance).</li> <li>• Contributions of Indigenous Knowledge Systems to research and, in a wider sense, material peculiar to Africa.</li> <li>• Refocusing of research topics and methods to contribute to development of local communities, region, country and continent.</li> <li>• Other relevant and engaged research (i.e. research relevant to community, South African and African needs and challenges)</li> </ul> <p><b>Action 2:</b> Approve and implement viable strategies The final report is expected by November 2008. An implementation plan to address the recommendations contained in this review report and strategic development according to an existing schedule will subsequently be developed.</p> <p><b>Action 3:</b> Devise and propose monitoring mechanisms to ensure effectiveness of strategies.</p>	<p>Rector Vice-Rector: Academic Operations and Academic Planning Director: Research Development</p>
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<p><b>1.3 To ensure teaching/ learning excellence</b></p>	<ul style="list-style-type: none"> <li>i. Diversify teaching methods to provide for student diversity through the development and implementation of open-learning plan for on- and off-campus presentations by finalising strategic framework for e-learning and action plan for 2004 – 2010</li> <li>ii. Develop innovative teaching models which will lead to better academic integration of the student body in a parallel-medium environment.</li> <li>iii. Devise plans to use of new modes of learning, new teaching/learning technologies, flexible learning opportunities</li> <li>iv. Promote culture-sensitive programme contents, teaching and assessment</li> <li>v. Enrich curricula by taking the Africa context (learning contents, study material, prescribed textbooks) into account and investigate implications of indigenous knowledge systems</li> <li>vi. Investigate causative factors for poor student performance</li> <li>vii. Develop a strategic framework for student academic development which addresses the above-mentioned factors</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan Project 1.5.1: EQUITY IN ACCESS</b></p> <p><b>Aim:</b> To develop and implement an integrated and systematically focused plan (UFS Enrolment plan: 2006-2010), aligned with DoE approved enrolments, to ensure equity in access, with maintenance of the present diversity balance in total student population while addressing redress in programmes in which designated groups are still underrepresented.</p> <p><b>Action 1</b> Revisit/review UFS Enrolment plan: 2006-2010 to ensure:</p> <ul style="list-style-type: none"> <li>• maintenance of the diversity balance in total student population;</li> <li>• redress in programmes in which designated groups are still underrepresented;</li> <li>• alignment with DoE approved enrolments.</li> </ul> <p><b>Action 2:</b> Consult with faculties in order to align UFS enrolment plan with faculties' enrolment plans and finalise draft UFS enrolment plan.</p> <p><b>Action 3:</b> Adopt and approve enrolment plan for implementation.</p> <p><b>Action 4:</b> Propose strategies to align marketing, recruitment and enrolment practices with enrolment plan, i.e. to:</p> <ul style="list-style-type: none"> <li>- maintain the diversity balance in total student population;</li> <li>- enhance diversity in selected underrepresented programmes by</li> </ul> <ul style="list-style-type: none"> <li>i) Finalising strategically focussed bursary and loan scheme.</li> <li>ii) Devising an integrated marketing and recruitment strategy for 2009</li> </ul>	<p>Vice-Rector: Academic Planning (CHSD and Planning Unit)</p>
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	<p>iii) Planning for handling of <b>applications</b> to ensure alignment of enrolments with enrolment plan.</p> <p>iv) Developing and implementing a strategy to ensure alignment of <b>enrolments</b> with enrolment plan up to 2010.</p> <p><b>Action 5:</b> Approve following :</p> <p>i) Marketing and recruitment strategy for 2009.</p> <p>ii) Strategy for handling of applications to ensure alignment of enrolments in 2008 with enrolment plan.</p> <p>iii) Strategy to ensure alignment of enrolments in 2008 with enrolment plan.</p> <p><b>Action 6:</b> Implement strategies.</p> <p>i) Implementation of marketing strategy from Oct 2007 for 2009 enrolments.</p> <p>ii) Implementation of application strategy from Oct 2007 for 2008 enrolments.</p> <p>iii) Enrolment strategy to be implemented at beginning 2009.</p>	
	<p style="text-align: center;"><b>See also Transformation Plan</b> <b>Project 1.5.2</b> <b>EQUITY IN SUCCESS AND THROUGHPUT</b></p> <p><b>Aim:</b> To develop and implement an integrated and systematically focused plan to ensure improvement of equity in throughput and success of students.</p> <p><b>Action 1:</b> Investigating causative factors for poor student performance;</p> <p><b>Action 2:</b> Devising and implementing student performance tracking system;</p> <p><b>Action 3:</b> Introducing tutor system for all students through academic lines (based on experience with residence tutor system);</p> <p><b>Action 4:</b> Establishing service for language proficiency development for students.</p> <p><b>Action 5:</b> Ensuring that all admission and re-admission policies and criteria of the UFS are free from unfair discrimination and aligned to its commitment to equity and redress regarding access to the University.</p> <p><b>Action 6:</b> Submit draft plan to EM.</p> <p><b>Action 7:</b> Implement plan.</p>	<p>Vice-Rector: Student Affairs Director: Student Development and Success</p>

	<p style="text-align: center;"><b>See also Transformation Plan Project 3.1.1 INNOVATIVE TEACHING/LEARNING MODEL(S)</b></p> <p><b>Aim:</b> To revise, existing teaching model(s) and/or devise new innovative ones where necessary, that will enhance performance of a diverse student body (their study needs and learning styles)</p> <p><b>Action 1:</b> Revisit and, where necessary, revise existing and/or devise new innovative teaching model(s) that will enhance performance of a diverse student body (their study needs and learning styles) by, <i>inter alia</i></p> <ul style="list-style-type: none"> <li>• Accelerating the implementation of open-learning plan for on- and off-campus offerings to make provision for a broader range of students (Make use of new modes of learning, new teaching/learning technologies, flexible learning opportunities;</li> <li>• Promoting culturally sensitive learning facilitation, and assessment.</li> </ul> <p><b>Action 2:</b> Propose strategies and actions to further roll out existing model or implement new and/or complementary models.</p> <p><b>Action 3:</b> Approve and Implement strategy as soon as possible in 2009.</p> <p style="text-align: center;"><b>See also Transformation Plan Project 3.1.2 RELEVANT ACADEMIC PROGRAMMES</b></p> <p><b>Aim:</b> To develop strategies and actions, including monitoring mechanisms for ensuring that new and existing academic programmes and curricula are relevant for and responsive to the South African and African context.</p> <p><b>Action 1:</b> Review existing academic programmes and curricula to ensure <i>inter alia</i>:</p> <ul style="list-style-type: none"> <li>• responsiveness and relevance as part of the scheduled programme review process of faculties;</li> <li>• culturally sensitive programme planning by giving a clear Africa orientation to curricula (teaching content, study material, prescribed handbooks, and also Including Indigenous Knowledge Systems in curricula as far as possible, where relevant);</li> <li>• increasing service learning modules in academic programmes.</li> </ul> <p><b>Action 2:</b> Propose strategies and actions, for continuous quality improvement of programmes and programme offerings (modules).</p>	<p>Vice-Rector: Academic Planning (Planning Unit)</p>
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	<p><b>Action 3:</b> Take proposals through institutional-, and where necessary national approval processes.</p> <p><b>Action 4:</b> Implement plan within context of quality “loop”.</p> <p style="text-align: center;"><b>See also Transformation Project 3.1.3 DETERMINE AND MAINTAIN STUDENT SATISFACTION</b></p> <p><b>Aim:</b> To develop instruments (student satisfaction surveys) for purposes of continuous quality improvement.</p> <p><b>Action 1:</b> Develop instruments to conduct student satisfaction surveys.</p> <p><b>Action 2:</b> Submit and approve student satisfaction survey instruments and implementation plan for regular use of instruments. .</p> <p><b>Action 3:</b> Implement plan for regular student satisfaction surveys.</p> <p><b>Action 4:</b> Use survey feedback for continuous quality improvement of teaching, learning and programme offerings (close the quality loop).</p> <p>viii. Establish a service for postgraduate student support.</p> <p>viii Develop a plan for the quality improvement of supervision at honours, master's and doctoral level in view of the promotion of scholarship</p>	
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	<p style="text-align: center;"><b>See also Transformation Project Project 2.6: POSTGRADUATE AND INTERNATIONAL STUDENTS</b></p> <p><b>Aim:</b> To finalise establishment of a service for postgraduate and international student support.</p> <p><b>Internationalisation</b> The first Head of Internationalisation was appointed on 1 January 2007 and an Internationalisation Strategy was accepted by the Executive Management on 28 July 2008.</p> <ul style="list-style-type: none"> <li>• The assessors of the Association for Commonwealth Universities (ACU) Benchmarking exercise have commended the UFS during August 2008 for its progress with internationalisation.</li> <li>• A staff development strategy for the improvement of international qualifications of junior staff has been developed.</li> </ul> <p><b>Service for postgraduate student support and supervision</b> To reply to the institutional need to address and improve postgraduate supervision and practices, the institution completed a project in this regard during 2008.</p> <ul style="list-style-type: none"> <li>• To assess the current status of postgraduate and postdoctoral education at UFS.</li> <li>• To benchmark this against local and international best practice.</li> <li>• To develop recommendations aimed at the improvement of the management of postgraduate and postdoctoral education at UFS.</li> </ul>	
<b>1.4 To ensure excellence in physical facilities</b>	<ul style="list-style-type: none"> <li>i. Continue to implement UFS Structural Plan and five-year project for campus upgrading.</li> <li>ii. Finalising of new plan for west campus</li> <li>iii. Develop plan for residential facilities on campus.</li> <li>iv. Develop plan for sport facilities.</li> <li>v. Develop and implement other facilities plans.</li> <li>vi. Develop a sport commercialisation plan</li> </ul>	Chief Director: Operations (Physical Resources)
<b>1.5 To ensure excellence in Human Recourses</b>	<ul style="list-style-type: none"> <li>i Implement performance management project.</li> <li>ii Develop and implement wellness programme</li> <li>iii Extend staff development opportunities</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan Project 3.4.1 PERFORMANCE MANAGEMENT</b></p> <p><b>Aim:</b> To ensure further roll out of the performance management system of the UFS in order to align staff functioning with vision, mission and strategic priorities of the</p>	Vice-Rector: Academic Planning (CHESD) Chief Director: Operations (Human Recourses)

	<p>University</p> <p><b>Action 1:</b> Conclude performance management agreements with all managers at all levels of management.</p> <p><b>Action 2:</b> Develop management capacity, for the implementation of transformation objectives as set out in Institutional Charter, <i>inter alia</i> by sending managers on management training programmes.</p> <p style="text-align: center;"><b>See also Transformation Plan Project 3.4.2 STAFF DEVELOPMENT</b></p> <p><b>Aim:</b> Ensure systematic and regular training of all lecturers in teaching and learning methodologies, and language skills, especially in the context of multiculturalism</p> <p><b>Action 1:</b> Ensure staff development opportunities are aligned to core business of the University.</p> <p><b>Action 2:</b> Develop management capacity, for the implementation of transformation objectives as set out in Institutional Charter, <i>inter alia</i> by sending managers on management training programmes.</p> <p style="text-align: center;"><b>See also Transformation Plan Project 3.4.3 STAFF WELLNESS</b></p> <p><b>Aim:</b> Make proposals on how to manage change and transformation with minimum stress to and optimum wellness of staff</p> <p><b>Action 1:</b> Present a holistic preventative programme to make staff more resilient in the face of change and transformation.</p> <p><b>Action 2:</b> Provide a remedial service to staff-in-need.</p> <p><b>Action 3:</b> Develop and build capacity in the domain of personal and people skills to enhance general functioning, coping and stress resistance.</p>	
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1.6 To ensure excellence in academic and other support-services functions and service delivery.	<ul style="list-style-type: none"> <li>i. Develop and implement project to improve service delivery in a transforming multicultural context (We Care Project).</li> <li>ii. Extend staff development opportunities.</li> </ul>	Vice-Rector: Academic Planning and CHESD Chief Director: Operations
1.7 To ensure excellence in governance and management	<ul style="list-style-type: none"> <li>i. Promote effectiveness of systems for decision making.</li> <li>ii. Develop a documentation management system to store and make documentation accessible electronically.</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan Project 3.6: GOVERNANCE AND MANAGEMENT</b></p> <p><b>Aim:</b> To revisit and evaluate current governance and management model/structures, (committees, policies, procedures, practices and decision-making processes, etc) for effectiveness and efficiency.</p> <p><b>Action 1</b> Revisit and evaluate current governance and management model/structures, (committees, policies, procedures, practices and decision-making processes, etc) for effectiveness and efficiency and alignment with Institutional Charter</p> <p><b>Action 2</b> Make proposals for change where necessary, <i>inter alia</i>, by evaluating the terms of reference, and composition to:</p> <ul style="list-style-type: none"> <li>(i) ensure substantive presence with regard to diversity (race, gender etc.),</li> <li>(ii) ensure transparency and inclusiveness in governance and management; and</li> <li>(iii) address negative perceptions by means of a proper communication strategy,</li> <li>(iv) Relevant units of the IC</li> </ul> <p><b>Action 3</b> Consider and approve proposals</p>	Registrar: General Chief Director: Operations Vice-Rector: Academic Operations
	<ul style="list-style-type: none"> <li>iii. Promote effectiveness of management information systems (among others for deans).</li> </ul>	Vice-Rector: Academic Planning (Planning Unit)
	<ul style="list-style-type: none"> <li>iv. Upgrade PeopleSoft.</li> <li>v. Develop techno plan.</li> <li>vi. Refine existing and develop new financial policy.</li> <li>vii. Refine distribution model for SLE allocation to faculties.</li> </ul>	Chief Director: Operations

	viii. Undertake regulations audit ix. Operationalise Abacus class and examination timetable	Vice-Rector: Academic Operations
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STRATEGIC PRIORITY 2: EQUITY, DIVERSITY AND REDRESS		
Challenges/ Goals	Actions/Strategies	Responsible Line Manager(s)
2.1 To ensure Employment equity	<p>i. Finalise and approve EE plan. ii. Implement approved EE Policy and Plan.</p> <p><b>See also Transformation Plan Project 1.3.1 OPERATIONALISING SUFFICIENT STAFF DIVERSITY</b></p> <p><b>Aim:</b> To accelerate the operationalisation of the guiding principles, institutional framework and strategies set out in the approved EE policy of the UFS to guide the equity programme of the University</p> <p><b>Action 1:</b> Make proposals for a process to be adopted to discuss and reach agreement on the meaning of sufficient diversity in the composition of staff by, <i>inter alia</i>:</p> <ul style="list-style-type: none"> <li>- obtaining information about and selecting applicable and relevant benchmarks for the University for defining and attaining sufficient diversity (attaining a desired staff profile derived from IC);</li> <li>- debating and reaching sufficient consensus on the practical meaning of “sufficient diversity” to enable operationalisation thereof in the Employment Equity Plan;</li> <li>- proposing short-, medium- and long-term (end of redress) equity targets.</li> </ul> <p><b>Action 2:</b> Approve process proposal and implement.</p> <p><b>Action 3:</b> Complete discussions according to approved process plan and make proposals for end of redress equity targets.</p> <p><b>Action 4:</b> Feed approved proposals into Project 1.3.2.</p>	Chief Director: Operations

	<p style="text-align: center;"><b>See also Transformation Plan Project 1.3.2 FINALISATION OF REVISED EE PLAN</b></p> <p><b>Aim:</b> To Finalise revised EE Plan and institutionalise enabling systems and procedures and mechanisms to support the implementation of the EE Policy and Plan.</p> <p><b>Action 1:</b> Finalise revised EE Plan by also applying the operational definition of sufficient diversity in the composition of staff on macro-level.</p> <p><b>Action 2:</b> Institutionalise enabling systems and procedures and mechanisms to support the implementation of the EE Policy and Plan, such as:</p> <ul style="list-style-type: none"> <li>- providing increased incentives and resources for faculties and departments to accelerate redress in respect of underrepresented groups, in line with the EE Act for example by providing for headhunting and retaining of promising black postgraduate students;</li> <li>- ensuring that the necessary support and mentoring mechanisms are in place to empower people in the very practical sense of enabling them to do the job for which they were appointed (by first identifying what is necessary and then making provision to address the need);</li> <li>- holding managers responsible for the implementation of Employment Equity within their departments during performance appraisal.</li> </ul> <p><b>Action 3:</b> Approve EE plan Take EE plan through institutional process to be submitted at first Council meeting of 2008.</p> <p><b>Action 4:</b> Implement and monitor implementation of EE Plan Continuously from 2008</p> <p style="text-align: center;"><b>See also Transformation Plan Project 2.5 EMPLOYMENT PRACTICES</b></p> <p><b>Aim:</b> To address (adapt/rectify) recruitment, remuneration and appointment practices that pose hindrances to redress.</p> <p><b>Action 1:</b> Determine which/review recruitment, remuneration and appointment practices pose hindrances to redress, and /or are discriminatory, inter alia the pattern/ practice (including benefits) of contract appointments.</p>	
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	<b>Action 2:</b> Make proposals to eliminate these.	
	<b>Action 3:</b> Implement proposals	
	iii. Continue Grow our own Timber (GOOT) Programme and assure funding for continuation	Vice-Rector: Academic Planning
	iv. Plan capacity-development equity programme for academic and support services staff (Leadership Project).	Vice-Rector: Academic Planning/Chief Director: Operations
	v. Recruit promising academically strong black postgraduate students.	Vice-Rector: Academic Operations (Deans)
	vi. Develop innovative solutions to surmount obstacles that the parallel-medium teaching model may present for employment equity	Vice-Rectors: Academic Planning and Academic Operations
<b>2.2 To develop a new institutional culture</b>	i Develop an <b>institutional 'charter'</b> as outcome of the 'social contract' process ii accept institutional 'charter' iii implement institutional 'charter'	Rector and Director Diversity
	<p style="text-align: center;"><b>See also Transformation Plan Project 1.1.1 RESIDENCE PLACEMENT POLICY</b></p> <p><b>Aim:</b> To determine which cultural, physical, sociological, organisational and other determinants, including frustrations and aspirations of different groups caused by change and transformation (e.g. fears of young white staff, middle aged and older white people, as well as those of young black staff) foster or mitigate against a sense of belonging among staff and students at a diverse HEI and to devise and implement a plan to realise an optimum sense of belonging.</p>	Vice-Rector: Student Affairs

	<p> <b>Action 1:</b> Conclude consultation process on draft residence placement policy and strategy  <b>Action 2:</b> Finalise and propose draft residence placement policy and strategies  <b>Action 3:</b> Approve proposed residence placement policy and strategies  <b>Action 4:</b> Implement residence placement strategies  <b>Action 5:</b> Monitor and report on implementation of residence placement policy and plan  <b>Action 6:</b> Appointment of external transformation agency </p> <p>Stemming from action 5 above Council decided to appoint iGUBU as an external expert transformation agency to assist the university in:</p> <ul style="list-style-type: none"> <li>understanding and identifying the current challenges relating to the implementation of the integration policy supporting the university management and making recommendations on how to enhance the process of implementation.</li> </ul> <p><b>iGUBU intervention and assistance</b></p> <p><b>Phase A: Research and trust:Target date End: 31 Aug 2008</b>  <b>Action 1:</b> Research design  <b>Action 2:</b> Data capturing  <b>Action 3:</b> Data analysis  <b>Action 4:</b> Reporting</p> <p><b>Phase B: Programme design:Target date :End: 31 Aug 2009</b></p> <p><b>Phase C: Implementation</b></p>	
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	<p style="text-align: center;"><b>See also Transformation Plan Project 1.1.2</b></p> <p style="text-align: center;"><b>ENHANCEMENT OF SOCIAL AND ACADEMIC INTERACTION OF STUDENTS</b></p> <p><b>Aim:</b> To use diversity as a source of enrichment of students' educational and personal development through the enhancement of social and academic interaction amongst students (forming of the total student)</p> <p><b>Action 1:</b> Investigate various methods by means of which social and academic interaction among a diverse student body can be enhanced</p> <p><b>Action 2:</b> Select and propose strategies and actions to implement the most appropriate options to optimally enhance social interaction among a diverse student body at the UFS.</p> <p><b>Action 3:</b> Approve strategies.</p> <p><b>Action 4:</b> Implement strategies.</p>	<p>Vice-Rectors: Student Affairs and Academic Operations</p>
	<p style="text-align: center;"><b>See also Transformation Plan Project 1.2.1</b></p> <p style="text-align: center;"><b>DETERMINANTS OF AND PLAN FOR CREATING AND MAINTAINING A SENSE OF BELONGING</b></p> <p><b>Aim:</b> To determine which cultural, physical, sociological, organisational and other determinants, including frustrations and aspirations of different groups caused by change and transformation (e.g. fears of young white staff, middle-aged and older white people, as well as those of young black staff) foster or mitigate against a sense of belonging among staff and students at a diverse HEI and to devise and implement a plan to realise an optimum sense of belonging</p> <p><b>Action 1:</b> Conduct a scientific investigation to identify the cultural, physical, sociological, organisational and other determinants, including frustrations and aspirations of different groups caused by change and transformation (e.g. fears of young white staff, middle-aged and older white people, as well as those of young black staff) that would foster a sense of belonging among staff and students at a diverse HEI</p> <p><b>Action 2:</b> Identify those strategically important determinants relevant to the UFS which will have optimum effect on creating and maintaining a sense of belonging for staff and students (the Pareto principle)</p>	<p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p>

	<p><b>Action 3:</b> Prepare and submit a holistic plan with practical and implementable strategies and actions, derived from the above scientific investigation, to optimally change the UFS culture from an Afrikaans-dominant culture to a non-dominating and diverse institutional culture that fosters a sense of belonging on the part of all staff and students of the UFS, by also including:</p> <ul style="list-style-type: none"> <li>• those elements of the Botho initiative that would promote a sense of belonging;</li> <li>• those elements of the Institutional Charter that would promote a sense of belonging;</li> <li>• recommendations on statues, symbols, names and artefacts that sufficiently reflect diversity on campus (e.g. using names of streets, public spaces and buildings to constructively influence the sense of belonging, including the possible establishment of, for example, a “diversity park/square”)</li> </ul> <p><b>Action 4:</b> Finalise and approve plan.</p> <p><b>Action 5:</b> Implement plan</p> <p style="text-align: center;"><b>See also Transformation Plan Project 1.2.2 MONITORING OF PLAN FOR SENSE OF BELONGING</b></p> <p><b>Aim:</b> To undertake regular institutional climate surveys; also to serve as monitoring instruments to determine the effect of strategies implemented to create a sense of belonging.</p> <p><b>Action 1:</b> Develop and submit instruments to conduct staff satisfaction surveys, as well as institutional climate surveysal so to serve as monitoring instruments to determine the effect of strategies implemented to create a sense of belonging.</p> <p><b>Action 2:</b> Implement plan for regular staff satisfaction and institutional climate surveys.</p> <p><b>Action 4:</b> EM to use information from surveys to identify issues that hinder the establishment and maintenance of a sense of belonging and make recommendations for change to enable the necessary adjustments.</p>	<p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p>
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	<p style="text-align: center;"><b>See also Transformation Plan Project 1.2.3 INCLUSIVE ONGOING DIVERSITY AND MULTICULTURAL SENSITISATION PROGRAMME</b></p> <p><b>Aim:</b> To undertake regular institutional climate surveys; also to serve as monitoring instruments to determine the effect of strategies implemented to create a sense of belonging.</p> <p><b>Action 1:</b> Develop a plan for the implementation of an inclusive ongoing diversity and multicultural sensitisation programme for (Council members, staff and) students by inter alia:</p> <ul style="list-style-type: none"> <li>- incorporating the relevant sections of the Botho Project and</li> <li>- Institutional Charter;</li> <li>- developing and introducing guidelines on the use of inclusive and non-offensive language;</li> <li>- exploring the possibilities of a compulsory module "Diversity 101" for all new first-year students.</li> </ul> <p><b>Action 2:</b> Take proposals through institutional approval processes i.e. EM, Institutional forum, Council, etc.</p>	Director: Diversity
	<p style="text-align: center;"><b>See also Transformation Plan Project 1.4 LANGUAGE (Policy) AND DIVERISTY</b></p> <p><b>Aim:</b> To establish substantive and sufficient multilingualism in a way that balances imperatives of multilingualism and aspects of transformation.</p> <p><b>Action 1:</b> Plan and make proposals for a process to investigate, identify, discuss and reach agreement on</p> <ul style="list-style-type: none"> <li>– substantive and sufficient multilingualism in academic and support activities;</li> <li>– possible conflicts between Language Policy (including PMO) multilingualism and employment equity/staff diversity.</li> </ul> <p><b>Action 2:</b> Approve and <i>implement process</i> proposal</p> <p><b>Action 3:</b> Develop and propose a plan (strategies and actions) to address aspects of non-alignment between Language solutions, given that multilingualism is an important source of diversity, but is also seen as an impediment to further staff diversity.</p> <ul style="list-style-type: none"> <li>• A progress report was forwarded to Exco and feedback has been reported to the UFS Language Committee as a standing item on the agenda.</li> <li>• A revised report was submitted to the Acting Rector, Vice-Rectors Academic and the</li> </ul>	Registrar: General Vice-Rector: Academic Operations Chief Director: Operations Director: Diversity

	<p>Director: Diversity in September 2008.</p> <p><b>Action 4:</b> Approve relevant proposals</p> <p><b>Action 5:</b> Implement proposals and develop and implement monitoring mechanisms to evaluate effect of implemented strategies</p>	
	<p style="text-align: center;"><b>Project 2.1</b> <b>EXTRA-CURRICULAR ACTIVITIES</b></p> <p><b>Aim:</b> To change, where necessary, policies and selection processes for sporting codes and cultural events to ensure fair access and participation for all interested students</p> <p><b>Action 1:</b> Review policies and selection processes to ensure fair access and participation for all interested students, in respect of, <i>inter alia</i>:</p> <ul style="list-style-type: none"> <li>• sporting codes;</li> <li>• intervarsity;</li> <li>• Rag and Rag queen contest;</li> <li>• Kowsie culture;</li> <li>• university choirs;</li> <li>• Irawa;</li> <li>• Kowscom;</li> <li>• SIFE</li> </ul> <p><b>Action 2:</b> Submit a report to EM containing motivated proposals for either maintaining or changing policies and selection processes to ensure fair access and participation in respect of each of the listed codes and activities.</p> <p><b>Action 3:</b> EM to approve relevant proposals for implementation. To be approved by EM by end 2008 for implementation beginning 2009</p>	<p>Vice-Rector: Student Affairs Vice-Rector: Academic Operations</p>
	<p style="text-align: center;"><b>See also Transformation Plan</b> <b>Project 2.2</b> <b>INTERPRETING SERVICECE</b> <b>Project 2.2.1 (A)</b> <b>INTERPRETING SERVICES AT DIFFERENT MANAGEMENT LEVELS</b></p> <p><b>Aim:</b> To ensure that interpreting services for management meetings at departmental and divisional level are available when required.</p> <p><b>Action 1:</b> Establish extent of need to use interpreting services for <b>management meetings at</b></p>	<p>Registrar: General Vice-Rector: Academic Operations</p>

	<p><b>departmental and divisional level.</b></p> <ul style="list-style-type: none"> <li>• Report accepted by Exco on 15 August 2007 and by EM on 3 September 2007.</li> </ul> <p><b>Action 2:</b> Propose strategies and actions to address the need for interpreting services for management meetings at departmental and divisional level.</p> <ul style="list-style-type: none"> <li>• Report accepted by Exco on 15 August 2007 and by EM on 3 September 2007.</li> </ul> <p><b>Action 3:</b> Approve and implement.</p> <ul style="list-style-type: none"> <li>• <b>Implementation as from 16 August 2007</b></li> </ul> <p style="text-align: center;"><b>Project 2.2 1 (B)</b> <b>THIRD LANGUAGE</b> <b>INTERPRETING SERVICES</b></p> <p><b>Aim:</b> To investigate and propose alternatives to optimise the use of a third language in simultaneous interpretation in selected meetings (given real needs and supply considerations)</p> <p><b>Action 1:</b> Investigate need.</p> <p><b>Action 2:</b> Propose strategies and actions to address the need.</p> <p><b>Action 3:</b> Approve and implement proposals.</p> <p><b>Implementation as from Oct 2007 at EM meetings (once a year to indicate sensitivity to SeSotho speakers)</b></p> <p style="text-align: center;"><b>Project 2.2.1 (C)</b> <b>USE OF SIMULTANEOUS INTERPRETING SERVICES IN LECTURES</b></p> <p><b>Aim:</b> To expand the use of simultaneous interpreting services in lectures to cater for those lecturers who are not fluent in both mediums of instruction of the UFS.</p> <p><b>Action 1:</b> Determine success of pilot project and Identify the need for further implementation.</p> <ul style="list-style-type: none"> <li>• EM approved simultaneous interpreting for 36 modules across</li> <li>• Faculties for 2007 on 20 November 2007. These services in the 36 modules was evaluated during 2007 and recommendations made and approved for interpreting for 39 modules for 2009 at the EM of 27 October 2008.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Action 2:</b> Propose strategies and actions to address the need. <i>Report containing proposed strategies and actions submitted and approved by Exco and EM.</i></li> </ul> <p><b>Action 3:</b> Approve and implement proposals.</p>	
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	<b>Implementation continuous as need arises</b>	
	<p><b>See also Transformation Plan \ Project 2.3 FRONTLINE SUPPORT SERVICES</b></p> <p><b>Aim:</b> To identify front-line support services where a three-language interface with public and students (English, Afrikaans and Sesotho) is necessary and to establish three language interfaces at identified support services.</p> <p><b>Action 1:</b> Identify Services.</p> <p><b>Action 2:</b> Propose a plan to establish three language interfaces at identified support services.</p> <p><b>Action 3:</b> Approve and implement plan. <b>Implementation as from June 20</b></p>	<p>Chief Director: Operations Vice-Rector: Academic Operations Vice-Rector: Academic Planning Vice-Rector: Student Affairs</p>
	<p><b>See also Transformation Plan Project 2.4 LANGUAGE EMPOWERMENT</b></p> <p><b>Aim:</b> To make provision for all new and existing staff (including Mellon fellows) to be empowered in multilingualism.</p> <p><b>Action 1:</b> Determine the extent of the need for empowerment of new and existing staff (including Mellon fellows) in multilingualism.</p> <p>Challenging issues were identified by the University's Language Departments during an open discussion on <b>language proficiency and academic literacy of UFS students</b> and <b>language empowerment of staff</b> in July 2007.</p> <p><b>Action 2:</b> Propose strategies and actions to address the need.</p> <p>The following was proposed to support academic staff in offering programmes and to improve their writing skills:</p>	<p>Vice-Rector: Academic Planning</p>

	<ul style="list-style-type: none"> <li>• Workshop 1: A practical session on reading and writing strategies (in English) to promote student learning in content areas</li> <li>• Workshop 2: Embedding language support devices in module design and delivery( in English)</li> <li>• Reading and listening strategies to enhance student learning (in Afr.)</li> <li>• The effective use of language in an academic environment (in Afr.)</li> <li>• Short course: Writing skills</li> </ul> <p><b>Action 3:</b> Approve and implement strategies and actions</p> <p><b>NOTE:</b> Implementing of the above initiatives has been postponed due to staff capacity and over burdening of academic staff thus hindering its implementation.</p> <p><b>Action 4:</b> Establish service for language proficiency development for students.</p>	
	<p style="text-align: center;"><b>See also Transformation Plan Project 2.7 INSTITUTIONAL CHARTER</b></p> <p><b>Aim:</b> Prepare and implement process plan to finalise draft Institutional Charter (IC) as an outcome of the Social Contract process and institutionalise Charter</p> <p><b>Action 1:</b> Prepare a process plan to finalise draft Institutional Charter (IC) as an outcome of the Social Contract process.</p> <p><b>Action 2:</b> Prepare a process plan to stimulate debate on campus about issues regarding transformation, diversity and its interrelated dimensions. - the place and role of a code of conduct derived from the IC transformational leadership Process plan approved and implemented from Feb 2007: Charter discussed at numerous forums followed by questionnaire. Questionnaire results submitted in report to Rector.</p> <p><b>Action 3:</b> Institutionalise (establish ownership) and finalise Institutional Charter.</p> <p><b>Action 4:</b> Take Institutional Charter through institutional approval processes.</p>	Rector Director: Registrar: Strategic Planning

STRATEGIC PRIORITY 3: FINANCIAL SUSTAINABILITY		
Challenges/ Goals	Actions/Strategies	Responsible Line Manager(s)
3.1 To optimise income from subsidy formula	i. Revise formula for internal resource allocation to faculties and support services.	Rector Chief Director: Operations
	ii. Increase inputs and outputs of master's degree and doctoral students. iii. Increase research outputs	Vice-Rector: Academic Planning/Deans
3.2 To optimise income from student fees	i. Increase income from international students (possibly differentiated in terms of SADC, Africa and others).	Chief Director: Operations / Vice- Rector: Academic Operations
	ii. Investigate possibilities of enrolling private (non-subsidised) students	
	iii. Increase student numbers in strategically selected niche areas.	Vice-Rector: Academic Operations
3.3 To address financing of School of Medicine	Negotiations resulted in Health Science review by Dept. of Education and allocation of considerable amounts to Medical Faculties	Rector Vice-Rector: Academic Operations
3.4 To optimise generation of third money stream (entrepreneurial income)	i Identify opportunities for and promote contract research	Vice-Rector: Academic Operations
	ii Reconsider and implement relevant proposals for 'third money stream' income in financial turnaround strategy	Rector Chief Director: Operations
	iii. Redesign and relaunch fundraising strategies of the UFS.	
	iv Finalise financial procedures to utilise short courses as a source of income for central budget.	

	v Finalise the Entrepreneurial Office and establish “entrepreneurial friendly” policies and procedures to promote the entrepreneurial culture	Vice-Rector: Academic Operations
	vi. Investigate possibilities of obtaining skills funds through SETAs and learnerships.	
	vii Commercialise physical assets selectively	Rector /Director: Physical Resources and Special Projects

STRATEGIC PRIORITY 4: REGIONAL CO-OPERATION AND ENGAGEMENT		
Challenges/ Goals	Actions/Strategies	Responsible Line Manager(s)
<b>4.1 To optimise satellite campuses as valuable integral parts of the UFS</b>	<p><b>Qwaqwa Campus</b></p> <p>i. Develop strategic mission for the Qwaqwa Campus to address the human resources development needs of the region.</p> <p><b>Note</b> Faculties have to finalise their final academic programme offerings by mid November 2008</p> <p>ii Ensure quality instruction of pipeline students</p> <p><b>Vista Campus</b></p> <p>i Develop a strategic mission for Vista Campus to address the human resources development needs of the region.</p> <p>ii Ensure quality instruction of pipeline students</p> <p>iii Complete harmonisation process of Vista staff</p> <p>iv Integrate Vista staff with academic and support service departments of the UFS</p>	Vice-Rector: Academic Planning (Planning Unit)
<b>4.2 To be involved in broader regional co-operation with Northern Cape</b>	Develop partnership model with National Institute for Higher Education	Vice-Rector: Academic Planning
<b>4.3 To promote co-operating partnerships with</b>	<p>i. Finalise political liaison programme</p> <p>ii. Continue attempts to conclude co-operation agreements with Xhariep District Municipality within the framework of the IDP (Integrated Development Plans) of</p>	Rector Director: Diversity Chief Director:

<b>provincial and local government and other role players</b>	<p>especially the Kopanong Local Municipality.</p> <p>iii. Develop the partnership within the FSRDPP.</p> <p>iv. Continue the liaison with the Provincial Departments of Social Development on a continuous basis in co-operation with the CDS (Centre for Development Support).</p>	<p>Community Service</p>
<b>4.4 To promote community engagement</b>	<p>i. Extend service learning modules in academic programmes.</p> <p>ii. Extend the establishment of community service flagships (MUCPP, FSRDPP, and Qwaqwa and Lengau).</p> <p>iii. Establish and develop Lengau Project (cf ii above).</p> <p>iv. Realign Kovsky with Community Service</p> <p style="text-align: center;">See also Transformation Plan <b>Project 3.3.1 CS FLAGSHIPS</b></p> <p><b>Aim:</b> To continuously develop existing community service to serve as models for community service and community service learning amongst Higher Education institutions</p> <p><b>Action 1:</b> Strengthen development of existing community service flagships (MUCPP, FSRDPP and Qwaqwa)</p> <p><b>Action 2:</b> Investigate and make proposals for the establishment of further community-service flagships.</p> <p style="text-align: center;">See also Transformation Plan <b>Project 3.3.2 HIV AND AIDS</b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To further develop, strengthen and implement a coordinated HIV/AIDS programme at the University of the Free State.</li> <li>• To raise awareness and knowledge about HIV/AIDS at the University of the Free State and to mitigate its impact on those affected and infected by the disease.</li> </ul> <p><b>Action 1:</b> 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.</p> <ul style="list-style-type: none"> <li>• To ensure that HIV/AIDS is treated as a long-term institutional commitment by the</li> </ul>	<p>Chief Director: Community Service</p>



	<p>University management.</p> <ul style="list-style-type: none"> <li>• To develop and transform the internal culture of the University so as to ensure that affected and infected people are supporting in an environment that is free from stigma and discrimination.</li> </ul> <p><b>Action 2:</b> To initiate the infusion of HIV/AIDS issues into the teaching offerings of the University of the Free State.</p> <ul style="list-style-type: none"> <li>• To initiate the development of a formal policy for infusing HIV/AIDS issues into curricula at the University of the Free State.</li> </ul> <p><b>Action 3:</b> To integrate and consolidate key information about all initiatives, activities and/or actions in relation to HIV and AIDS within the institution.</p> <ul style="list-style-type: none"> <li>• To expose critical performance indices for the purpose of review and efficacy management.</li> <li>• To promote activity results through appropriate means in order to stimulate interest, buy-in and commitment from all stakeholders.</li> <li>• To provide a standardised means of information dissemination which could be made available to all interested information consumers. (It is envisaged that cross institutional co-operation could give rise to a nation-wide information sharing standard, albeit sometime in the future).</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan</b> <b>Project 3.3.3</b> <b>SCHOOL SUPPORT PROGRAMME</b></p> <p><b>Aim:</b> To develop an institutional support programme for schools to assist in promoting teaching and learning in disadvantaged schools.</p> <p style="text-align: center;">In process</p>	
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STRATEGIC PRIORITY 5: OUTWARD THRUST SINCE 2006 NASIONAL AND INTERNASIONAL LEADERSHIP		
Challenges/ Goals	Actions/Strategies	Responsible Line Manager(s)
5.1 To enhance the national and international profile of the UFS	<ul style="list-style-type: none"> <li>i Involve institutional leadership in influencing HE policy at national level</li> <li>ii Initiate debate on higher education transformation and influencing of policy</li> <li>iii. Involve internal experts at national level in policy committees, boards, etc.</li> <li>iv Launch and implement Moshoeshoe Project on transformational leadership</li> </ul>	Rector
	<ul style="list-style-type: none"> <li>v Position staff members at national and international level to identify opportunities for the UFS to play a role.</li> <li>vi Create facilitating environment for participation and give the necessary recognition to the persons who fulfil the role.</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan</b>  <b>Project 3.5</b>  <b>POSITIONING OF UFS</b>  <b>Project 3.5.1</b>  <b>REVIEW VISION</b></p> <p><b>Aim:</b> To revisit vision, mission and values to achieve alignment with Institutional Charter.</p> <p><b>Action 1:</b> Revisit vision, mission and values to achieve alignment with Institutional Charter.</p> <p><b>Action 2:</b> Make proposals on alignment/realignment of the vision, mission and value statement of the UFS by recommending:</p> <ul style="list-style-type: none"> <li>(i) what (if anything) must be changed;</li> <li>ii) the process to be followed to change/realign the vision.</li> </ul> <p style="text-align: center;"><b>Project 3.5.2</b>  <b>PROFILE BUILDING</b></p> <p><b>Aim:</b> To plan and implement a differentiated positioning and profile-building exercise for the UFS in order to:</p> <ul style="list-style-type: none"> <li>(i) promote extensive networking;</li> <li>(ii) rectify undesirable stereotyping of the UFS by, <i>inter alia</i> <ul style="list-style-type: none"> <li>- identifying stakeholder groups,</li> <li>- identifying negative stereotypes of the UFS among these stakeholder groups,</li> </ul> </li> </ul>	Rector and Chief Director: Operations

	<ul style="list-style-type: none"> <li>- proposing strategies to address these stereotypes</li> </ul> <p><b>Action 1:</b> Plan a differentiated positioning and profile-building exercise for the UFS to:</p> <ul style="list-style-type: none"> <li>(i) promote extensive networking;</li> <li>(ii) rectify undesirable stereotyping of the UFS by, <i>inter alia</i> <ul style="list-style-type: none"> <li>- identifying stakeholder groups,</li> <li>- identifying negative stereotypes of the UFS among these stakeholder groups,</li> <li>- proposing strategies to address these stereotypes.</li> </ul> </li> </ul> <p><b>Action 2:</b> Propose a communication strategy to affirm and communicate explicitly and continuously the UFS's commitment to transformation, diversity and engagement).</p> <p><b>Action 3:</b> Approve and implement viable strategies</p>	
<b>5.2 To establish outward thrust internationally, in Africa and SADC</b>	<ul style="list-style-type: none"> <li>i Initiate and participate in international research projects.</li> <li>ii Encourage exchange programmes from and to Africa</li> </ul> <p style="text-align: center;"><b>See also Transformation Plan Project Project 3.5.3 PRESENCE IN AFRICA</b></p> <p><b>Aim:</b> To develop strategies and actions to expand the UFS presence in Africa via faculties</p> <ul style="list-style-type: none"> <li>• Incorporating strategies to liaise with African institutions of higher education; and</li> <li>• encouraging exchange programmes from and to Africa</li> </ul> <p>Propose strategies and actions to expand the UFS presence in Africa via faculties</p> <ul style="list-style-type: none"> <li>• Incorporating strategies to liaise with African institutions of higher education; and</li> <li>• encouraging exchange programmes from and to Africa</li> </ul>	Vice-Rector: Academic Operations/Deans

## **9.2 Policy and Procedures regarding Tenders**

### **9.2.1 Rules and Regulations of the Tender Committee**

#### **1. NAME**

The committee is known as the Tender Committee of the University of the Free State.

#### **2. AIM**

The Tender Committee must ensure that:

- The aims of the Policy and Procedures for Purchasing, Tenders and Black Economic Empowerment are met.
- The intended expenditure complies with the strategic priorities or operational objectives set therefor.

#### **3. COMPOSITION**

3.1 The permanent members of the Tender Committee are as follows:

- Chief Director: Operations
- Director: Finance
- Director: Diversity
- A representative appointed by the Committee of Deans
- Representatives of the work group for the specific tender
  - Head: Provisioning
  - A representative appointed by the work group
- A representative of Council (Audit Committee) or his/her appointed secundus

3.2 The Chief Director: Operations is the chairperson of the Tender Committee and the Director: Finance acts as secundus.

3.3 The Provisioning Department serves as secretariat for the Committee.

3.4 The quorum for meetings of the Tender Committee consists of:

- The Chief Director: Operations or the Director: Finance
- A representative appointed by the work group
- Any other three permanent members

3.5 Representatives who are permanent members of the Committee are appointed for a term of three (3) years, whereafter new representatives can be appointed or existing representatives can be reappointed.

3.6 For representatives who are permanent members of the Committee there must also be alternative persons to act as secundi in their absence.

#### **4. DUTIES AND RESPONSIBILITIES**

The duties and responsibilities of the Tender Committee entail the following:

4.1 The following principles are fundamental to the management and control of purchasing by means of tenders. By applying these principles sensibly and diligently, the UFS

demonstrates its ability to handle expenditures in an informed manner and the expenditure process can be managed properly.

- 4.1.1 **Accountability** – Personnel are responsible for meeting the obligations imposed on them by the policy and procedures and must be able to report on this comprehensively and accurately.
- 4.1.2 **Transparency** – The policy must be administered in a transparent manner in order to support and demonstrate the fulfilment of obligations. A clear understanding of the roles and responsibilities of the various parties is important.
- 4.1.3 **Value for money** – There is a reasonable expectation that expenditure be economically justifiable. Furthermore, a healthy balance must be shown between the total cost, the benefits and the contribution to the outcomes that the UFS wishes to reach. This approach does not necessarily imply acceptance of the lowest price, but rather the best possible outcome taking into account the costs of ownership or the total cost with regard to the duration of the usefulness of the goods or services procured.
- 4.1.4 **Complying with legislation** – All processes for purchasing are subject to the relevant legislation and regulations. In the performance of duty it is the responsibility of all role players to satisfy statutory requirements.
- 4.1.5 **Equity** – The behaviour and decision making of the UFS must be impartial and fair and must also be seen as such.
- 4.1.6 **Integrity** – A responsibility rests on everyone responsible for the management of resources to treat this with great circumspection and integrity. Compliance with codes of conduct should also be heeded.
- 4.2 Members of the Tender Committee are compelled to make a declaration of all interests that are in conflict with his/her responsibility as a member of the Tender Committee. The interests hereto referred also include interests with regard to related parties as set out below:
  - 4.2.1 A related party as defined in IAS 24 (AC 126) [International Accounting Standard 24, IAS 24(AC 126)] is one of the following:
    - a. A party that directly or indirectly
      - controls the particular entity
      - falls under joint control of the entity, or
      - has an interest in an entity that has significant influence on the entity, or
      - has joint control of the entity.
    - b. Is an associate of the entity.
    - c. Is a joint enterprise in which the entity is a joint investor.
    - d. A party that is a member of key staff of the institution.
    - e. A party that is a near relation of any of the individuals referred to in a) to d). A near relation is a family member who can be influenced or who can exert an influence on the negotiations regarding the entity. This includes the individual's domestic partner and children, children of the individual's domestic partner, dependents of the individual or of the individual's domestic partner.
    - f. A party that has control or joint control over, or a significant influence on the right to vote of individuals referred to in d) and e).

- 4.3 Evaluation of the process and awarding of the tender.
- 4.3.1 The Tender Committee must evaluate the recommendation of the work group with regard to at least the following:
- the compilation of the work group, the reason for the inclusion of the members and a declaration of independence by every member;
  - approval of specifications for tenders;
  - a copy of the documentation for tenders;
  - method used for the advertising of the invitation to tender and the motivation thereof;
  - list of tenders received;
  - if applicable –
    - motivation for extending the deadline for tenders
    - enquiries by participants and any further information supplied; and
    - steps taken to ensure that all participants were treated fairly;
  - evaluation model followed;
  - total mark for qualifying participants for price, conforming to specifications and BBEE grading, respectively;
  - tender that preference is given to;
  - motivation for recommendation of preferred candidate by also referring to satisfaction of strategic priorities;
  - method of financing;
  - action plan proposed by the work group for the management and monitoring of the contract;
  - where applicable, measures for transition to a new supplier; and
  - the approved contract management plan.
- 4.3.2 If the Tender Committee disapproves the recommendation, the reason for this must be documented in full and the Committee must ensure that the reason is legitimate.
- 4.4 The Tender Committee must co-opt or consult experts needed for the allocation, or not, of tenders.
- 4.5 The Tender Committee is responsible for the awarding of the tender. This includes instances where a tender, whether on recommendation of the work group or not, is not awarded.
- 4.6 The activities and recommendations of the Tender Committee are confidential and may not be made public by members of the Tender Committee, except where the information is officially made public by the Tender Committee.
- 4.7 All tenders must be referred to the Tender Committee for handling, except where alternative procedures have been approved by the Executive Committee of the Executive Management, whereafter the process must be dealt with accordingly.
- 4.8 If the Committee is of the opinion that the best interest of the UFS is not served and the nature and scope of the risk for the UFS is unacceptable, the Tender Committee may stop a process for the call for tenders. This process must be done in collaboration with the legal advisers of the UFS.

- 4.9 The Committee should obtain any further action(s) or information needed for the awarding of a tender or not.
- 4.10 Further negotiations for the awarding of a tender must be requested or undertaken in consultation with the work group.
5. In spite of anything in this or any other policy, the Tender Committee is not compelled to award the tender to the lowest or any tender at all. Consultation must be done with the legal advisers of the UFS in such instances.

#### 9.2.1 Policy and procedures with regard to tenders

##### **Policy and procedures with regard to tenders**

This document attempts to present the policy and procedures with regard to tenders in as user friendly as possible a manner. For this reason the document is divided into two sections, namely:

##### **Section A: Policy and procedures for consumers**

This section is directed at personnel who must or wish to obtain goods or services by means of tenders.

The process flow is set out in Table 1 according to the sequence of the activities. The policy and procedures are presented in accordance with this explanation in the rest of the document.

##### **Section B: Policy and procedures for administrators from the work group for tenders**

This section is directed at personnel tasked with the administration of the policy and procedures, including, for example, purchasers and personnel from Provisioning. The responsibilities of these personnel are not limited to this section and include the following:

- the responsibility for seeing that policy and procedures are also observed in accordance with Section A;
- support of consumers; and
- Provisioning as secretariat for the work group and Tender Committee.

The policy and procedures for Black Economic Empowerment are a separate policy that covers all expenditure. (A draft policy was framed in this regard and will be finalised as soon as the relevant practice notes and scorecards for the Higher Education Sector are known.)

## **Section A**

### **Table of contents**

1. Scope

2. Explanatory notes and terms

3. Process flow for tenders

Activity 1: Clarification of the goods and services that must be obtained and the funding thereof

Activity 2: Determination of the strategy for purchasing

Activity 3: Invitation of tenders

Activity 4: Evaluation of tenders

Activity 5: Awarding of tender

Activity 6: Administration of contract and compliance with terms and conditions



## Section A

### 1. Scope

This document replaces all existing policies for tenders, except tenders for professional services by the Department of Physical Resources and Special Projects.

1.1 The policy includes the following:

1.1.1 All purchasing of goods (capital and consumer goods) and services by the University and for which tenders must be invited.

1.1.2 The assembly of a panel of approved suppliers.

1.2 The scope is not affected by the source of financing.

### 2. Explanatory notes and terms

Tender: For the sake of consistency, the term *tenders* includes closed tenders, open tenders, requests for submissions, requests for information and submissions.

Because the use of the policy forms part of the purchasing process it must be read in conjunction with the explanatory notes and terms thereof and these are not repeated here.

### 3. Process flow for tenders

Provisioning of the Department of Finance is responsible for supporting personnel and ensuring that the specific terms and conditions of the policy and procedures are complied with.

The processes that should be followed with tenders are set out in logical order in Table 1.

Table 1

<b>Activity 1: Clarification of the goods and services that must be obtained and the funding thereof</b>	
<b>Rationale</b>	
The steps are similar to those that are followed with any process for purchasing. Because of the size of the amount, risk management and the nature, amount and strategic importance of the proposed expenditure, a clearly structured process is required to clearly and correctly specify that which must be bought and to set basic parameters for the work group and personnel.	
<b>Steps required for the activity and milestones that must be reached</b>	<b>Responsible person(s)</b>
1. Clarify and obtain agreement on and motivation for the goods and services that must be purchased.	Applicant/ Section head
2. Name the project for identification purposes.	Applicant
3. In broad outline describe the	
3.1 purpose of the purchase;	
3.2 inherent requirements for the goods and services;	Applicant
and	
3.3 extent of the goods and services required.	
4. Identify the cost elements and estimate the total cost for the project. <sup>2</sup>	Applicant
5. Identify the source of financing.	Applicant/ Section head

<sup>2</sup> Section B, step 1 explains the approach that must be followed for the estimation of the total cost and the elements that must be taken into consideration more fully.

6. Obtain approval for the estimated expenditure and the source of financing.	Applicant/ Section head
7. Identify a person/persons who possess the necessary expertise for a work group and put together a work group.	Applicant/ Section head Head: Provisioning
8. Obtain approval for items 1–7 before the work group may begin with activity 2. <sup>3</sup>	Work group Dean/Director
<b>Activity 2: Determination of the strategy for purchasing</b> <b>Rationale</b> <p>The steps involved in this activity are preparatory steps for the bidding process and are therefore of vital strategic importance to the process. They pronounce on the most suitable method to be followed for the bidding process and also determine the success with which the desired outcomes are reached.</p> <p>The best purchasing decision requires that strategies be subject to a critical evaluation of good value. Because situations may vary, the use of methods or processes that will lead to the application of good practice is emphasised.</p>	
<b>Steps required for the activity and milestones that must be reached</b>	<b>Person(s) responsible</b>
1. First meeting for the activation of the approved work group.	Head: Provisioning Applicant
2. Work group is informed about the approved framework for purchasing. <sup>4</sup>	Applicant
3. Determine the strategy for tenders with reference to <sup>5</sup> 3.1 the market; 3.2 goods and services; and 3.3 legislation and other statutory requirements.	Work group
4. Obtain approval for strategy for purchasing goods and services. <sup>4</sup>	Work group Head: Provisioning Dean/Director
5. Draw up a schedule for the process.	Work group
6. Update the framework for the tender as a project management plan.	Work group
7. Approve the documentation that will be supplied to prospective participants in the process.	Work group Head: Provisioning Dean/Director

<sup>3</sup> The steps that accompany this are set out in Section B, step 2.

<sup>4</sup> See Section B, Table 12 for guidelines regarding the elements that must be addressed for the framework of the project.

<sup>5</sup> Guidelines for the work group for determining the strategy for purchasing are set out in Section B, step 3.

### Activity 3: Invitation of tenders

#### Rationale

The activities involved guide and regulate the following:<sup>6</sup>

- Process for obtaining tenders.
- Invitations for tenders.
- Information sessions for interested persons and participants.
- Dealing with requests for additional information outside of information sessions.
- Receipt of tenders.
- Alternative propositions by tenderers.
- Dealing with tenders that are received late.
- Extension of the period for the submission of tenders.
- Cancellation of a process for tenders.

The abovementioned are predominantly part of the formal bidding process and therefore also important for the protection of the interests of the University and the success with which the identified needs of the consumer are met.

Steps required for the activity and milestones that must be reached	Responsible person(s)
1. Development of approved strategy for purchasing and documentation for obtaining tenders.	Provisioning: Secretariat Work group.
2. Invitations for tenders.	Provisioning: Secretariat Work group.
3. Information sessions for interested persons and participants.	Provisioning: Secretariat Work group.
4. Dealing with requests for additional information outside of information sessions.	Provisioning: Secretariat Work group.
5. Receipt of tenders.	Provisioning: Secretariat Work group.
6. Alternative propositions by tenderers.	Provisioning: Secretariat Work group.
7. Extension of the period for the submission of tenders.	Provisioning: Secretariat Work group.
8. Cancellation of a process for tenders.	Provisioning: Secretariat Work group.

### Activity 4: Evaluation of tenders

#### Rationale

Part of the strategy for purchasing is the construction and approval of an evaluation - model for the tenders. Failure to comply with the aforementioned can mean significant losses for the University. It mainly deals with the policy and procedures that should be followed during this process then.

<sup>6</sup> Policy and procedures for the tender process are set out in Section B, Table 3.

<b>Steps required for the activity and milestones that must be reached</b>	<b>Person(s) responsible</b>
1. Assessment of tenders in accordance with the approved evaluation model for the tender. <sup>7</sup>	Work group
2. Presentations by participants. <sup>8</sup>	Work group
3. Clarifications during the evaluation. <sup>9</sup>	Work group
4. Recommendation to the Tender Committee.	Work group
<b>Activity 5: Awarding of tender<sup>10</sup></b> <b>Rationale</b> This process affords the opportunity for independent evaluation of the process followed by the Tender Committee and the recommendations for awarding by the work group. Besides the awarding or not of the tender being done independently, the continuity for transition and management of the contract are also managed independently. The formal bidding process is also concluded with awarding of a tender.	
<b>Steps required for the activity and milestones that must be reached</b>	<b>Responsible person(s)</b>
1. Recommendations by the work group to the Tender Committee for awarding of the tender.	Work group Tender Committee
2. Awarding of the contract by the Tender Committee.	Tender Committee
3. Notification of successful and unsuccessful tenderers.	Secretariat: Provisioning
4. Finalisation of specific inclusions in the contract.	Work group
5. Contracting of the successful candidate.	Work group
6. Signing of the contract.	According to delegation of powers

<sup>7</sup> Policy and procedures for the evaluation of tenders are set out in Section B, step 5.

<sup>8</sup> Policy and procedures for when presentations are made by participants are set out in Section B, step 6.

<sup>9</sup> Policy and procedures for clarifications during evaluation are set out in Section B, step 7.

<sup>10</sup> Policy and procedures for the awarding of tenders are set out in Section B, step 8.

**Activity 6: Administration of contract and compliance with terms and conditions****Rationale**

Sustained effective service delivery or provision of goods during the transition to new suppliers is important to the persons who are affected by this. It is therefore necessary that the terms and conditions of the contract regulate and maintain the aforementioned by means of a contract management plan.

**Steps required for the activity and milestones that must be reached****Responsible person(s)**

1. Put together a contract management team.
2. Administer the contract in accordance with the terms and conditions thereof.
3. Agree on key performance areas. Key performance areas should make provision for progress reports, quality control procedures and, where applicable, the management of conditions for retention.

Work group,  
Tender  
Committee

Contract  
management  
team

Contract  
management  
team

## Section B

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  - Step 2: Obtain approval to begin the purchasing process
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  - Step 4: The tender process
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*Table 2: Guidelines for the work group to analyse the need for goods and services and the approach to the market and for the development of a purchasing strategy*

*Table 3: Policy en procedures for the tender process*

## **Annexure A**

### **Regulations of the Tender Committee**

#### **I. RATIONALE**

The University of the Free State spends vast amounts of money every year on purchasing goods (capital and consumer goods) and services by means of tenders. The effective functioning of the University relies heavily on the satisfaction of the diverse and specialised needs of both the academic and support services and this makes the University an important economic role player in the central region of the country. This expenditure is carried out, among others, with public funds and must therefore take place in a justifiable and transparent manner.

#### **II. PURPOSE**

The objective of the policy for tenders is as follows:

- i. To support personnel through
  - the achievement of an operational or strategic goal with the expenditure (fitness of purpose); and
  - the purchasing process, purchasing decision and project management (fitness for purpose).
- ii. To establish a panel of preferred suppliers.
- iii. To find suitable suppliers, where applicable.
- iv. To give a procedural exposition for implementation of the policy, where applicable.

#### **III. PRINCIPLES FOR THE APPLICATION OF THE POLICY AND PROCEDURES**

The following principles are fundamental to the management and control of purchasing by means of tenders. By applying these principles sensibly and diligently, the UFS demonstrates its ability to handle expenditures in an informed manner and the expenditure process can be managed properly.

- **Accountability** – Personnel are responsible for meeting the obligations imposed on them by the policy and procedures and must be able to report on this comprehensively and accurately.
- **Transparency** – The policy must be administered in a transparent manner in order to support and demonstrate the fulfilment of obligations. A clear understanding of the roles and responsibilities of the various parties is important.
- **Value for money** – There is a reasonable expectation that expenditure be economically justifiable. Furthermore, a healthy balance must be shown between the total cost, the benefits and the contribution to the outcomes that the UFS wishes to reach. This approach does not necessarily imply acceptance of the lowest price but rather the best possible outcome, taking into account the cost of ownership or the total cost with regard to the duration of the usefulness of the goods or services procured.
- **Complying with legislation** – All processes for purchasing are subject to the relevant legislation and regulations. In the performance of duty it is the responsibility of all role players to satisfy statutory requirements.

- **Equity** – The behaviour and decision making of the UFS must be impartial and fair and must also be seen as such.
- **Integrity** – A responsibility rests on everyone responsible for the management of resources to treat this with great circumspection and integrity. Compliance with codes of conduct must therefore also be heeded.

**Table 1: Framework of the project**

Purchasing category	Elements that must be addressed	Guideline
Goods	Overview of the goods that must be purchased	Describe the goods that must be obtained.
	Purpose of purchasing	Describe the purpose of the purchasing by, for example, referring to the specific strategic priorities and maintenance of specific infrastructure.
	Inherent requirements that goods must satisfy	Describe the specific requirements that the goods must satisfy.
	Scope of need	Give an indication of quantities as well as other contracts, for example maintenance contracts, guarantees and service delivery agreements that accompany purchasing.
Services	Overview of the services that are needed	Describe the need that exists and the services that are needed.
	Purpose of purchasing	Describe the purpose of procurement of the services by, for example, referring to specific strategic priorities, statutory requirements that must be satisfied, operational efficiency and effectivity.
	Inherent requirements that services must satisfy	Describe the specific requirements that the services and/or supplier must satisfy.
	Scope of need	Give an indication of the extent of the services and the outputs that must be delivered.
Engineering and	Overview of the works that	Describe the works needed



construction works	are needed	and the outcome that must be reached.
	Purpose of procurement	Describe the purpose of the works by, for example, referring to specific strategic priorities, needs that must be addressed, the creation and maintenance of infrastructure.
	Inherent requirements that works must satisfy	Describe the specific requirements that the works and/ or contractor must satisfy.
	Location of works	Describe the place/s where the work must be done.
	Aesthetic and environmental impact assessment	Describe how the works will mesh with the immediate environment and the campus as a whole.
	Activities that are affected	Identify activities that are affected by the works.

### **Step 1: Estimate the total cost of the acquisition**

- 1.1 The estimate of the cost of the project serves as guideline for the feasibility of funding thereof. It must include the total cost of the project to be ready for use or the cost of the services to the point where the expected outputs have been delivered successfully. This cost includes value-added tax, customs and excise, cargo cost, insurance, exchange rate differences, price escalations, installation cost, the cost of starting such as test runs and provision for uncertainties in the assumptions that were made.
- 1.2 An assessment of the financial feasibility of the proposed purchasing also includes the cost of the item with regard to the life span thereof, for example the cost of capital, maintenance and the management, operation and selling thereof. The timing of the purchase is also accompanied by hidden cost such as special offers, professional and other supplementary services and discounts that can be negotiated.

### **Step 2: Obtain approval to begin the purchasing process**

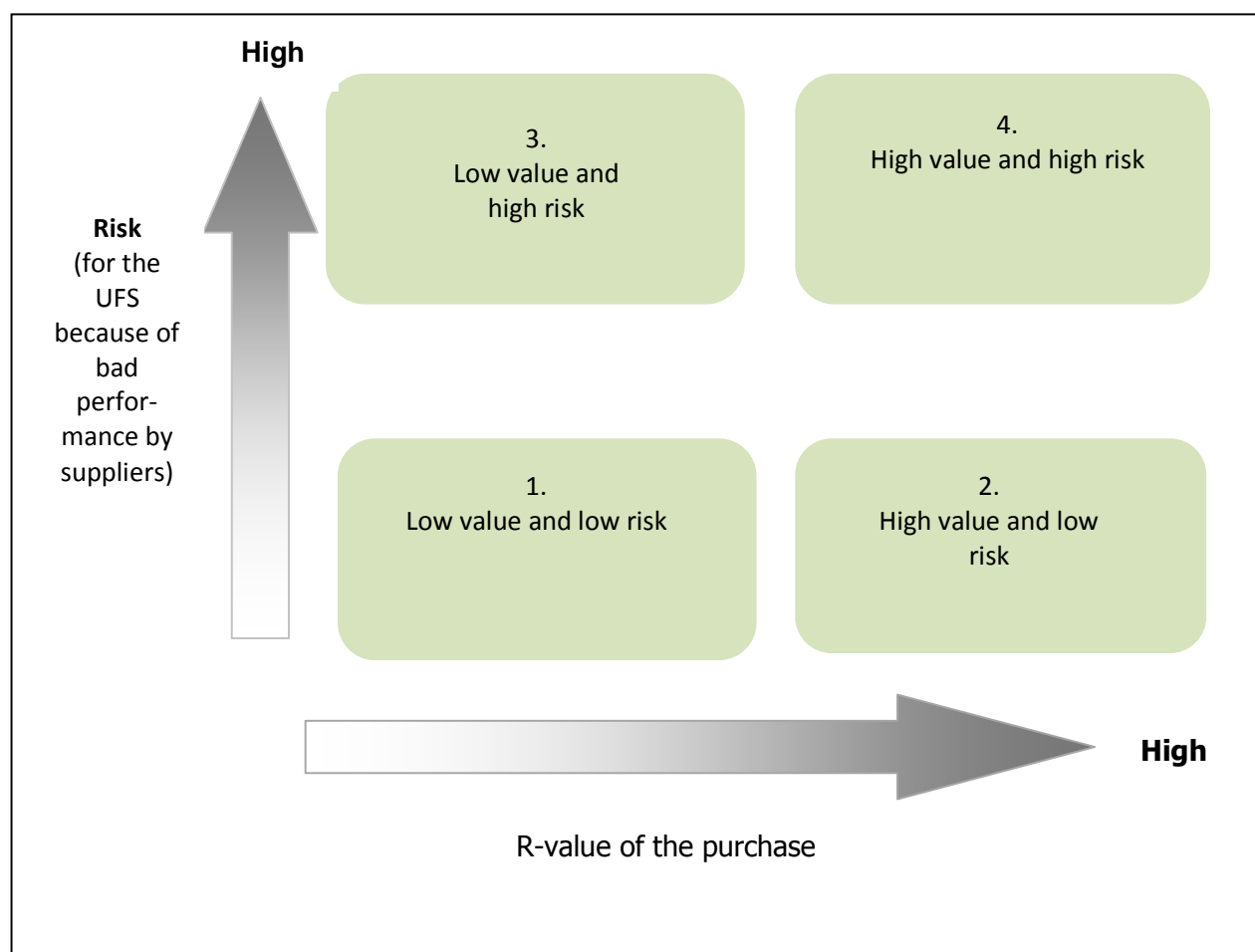
- 2.1 An approved requisition (see purchasing policy and procedures) for the project, accompanied by the approved framework and cost estimate for it, must be supplied by the applicant to the Head: Provisioning.
- 2.2 The office of the Head: Provisioning is responsible for checking the requisition for compliance with the policy and for recording the following in the tender register:
  - tender number assigned;
  - date of receipt of requisition;
  - project name; and
  - estimated cost.

- 2.3 Tender numbers are awarded as follows:
- The numbers begin with one (1) every year;
  - followed by a forward slash (/); and
  - the date (e.g. 01/2008).
- 2.4 The Head: Provisioning must facilitate a process to put together a work group to help with the strategy for procurement.
- 2.5 The work group must comprise the following persons at least:
- the Head: Provisioning, responsible for compliance with the policy on procedures;
  - Provisioning as secretariat for the work group;
  - the person(s) nominated by the faculty or department; and
  - other co-opted experts, for example persons who possess specific financial or commercial skills, a person with appropriate technical skills, legal advisers.

### **Step 3: Strategy for purchasing**

- 3.1 Methods and processes are aimed at enabling users of the policy to develop a strategy for the procurement of goods and services. A framework for the development of the strategy includes the following:
- 3.1.1 A description of the goods and services with reference to
- specifications therefor;
  - value thereof;
  - risk connected therewith;
  - importance thereof for the UFS; and
  - transaction cost accompanying the purchases.
- 3.1.2 Assessment of the market:
- how well the market for the goods and services is developed;
  - the inherent properties of the market; and
  - where relevant, proposed steps by the UFS to influence or develop the market.
- 3.1.3 Compliance with relevant legislation and regulations.
- 3.2 A matrix analysis, also referred to as the quadrant or portfolio method, is used by the UFS to determine the purchasing strategy. The model requires in essence that the work group combine the risk associated with the goods and services, the availability thereof or obstacles in the delivery thereof and the importance thereof for the UFS with the expenditure on these goods and services and categorise them in one of the four quadrants.

**Graph 1:** The identification and development of a strategy for purchasing entail that the risk and value of the purchase be plotted/indicated on the graph.



**Table 2:**

**Guidelines for the work group to analyse the need for goods and services and the approach to the market and for the development of a purchasing strategy**

Properties	Basic purchasing strategy	Considerations for development of strategy
<b>Low value and low risk (quadrant 1)</b>		
<ul style="list-style-type: none"> <li>• Goods and services in this category <ul style="list-style-type: none"> <li>○ are normally low in value;</li> <li>○ are used in everyday activities;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The transaction cost for the purchasing of goods and services in this quadrant mainly focuses on simple policy and procedures with minimum cost (see</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the goods and services that belong in this category according to their properties.</li> <li>• Deliberate on which</li> </ul>

<ul style="list-style-type: none"> <li>○ their volumes of use are difficult to estimate for the purposes of standing orders;</li> <li>○ their transaction cost for procurement is probably more than the value of the item;</li> <li>○ normally have competitive markets, even in the local market; and</li> <li>○ are of such a nature that the skills required for the transaction are mainly administrative in nature.</li> </ul>	<p>purchasing policy and procedure).</p> <ul style="list-style-type: none"> <li>• Purchasing is done in the local market.</li> <li>• Local suppliers are contracted for the supply of goods and services in this category.</li> </ul>	<p>purchasing method would be suitable for controlling the transaction cost and providing good value for money.</p> <ul style="list-style-type: none"> <li>• A process that can be regarded as sufficient for demonstrating competing offers for value for money, integrity and responsibility.</li> <li>• Who does the purchasing?</li> <li>• What is the level of proficiency required for purchasing the type of goods and services?</li> <li>• Deliberate on the proper level of approval (see purchasing policy and procedures).</li> </ul>
<p><b>High value and low risk (quadrant 2)</b></p>		
<ul style="list-style-type: none"> <li>• Goods and services in this category <ul style="list-style-type: none"> <li>○ are in common use;</li> <li>○ do not necessarily have exceptional requirements for quality, safety, reliability and the environment;</li> <li>○ are simple to specify;</li> <li>○ have general standards;</li> <li>○ are purchased in large quantities; and</li> <li>○ can probably be purchased on PURCO contracts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to decrease the total cost, including the order cost, of transactions of high volume and low value.</li> <li>• Consider fixed contract prices, electronic orders and the electronic processing of transactions.</li> <li>• Consolidate purchasing to increase the attractiveness of the transaction and thus be able to bargain for better prices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the goods and services that belong in this category according to their properties.</li> <li>• Establish where competing markets for the goods and services exist.</li> <li>• What is the ability of the suppliers to supply the goods and services locally and what is the impact of consolidation of orders to increase order quantities?</li> <li>• In which instances is it desirable to use fixed-price contracts, fixed-term contracts and PURCO contracts?</li> </ul>

<ul style="list-style-type: none"> <li>• The purchasing of goods and services in this category is usually an administrative action, for example making travel arrangements.</li> <li>• A much higher level of proficiency is, however, required for the identification of the needs and the concomitant arrangements and negotiations, for example drawing up an itinerary.</li> </ul>		<ul style="list-style-type: none"> <li>• To what extent can electronic purchasing of the goods and services be used to manage order cost and make the optimal purchasing decision?</li> <li>• Measures in the strategy to ensure value for money, integrity and responsibility.</li> <li>• Skills required for the negotiation of fixed-price/fixed-supply agreements.</li> <li>• Authorisation and approval for contracts/transactions according to the purchasing policy.</li> </ul>
<b>Low value and high risk (quadrant 3)</b>		
<ul style="list-style-type: none"> <li>• Goods and services in this category are usually of a specialised nature.</li> <li>• It can be expected that the number of potential suppliers of the goods and services would be limited.</li> <li>• A high level of negotiating skills and technical knowledge is required to negotiate and manage agreements of this nature.</li> <li>• Price is probably not crucial for the purchasing decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Limit risk of exposure to limited number of suppliers by, for example, identifying or even contracting alternative sources and through active risk management by means of a risk management - plan.</li> <li>• A strategy must be determined for each purchase of goods and services in this category, in accordance with the specifications thereof.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the purchaser or, where applicable, the work group for the tender for the goods and services in this category possesses the necessary technical knowledge and negotiating skills to manage the concomitant risk.</li> <li>• The applicant/work group is responsible for identifying persons for management of the contract.</li> </ul>

High value and high risk (quadrant 4)		
<ul style="list-style-type: none"> <li>• Goods and services in this category are often a complex 'bundle' or 'package' of goods and services and are important for the functioning of the UFS.</li> <li>• Long-term relationships with suppliers of these goods and services are common.</li> <li>• The active management of agreements with suppliers is very important for the quality of supply to the UFS.</li> <li>• A high level of purchasing skills and technical knowledge is necessary for the process and for the purchasing of goods and services in this category.</li> </ul>	<ul style="list-style-type: none"> <li>• A work group is necessary for development of the strategy.</li> <li>• Assurance that the supplier possesses the skills and resources to supply the goods and services.</li> <li>• Management of the agreement to ensure value for money.</li> <li>• The work group must gain a clear understanding of what is needed, arrangements and the concomitant statutory and market requirements.</li> <li>• A separate strategy will be developed for each procurement of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly of a suitable work group for determination of the strategy is necessary.</li> <li>• A separate strategy must be developed for each contracting of goods and services in this category.</li> <li>• Identification of the tasks that must be carried out by the work group for determination of the strategy and empowerment of the work group.</li> <li>• Delegation of powers.</li> </ul>

### 3.3 Assess the market

- 3.3.1 An assessment of how well the market is developed for the identified need must be carried out by the work group. The purpose of this is that knowledgeableness regarding the market is consolidated in the work group and utilised to find a balance between, among others, available technology, expertise, competition and Black Economic Empowerment.
- 3.3.2 The extent of the research that is done must be appropriate to the value and risk of the purchasing and the knowledge of the market that resides in the work group. Approval for this must be granted by the work group. Especially in the case of advanced technology or where new technology is continuously being made available in the market, it is desirable that a formal request for information be made.
- 3.3.3 The following elements should be taken into account:
- norm in the market;
  - cost of ownership (see step 1.2); and
  - properties of the market –

- accessibility of the market;
- whether the market is buyer or seller driven;
- participants in the market;
- behaviour of the market; and
- analysis of expenditure.

### **3.4 Goods and services**

- 3.4.1 The process of specifying goods and services must also take into account the frequency of supply in order to distinguish between preferred suppliers, a pool of approved suppliers and the supply of goods and services according to an approved tender.
- 3.4.2 If it is necessary that the supplier react innovatively and creatively, the specification of the goods and services should refer to the desired outcomes and outputs and to the fact that room is left for the achievement thereof.
- 3.4.3 The specifications must be put together comprehensively, though succinctly, logically and correctly. The quality of this contributes greatly to the quality of the tenders that are received and the success with which projects are completed.
- 3.4.4 Examples of methods that can be followed to obtain the desired result are the formulation of specifications so that the focus is on the following:
- **Functional** – By following this method for the formulation of the specifications the focus is more on the desired outcome than on the way in which it is reached.
  - **Achievement** – This method defines the parameters for the achievement levels within which the goods and services must fall but not the way in which they are determined.
  - **Technical standards** – This method defines the minimum physical properties, such as size, capacity, type of material, tolerance, and so on, that the goods must comply with.
  - **Combination** of the above.

Where applicable, the specifications should also mention the following:

- **Compulsory requirements and preferences** for goods and services.
- Requirements related to **timetables, delivery dates and project management**.
- **Standards for performance** including key performance indicators and objectives for inputs (all resources), outputs (that which must be supplied) and outcomes (the effect of the service).

3.4.5 The specification document must be approved by the work group.

### **3.5 Proposed contract for the intended goods and services**

- 3.5.1 The acceptability of any agreement for the supply of goods and services to the UFS by a supplier is subject to the acceptability of the terms and conditions thereof to the UFS, after consideration of the

- nature of the goods and services;
- uncertainties regarding the ability of the supplier to supply; and
- extent of the risk expected of the supplier.

3.5.2 An agreement to supply goods and services to the UFS must also include the following, besides the standard conditions:

- the intended objectives of the procurement;
- the specifications for the goods and services in accordance with the complexity thereof and uncertainties;
- where applicable, the term of the contract;
- the satisfaction of policy requirements for purchasing;
- the rights and duties of the parties and the applicable protection;
- the exercise of statutory powers and fulfilment of responsibilities for the UFS;
- the limitation of obligations, indemnities and guarantees;
- where applicable, intellectual property connected with the goods and services procured and ownership of intellectual property developed from the use of the goods and services;
- termination of the contract, non-performance, obligations for insurance and dealing with disputes; and
- where applicable, specific conditions concerning supply, payments, financial and performance guarantees, copyright and confidentiality.

3.5.3 This document is subject to the procedures for quality assurance for legal documents and, where applicable, other policies and contracts with regard to the goods and services, for instance intellectual property, delegation of powers, donations and research funding.

### **3.6 Preferred suppliers**

3.6.1 This process includes the contracting of suppliers as a preferred supplier for the supply of goods and services that typically fall in the category of high value and low risk for the UFS, or quadrant 2. The process of contracting these suppliers by means of PURCO is also accepted.

3.6.2 The following usually pertain to goods and services in this category:

- fixed tariffs, fees or rates can be negotiated with a supplier;
- there is an indication of the total demand for the goods and services but no fixed guidelines for the ongoing demand;
- they are not necessarily supplied by the same supplier;



- more specialised skills and knowledge are required;
- the demand for these occurs at short notice; and
- professional services such as legal advice, information technology, financial and accounting advice and specialised consultation services normally form part of this category.

### **3.7 Consensus on the strategy**

3.7.1 The work group must use the process to consolidate all information, research and so on in a decision on the type of invitation that should be extended.

3.7.2 The desired outcome of the strategy should dictate the nature of the invitation. The nature of the invitation can be as follows, read together with 2.1.2:

- A process for the *identification of possible suppliers* by requesting information from potential suppliers before tenders are invited. The information required is high-level information and specific in nature.
- A *request for submissions* is a formal process for obtaining submissions for the supply of goods and services whereby an opportunity is afforded for innovative action and thinking by the supplier. This strategy should be employed when outputs and outcomes are of greater importance than the process that is followed by the supplier to supply these. Suppliers are therefore invited to make submissions and an opportunity for innovative action and thinking, based on particular specifications, outcomes and/or outputs, is afforded and should be used for finding solutions to challenges.
- A *request to tender* is a formal process for finding a suitable supplier for the supply of goods and services. It should be used when there is total clarity regarding the specifications or requirements for the goods and services and where there is little room for change or innovation.

3.7.3 If the strategy is influenced by uncertainties, such as the existence of a great number of potential suppliers, the market or the number of suppliers who would be interested, a compound process should be considered. When this approach is followed, the work group must reflect carefully on the objective thereof because it can be a time-consuming and expensive process for all the parties. Therefore it would probably only be suitable for goods and services that fall in the category of high value and high risk. In these circumstances a compound process should decrease the cost of the tender process.

3.7.4 Matters that should be considered according to circumstances are the following:

- the value and risk associated with the goods and services;
- the extent to which it is possible for the UFS to specify the need;
- the extent to which innovative solutions are sought; and
- the cost and resources required of both the UFS and potential suppliers.

3.7.5 Phases in this process should be the following or a combination thereof:

Phase 1: Invitations aimed at the identification of potential suppliers to learn more about the goods and services, the market and the ability of suppliers to supply.

Phase 2: Where applicable, a request for submissions for acceptable solutions or a request to tender for goods and services supplied.

Phase 3: Where applicable, evaluate the submissions received and then request tenders or evaluate tenders received.

### **3.8 The choice of an evaluation model**

3.8.1 The objective of the choice of an evaluation model is to bring about a good outcome, in other words to find a supplier with the ability to supply goods and services and who offers the best value for money.

3.8.2 It is important that the choice of a model be made during the planning stage already and that the work group document the motivation therefor. The motivation must, regardless of the choice of a model, ensure that it will offer a rationale in support of the recommendation of a supplier. The evaluation criteria must contain enough information for evaluation of the relative strong and weak points of each presentation.

3.8.3 Models that will be suitable for evaluation in most circumstances are the following:

- The **lowest-price model** is the most basic model and emphasises price. The lowest-price tender or presentation is accepted when the prerequisite for quality or standard is obtained. This method is appropriate especially when additional qualities or standards above the minimum requirement would not offer better value for money.
- With the **weighted-contribution model** the attempt is to find a balance between the attributes such as price, quality, compliance with specifications, guarantees, and so on and the importance thereof for the desired outcome. The various criteria are assigned a weight according to their relative importance. A mark is assigned to each criterion and multiplied by the weight thereof. The outcome of this for every tender determines the choice of the most suitable tender.

3.8.4 It is **important** to note that, irrespective of the choice of evaluation model, the criteria must make provision for the assessment of the BEE grading, in accordance with the BEE policy of the UFS.

3.8.5 The **documentation for invitation** to tender should include the following:

- the specifications;
- the evaluation model that will be used, including the evaluation criteria;
- the rules and procedures that will apply to the process;
- any information required of the tenderer to enable the UFS to measure the tenderer against the evaluation criteria and in support of value for money;
- the type of contract that is envisaged, which includes the most important terms and conditions;
- any rights reserved by the UFS, including the right to post-evaluation negotiations, a statement that the lowest or any tender will not necessarily be

accepted, a statement that alternative tenders may be accepted by the UFS, the right to extend the period for tenders and the right to cancel or suspend an invitation for tenders; and

- a statement by participants confirming that no conflict of interest exists (see purchasing policy with regard to associated parties).

#### Step 4: The tender process

**Table 3: Policy and procedures for the tender process**

	<b>Policy and procedures for:</b>	<b>Elements that must be addressed by the work group</b>
1.	The process for obtaining tenders	<p>1.1 Identify the contact person for the process, additional information and resolution of conflicts (see purchasing policy for declaration of interests and associated parties).</p> <p>1.1.1 This person must be an employee of the UFS except when a person is contracted specifically for this process.</p> <p>1.1.2 The person serves as liaison for technical queries with all parties, internal as well as external. This process is necessary for protecting members of the work group and other personnel from the risk of giving preferential treatment to potential suppliers.</p> <p>1.1.3 The documentation should include a paragraph that prohibits participants in the process from contacting any other person than the nominee of the UFS regarding the tender.</p> <p>1.1.4 Informal communication between the members of the work group and the Tender Committee regarding the evaluation of the tender or the process must be avoided. Because the integrity of the work group and the Tender Committee may be impaired, all communication in this regard must take place formally.</p> <p>1.2 Precision investigations, including the following:</p> <ul style="list-style-type: none"> <li>• requirements for references;</li> <li>• the right to inspect property, plant and equipment;</li> <li>• the supply of samples and examples;</li> <li>• confidentiality of information on participants gathered during preciseness investigations and restrictions on the use thereof.</li> </ul> <p>1.3 Considerations with precision investigations:</p> <ul style="list-style-type: none"> <li>• Formal precision investigations should be considered for purchasing in the category of high value and high risk because of the complexity of ensuring that the potential supplier</li> </ul>

		<p>possesses the financial and technical ability and capacity to supply the desired goods and services. Because of the high cost involved in this type of investigation it would probably only be carried out for the potential supplier to whom it is intended to award the contract.</p> <ul style="list-style-type: none"> <li>• All precision investigations must only be carried out when the benefits thereof exceed the cost. The investigation must be funded from the approved budget for the intended expenditure.</li> <li>• The extent of the investigation must be limited to that which is necessary for testing the ability of the supplier to supply the goods and services at the price tendered or proposed, evaluation of credit-worthiness, follow-up of references, visits to plants or premises to confirm the sufficiency of equipment, the condition thereof and/or infrastructure and resources, investigation of work done or samples of products and ensuring that no fraud or corruption is involved.</li> <li>• A motivation for the investigation and the cost thereof must be submitted by the work group to the head of the support services department involved or the dean for approval.</li> <li>• If approval is granted the fact that a precision investigation will be carried out as well as an estimated time frame and the contact details of the person responsible for this must be mentioned to participants in the documentation for tenders.</li> <li>• The work group must ensure that a careful record is kept of the investigation and the results thereof.</li> </ul>
2.	Invitations for tenders	<p>2.1 Advertisements</p> <p>2.1.1 The work group must be led by the value and risk associated with the goods and services in its decision to use the media for advertising.</p> <p>2.1.2 The cost of the choice of advertising must not exceed the benefit expected to be derived from it.</p> <p>2.1.3 The advertisement should address the following:</p> <ul style="list-style-type: none"> <li>• a description of the nature and extent of the purchases;</li> <li>• any conditions that suppliers must satisfy in order to tender;</li> <li>• the time span and final date for submission of tenders; and</li> <li>• the contact details of the place and person where the documentation for the tender as well as additional information can be obtained.</li> </ul> <p>2.1.4 The length of time between the date of the advertisement and</p>

		<p>the deadline for submitting a tender must be sufficient to give participants a reasonable chance to prepare tenders.</p> <p>2.2 Distribution of documentation for tenders</p> <p>2.2.1 In order to give effect to the decision of the work group regarding the method for the distribution of the documentation for tenders, Provisioning, as secretariat, is responsible for</p> <ul style="list-style-type: none"> <li>• ensuring that no participants are wrongfully advantaged or disadvantaged with time available for preparation, through the fault of the UFS; and</li> <li>• recording the following in the tender register – <ul style="list-style-type: none"> <li>○ all participants who have requested documentation for tenders;</li> <li>○ the date on which the documentation was supplied;</li> <li>○ the method of dispatch;</li> <li>○ acknowledgement of receipt;</li> <li>○ which additional information was made available to all participants; and</li> <li>○ acknowledgement of receipt of additional information (see handling of information deemed commercially confidential).</li> </ul> </li> </ul> <p>2.2.2 If documentation for tenders of the UFS is made available electronically, it must be ensured that the person and organisation that download the information can be identified so that any additional information can be supplied. Documentation distributed in this manner must be dealt with in the same manner for register purposes.</p>
3.	Information sessions for those interested and participants	<p>3.1 Careful consideration must be given to conducting information sessions when goods and services will be purchased that are</p> <p>3.1.1 complex, unusual or sensitive;</p> <p>3.1.2 of strategic importance for the core business of the UFS; or</p> <p>3.1.3 when good relations with the supplier are an important component and the UFS finds it necessary to explain its culture and strategic direction and imperatives.</p> <p>3.2 The work group must ensure that all participants are informed about information sessions. Because these sessions are</p>

		<p>formally part of the tender process, the same information must be supplied to all the participants. The manner of notification must be indicated in the documentation that is distributed.</p> <p>3.3 When information sessions are conducted Provisioning, as secretariat of the work group, must ensure that</p> <p>3.3.1 the timing thereof is in accordance with the request of the work group;</p> <p>3.3.2 an attendance register is kept for the session;</p> <p>3.3.3 control measures are taken to ensure that all participants are supplied with –</p> <ul style="list-style-type: none"> <li>• a memorandum of all questions asked and answers given; and</li> <li>• any amendments to or clarification of the documentation for tenders by means of a formal addendum; and</li> </ul> <p>3.3.4 legal advice, for the protection of the interests of the UFS, is taken regarding documentation that will be made available during the session.</p> <p>3.4 Information sessions can be conducted as follows:</p> <p>3.4.1 As part of the provision of documentation for tenders. Because of the limited time available for preparation by those interested, the work group should limit its decision to make documentation for tenders available during the information session to that of the purchasing of goods and services of which the specifications are simple and can be described easily.</p> <p>3.4.2 After documentation for tenders has been released. Because enough time is given to participants for studying the documentation and identifying suitable representatives, these sessions are more appropriate when the requirements are more complex.</p> <p>3.4.3 Information sessions for each individual participant. The work group must treat the use of this with great circumspection and limit it as far as possible to the purchasing of goods and services that are truly complex. Although it offers participants the benefit of putting together their questions in such a manner that they get absolute clarity, it is a demanding process. The work group should rather consider a process like the one mentioned above with the exception that participants provide the contact person with their questions <u>beforehand</u> so that the work group can prepare thoroughly for these and can then make the questions and answers available to all the participants during the information session.</p>
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4.	Dealing with requests for additional information outside of information sessions	<p>4.1 Requests for additional information must only be dealt with via the contact person mentioned in the documentation for tenders. All enquiries in this regard to any member of the work group must be referred to the contact person.</p> <p>4.2 These requests are part of the formal process. Actions in this regard therefore must be able to pass the test of fairness to all parties. Additional information must be supplied to all participants. The documentation for tenders must mention specifically that all information requested by participants is made available to the other participants and that if a participant is of the opinion that the information is commercially confidential for the participant, it must be specifically indicated as such in writing.</p> <p>4.3 The work group must grant permission for the provision of all additional information. Additional information should be provided in collaboration with the legal advisors of the UFS and must take into account the commercial confidentiality of the information. <u>In the absence of any of the aforesaid, the additional information may not be provided.</u></p>
5.	Receipt of tenders	<p>5.1 The policy and procedures apply to all methods for obtaining tenders. Provisioning, as secretariat, is responsible for ensuring that the processes that are followed for the receipt of tenders satisfy the requirements of the policy and procedures and Provisioning must be able to put these into effect.</p> <p>5.2 The procedures that are followed for receipt must be submitted to the work group for the information of the group by the Head: Provisioning. Procedures for receipt should satisfy the following requirements:</p> <p>5.2.1 Where and how will the tenders be received?</p> <ul style="list-style-type: none"> <li>• Is the place of submission indicated clearly and easy to find – physical and email addresses?</li> <li>• Will the place be manned during work hours or will access to the tender box be possible?</li> <li>• Procedures for control of the key to the tender box and/or access control to electronic data.</li> </ul> <p>5.2.2 Continuity in maintaining security over tenders until they are opened and registered.</p> <p>5.2.3 Procedures that will be followed with the opening of tenders:</p> <ul style="list-style-type: none"> <li>• Who of the work group must be present during the opening?</li> <li>• Is unauthorised access during the opening prevented?</li> <li>• Has provision been made for an attendance register of persons present?</li> </ul>

		5.2.4 Register tenders that are received by recording the date and time of reception in the tender register.
6.	Alternative proposals by tenderers	<p>6.1 The work group may decide that room should be left for presentations alternative to the specifications stated. This may come in handy especially when room for innovative thinking will probably lead to significantly better or more informed decisions.</p> <p>6.2 If the work group decides as such, the documentation for tenders must mention the following specifically:</p> <p>6.2.1 that alternatives may only be submitted as addenda to tenders;</p> <p>6.2.2 guidelines on how it must be put together; and</p> <p>6.2.3 the evaluation criteria that will be used for this.</p>
7.	Dealing with tenders that are received late	<p>7.1 Tenders that are received after the deadline may not be considered unless</p> <p>7.1.1 no possibility exists that an unfair advantage could be gained by this;</p> <p>7.1.2 it can be demonstrated that the participant could not have picked up information on any other tender; and</p> <p>7.1.3 it can be confirmed that the tender has satisfied all the requirements.</p> <p>7.2 If tenders that are received before the deadline have already been opened and registered it is accepted that the abovementioned exceptions can no longer apply. Tenders must be returned per registered post with a cover letter that indicates that they were received late.</p> <p>7.3 <u>All the abovementioned elements must be present simultaneously before a tender that is received late may be considered.</u></p> <p>7.4 If the Head: Provisioning decides that the tender can indeed be considered on the strength of the above, a fact sheet must be included for the work group for consideration in the process of evaluation. This inclusion vests no rights the participant can lay claim to and members of the work group do not have the power to vest any such right.</p> <p>7.5 In the event of any tender being received late, the Head: Provisioning is responsible for informing the participant in writing about the following:</p>



		<p>7.5.1 that the tender was received late and was recorded as such;</p> <p>7.5.2 that, where applicable and deemed advisable, the circumstances will be considered in accordance with the policy of the UFS;</p> <p>7.5.3 that the acceptance or refusal of the late submission is at the sole discretion of the UFS; and</p> <p>7.5.4 that irrespective of any action or communication – direct or indirect – the final acceptance for participation is subject to the approval of the Tender Committee.</p> <p>7.6 Provisioning as secretariat is responsible for the following:</p> <p>7.6.1 marking tenders that are received late clearly in indelible ink with the words ‘received late’ and with the date and time received;</p> <p>7.6.2 recording the tenders, with the date and time received, in the tender register as tenders that were received late; and</p> <p>7.6.3 storing the documentation with the packaging separately from the tenders that were received in time.</p>
8.	Extension of period for submission of tenders	<p>8.1 Extension of the period for submission of tenders may only be considered if the right to extend the period is reserved in the documentation for tenders.</p> <p>8.2 Motivated applications for extension of the period for submission of tenders must be directed to the contact person for the tender in writing. At least 50% of the participants must make a request before it should be considered by the work group. The work group may refuse requests for extension of the deadline at its discretion.</p> <p>8.3 The work group must submit a motivation for extension of the period for submission of tenders to the Chief Director: Operations and the Director: Finance for consideration and approval. Because of liability that may result from this, any consideration of extension of the period for submission of tenders must be treated with great circumspection and dealt with in consultation with legal advisors.</p> <p>8.4 If approved, the extension of the period for submission of tenders must be granted in the same manner to all participants.</p>
9.	Cancellation of a process for tenders	<p>9.1 Any invitation and documentation for tenders must indicate that the UFS reserves the right not to accept any tender.</p>

		<p>9.2 A tender process should only be cancelled after legal advice has been taken regarding the risks involved in this. Notification of cancellation and the reasons therefor must be carried out in collaboration with the legal advisers of the UFS.</p> <p>9.3 Circumstances in which cancellation of the process should be considered are the following:</p> <p>9.3.1 all the tenders fail to satisfy the requirements;</p> <p>9.3.2 the tenders received cannot be compared conclusively and fairly;</p> <p>9.3.3 there are indications or proof of collusion between participants;</p> <p>9.3.4 the work group becomes convinced that a significant risk for legal proceedings against the UFS exists; and</p> <p>9.3.5 a significant change in the goods and services required has taken place in the meantime.</p> <p>9.4 The alternative to this is not to award any tender.</p>
10	Evaluation of tenders	See step 5, evaluation of tenders.
11	Presentations by participants	See step 6, presentations by participants.
12	Clarifications during the evaluation process	See step 7, clarifications during the evaluation process.

## **Step 5: Evaluation of tenders**

- 5.1 The process is preceded by the choice of an evaluation model for tenders. The careful evaluation of tenders in accordance with the evaluation model contributes directly to the success with which the purchasing serves the stated purpose. This is the responsibility of the work group.
- 5.2 More specifically, the responsibilities of the work group are as follows:
- 5.2.1 Evaluate each tender carefully in accordance with the evaluation criteria.
- 5.2.2 Ensure that the qualifying participants possess the necessary capacity and ability to supply the goods and services.
- 5.2.3 Each member must make a statement of interests, as required in the purchasing policy.
- 5.2.4 Clarify any ambiguity with regard to the application of the evaluation model.
- 5.2.5 Ensure that every member has a copy of the tender or has adequate access thereto. If a two-envelope system is used, in other words the price was submitted in a separate sealed envelope, the work group must first evaluate the non-price part of the tenders while the other envelopes with the price are held in safe keeping. This method will be particularly suitable when it is desirable to ensure that price does not influence the evaluation of the non-price part, as in the case of purchasing goods and services of high value and high risk.
- 5.2.6 Ensure that agreement is preferably reached on the allocation of marks to each criterion. This may also mean that members of the work group evaluate the tender individually before the evaluation meeting and deal with the outcomes during the evaluation meeting and calculate an average mark per criterion per participant.
- 5.2.7 Compare the cost by taking the following into account:
- price
  - capital-related cost
  - cost over the lifetime of goods and services
  - financing
  - the cost of contracting out
  - transition cost
- 5.3 The work group may adapt tenders to ensure that they are evaluated on an equal footing by means of the following:
- fixed or variable price structures
  - inclusion or exclusion of extras such as maintenance and training
  - settlement discounts
  - terms of payment
  - guarantees and guarantee periods
- 5.4 The work group must ensure that adaptations, as referred to above, do not fundamentally change the tender.

- 5.5 If the price tendered by some participants is significantly lower than the rest it must be ensured that
- 5.5.1 the tender complies with the technical requirements and that no elements of intrinsic risk or levels of uncertainty are included;
- 5.5.2 the pricing of the tender includes all cost;
- 5.5.3 the pricing of the tender will be maintained;
- 5.5.4 the tender does not include a new or in an innovative manner a proposal that will lead to significant cost saving;
- 5.5.5 the goods do not perhaps include dumping; and
- 5.5.6 value-added tax is included or excluded on a comparable basis.
- 5.7 If necessary the work group may require an independent verification of the capacity and/or ability of a participant in accordance with the documentation for tenders.
- 5.8 The scores assigned per participant, as well as the reasons therefor, must be documented.

#### **Step 6: Presentations by participants**

- 6.1 The work group may request or invite participants to make presentations of their tenders. The work group must make sure that all invited participants are given the same amount of time for preparation. Because this forms part of the formal assessment of tenders, fair and consistent treatment of all participants must be ensured.
- 6.2 The work group can consider requesting participants to include their personnel who were directly involved in the preparation of the tender and who will be involved in the provision of service in the presentations.
- 6.3 Presentations should not only be used as a tool to compare tenders with each other. The role of the members of the work group who attend the presentations must be explained to the participants.

#### **Step 7: Clarifications during the evaluation process**

- 7.1 Clarification of any uncertainties regarding the following should be obtained from participants:
- quality
  - performance
  - quality assurance
  - terms and conditions
  - uncertainties about the purport or meaning of matters in the tender
  - any qualification of products or services
- 7.2 The work group may not allow participants to try to improve their offer through this process. All questions asked must be limited to clarification.
- 7.3 All communication in this regard must be in writing and must only be sent out by Provisioning as secretariat. All answers to this must be in writing. Any telephonic enquiries by participants must at all times be referred to the contact person, as designated by the work group for the tender.

## **Step 8: Awarding of the contract**

### **8.1 Post-evaluation negotiations**

8.1.1 The work group is responsible for all post-evaluation negotiations. Negotiations at this stage are an effective risk management aid. The primary objective is that

- the negotiations must at all times be ethical and in accordance with the code of conduct for the personnel; and
- the negotiations may not create the impression that the work group possesses the authority to award tenders.

8.1.2 Requirements for these negotiations are that

- they must at all times be ethical and in accordance with the code of conduct for the personnel;
- they may not create the impression that the work group possesses the authority to award tenders;
- they may not be conducted in such a manner that it can be felt that the work group is abusing its position;
- they should not focus only on a reduction in cost but rather on better value for money;
- they should not potentially harm other participants because specifications, conditions or terms that differ fundamentally from the original documentation for tenders are negotiated; and
- the outcomes of the negotiations must be sustainable and may not adversely affect quality or standards.

8.1.3 The work group must avoid playing off one participant against another. Steps that should be taken by the work group in this regard are as follows:

- Identify specific matters that should be negotiated further.
- Notify qualifying participants that further negotiations will take place.
- Conduct separate negotiations with different participants.
- Keep a complete record of negotiations.

### **8.2 Evaluation of the process and awarding of the tender**

8.2.1 The work group must make a recommendation to the Tender Committee that addresses at least the following:

- the work group, the reason for the inclusion of the members and a declaration of independence by each member;
- approval of specifications for tenders;
- a copy of the documentation for tenders;
- method used for the advertising of the invitation to tender and the motivation therefor;

- list of tenders received;
  - if applicable –
    - motivation for extending the deadline for tenders;
    - enquiries by participants and any further information supplied; and
    - steps taken to ensure that all participants were treated fairly;
  - evaluation model followed;
  - total mark for qualifying participants for price, conforming to specifications and BBBEE grading, respectively;
  - tender that preference is given to;
  - motivation for recommendation of preferred candidate by also referring to satisfaction of strategic priorities;
  - method of financing;
  - action plan proposed by the work group for the management and monitoring of the contract;
  - where applicable, measures for transition to a new supplier; and
  - the approved contract management plan.
- 8.2.2 If the Tender Committee disapproves the recommendation, the reason for this must be documented in full and the Committee must ensure that the reason is legitimate.
- 8.2.3 The Tender Committee is responsible for awarding of the tender.
- 8.2.4 The successful candidate must be notified in writing of the decision by the Head: Provisioning. The contract for the tender must be signed in accordance with the Delegation of Powers.
- 8.3 Notification to unsuccessful candidates**  
 Unsuccessful participants must be notified in writing by the Head: Provisioning. This will also apply if no tender is awarded.

### **Step 9: Measures for the transition to a new supplier**

- 9.1 The work group is responsible for framing measures for transition if the supply of goods and services is awarded to a new supplier. The measures for transition depend on the complexity, risk, nature and scope of the goods and services and must be framed accordingly.
- 9.2 If the complexity, risk, nature and scope of the goods and services are fundamental the measures for transition should include the following:
- 9.2.1 a time frame for activities and events;
  - 9.2.2 progress reports;
  - 9.2.3 additional resources needed;
  - 9.2.4 roles and responsibilities;
  - 9.2.5 training needs;
  - 9.2.6 requirements for communication, including reporting structures;

- 9.2.7 risk and risk management;
- 9.2.8 matters that have a bearing on fixed assets, for example responsibility and arrangements for installation, insurance, ownership, access, use and transfer;
- 9.2.9 matters that concern personnel and/or students, communication strategy for notification, interim arrangements and consultations for change management;
- 9.2.10 transition arrangements between the outgoing and incoming suppliers;
- 9.2.11 management of the performance of the outgoing supplier; and
- 9.2.12 dealing with the implications in the event of termination of the contract of a supplier before the date of termination agreed upon.

#### **Step 10: Management of the contract**

- 10.1 The work group is responsible for drawing up a contract management plan. The contract management plan must make provision for the following:
  - 10.1.2 personnel directly involved in the contract;
  - 10.1.2 personnel of Provisioning who are responsible for continuous management of the contract; and
  - 10.1.3 the relationship with the supplier.
- 10.2 The actions taken must be aimed at the monitoring and management of performance in accordance with the contract to ensure value for money for the UFS. The extent of the actions taken must be based on risk management and the evaluation of cost benefits – the higher the risk is, the more intensive the actions of monitoring and management would be.
- 10.3 Specific responsibilities that accompany this are the following:
  - 10.3.1 the supply of goods and services at the time agreed upon;
  - 10.3.2 at the cost agreed upon;
  - 10.3.3 of the required quality or standard; and
  - 10.3.4 other responsibilities that must be met by the supplier, for example reporting.
- 10.4 The contract management team is responsible for the documentation of the execution of the contract management plan. This document is not static and must be updated during its term in order to meet the objective of performance at all times. The contract management plan should be included in a provision of service agreement, if possible.
- 10.5 The provision of service agreement should make provision for, among others:
  - 10.5.1 the evaluation of performance in accordance with the contract;
  - 10.5.2 meetings between suppliers and the contract management team of the UFS regarding performance events or milestones, changes in the needs of consumers and corrective actions regarding current or potential problems;
  - 10.5.3 if applicable, technical meetings between technical representatives of the contract management team and the supplier regarding technical progress reports and data; and
  - 10.5.4 a long-term overview and evaluation of the extent to which the goals set have been reached with the awarding of the tender, a comparison with budgets, satisfaction of consumers, the extent to which value for money is obtained and how needs that come to the fore can be addressed.
- 10.6 The designated contract management team is responsible for the following:
  - 10.6.1 performance requirements and that milestones are addressed contractually;
  - 10.6.2 maintenance of measures for performance appraisal;
  - 10.6.3 monitoring of performance in accordance with criteria for the contract and reporting on this;

- 10.6.4 approval of invoices/progress certificates for payments in accordance with the terms of the contract;
- 10.6.5 protection of the interests of the UFS with regard to the contract;
- 10.6.6 supervision of the operational functioning of the contract;
- 10.6.7 corrective actions in connection with negotiations with the supplier;
- 10.6.8 reporting procedures, both formal and informal, and ensuring that reporting takes place;
- 10.6.9 promotion of understanding of the business practices of the UFS and the supplier; and
- 10.6.10 approval of deliveries and completion of the project.

#### **Step 11: Completion and revision of the contract**

- 11.1 Policy and procedures in this regard pertain to contracts that apply to the repeated delivery of goods and services.
- 11.2 The contract management team must be sensitive to the date of completion and is responsible for taking the necessary steps to ensure continuity in the delivery of goods and services.
- 11.3 Matters that must be evaluated are the following:
  - 11.3.1 the extent to which the existing contract addresses current and future needs;
  - 11.3.2 whether the contract still represents value for money;
  - 11.3.3 whether the performance of the supplier meets the current and future needs for –
    - provision of service
    - contract management
    - reporting
  - 11.3.4 goods and services that were not available before;
  - 11.3.5 costs, risks and benefits that should be considered with a new process for tenders;
  - 11.3.6 the available options with regard to current policy and procedures for purchasing; and
  - 11.3.7 changes in legislation and regulations.
- 11.4 The contract management team is responsible for drawing up a report in which the performance of the current contract as well as the outcomes of the matters mentioned above must be evaluated.
- 11.5 If motivation exists for the extension of existing contracts, they may only be extended once by no longer than two years, after consideration and approval by the Tender Committee.
- 11.6 The motivation should make provision for the following, depending on the context of the contract:
  - 11.6.1 evaluation of the performance of the supplier;
  - 11.6.2 the ability of the UFS to satisfy requirements in accordance with the contract;
  - 11.6.3 restrictions on intellectual property and confidentiality;
  - 11.6.4 satisfaction of end-consumers;
  - 11.6.5 improvements of the contract that should be negotiated;
  - 11.6.6 developments in the market;
  - 11.6.7 the competitiveness of the current supplier; and
  - 11.6.8 the costs involved in switching over to a new contract.
- 11.7 Requirements regarding the completion of the contract must, where applicable, make provision for the following:



- 11.7.1 a certificate of completion;
- 11.7.2 satisfaction of requirements regarding bank guarantees and retainers;
- 11.7.3 if applicable, measures for transition to a new supplier;
- 11.7.4 the assurance that all items on loan were received or returned;
- 11.7.5 the management of guarantees; and
- 11.7.6 accountability that may continue after expiry of the contract.

**IV. DELEGATION OF POWERS**

Consult the Policy for Delegation of Powers.

**V. ADMINISTRATION**

The Department of Finance is responsible for administration of the policy.

**VI. EFFECTIVE DATE OF POLICY AND PROCEDURES**

From the date approved by the Council.

### 9.3 The Security Policy

<b>UNIVERSITY OF THE FREE STATE</b> <b>SECURITY POLICY</b>	
Document number	4
Document name	Security Policy of the UFS
Co-ordinating Exco member	Prof. R. E. Moraka
Contact	Prof. R. E. Moraka
Status	Document
Approved by	Council
Date approved	20 November 2009
Date last amended	
Date for next review	
Related policies and documents: <ul style="list-style-type: none"> <li>• UFS Policy on Occupational Health and Safety</li> <li>• UFS Policy with Regard to the Provision of Emergency medical Services on the Bloemfontein Campuses</li> <li>• Ramathe Fivaz Report on Security Assessment &amp; Recommendations to improve the levels of security at the UFS</li> </ul>	
<b>Proposed Timeline for the Policy Acceptance Process</b> <ol style="list-style-type: none"> <li>1. 30 September 2009: Completion of draft 1</li> <li>2. 30 September 2009: Discussion of draft 1 with Vice-Rector: Student Affairs</li> <li>3. 2 October 2009: Forwarding of draft 2 to identified stakeholders for comments</li> <li>4. 8 October 2009: Workshopping of draft 2 with identified stakeholders</li> <li>5. 12 October 2009: Discussion of draft 3 with Vice-Rector: Student Affairs</li> <li>6. 13 October 2009: Draft 4 to EXCO for approval and reference to EM</li> <li>7. 26 October 2009: Draft 5 to EM for approval and reference to Council</li> <li>8. 20 November 2009: Final draft to Council for approval</li> </ol>	

<b>1. Title</b>
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Security Policy of the University of the Free State

<b>2. Preamble</b>
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- 2.1 The Security Policy of the University of the Free State (UFS), hereinafter referred to as “the Policy”, is subjacent to the vision and mission of the UFS to be an excellent, equitable and innovative university through the pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by means of the promotion of an academic culture expressed through quality education, research and community service.
- 2.2 The UFS is acutely aware of its unique position in having a number of campuses, satellite sites and other premises spread over a large geographical area and the peculiar security conditions distinctive to each campus, satellite site and other premises. The Policy further acknowledges the continuous challenge faced by the UFS in actively addressing issues of security and criminality at all of its campuses, satellite sites and other premises and the importance of a vigorous response to this challenge through a holistic, communal approach to security involving its students, staff, visitors and surrounding communities.
- 2.3 Through the implementation of this Policy the UFS, within its ability, commits itself to creating a safe environment that ensures security of person and property, thereby enhancing the UFS experience for students, staff and visitors.
- 2.4 The management of the UFS acknowledges and respects the primary responsibility and primacy of South African legislation and the South African Police Service (SAPS) with regard to the security of the citizens of South Africa, but is committed to actively contributing to the safety of all UFS students, staff members and visitors to any campus, satellite site or other premises of the UFS through the implementation of this Policy, any related arrangements or procedures and the formation of partnerships with relevant role-players that could make a contribution in this regard.
- 2.5 The planning, financing and implementation of the Policy and related activities will be based on sound management processes with issues of inclusiveness, transparency and affordability taken into account.
- 2.6 The Policy compliments and is to be read in conjunction with the UFS Policy on Occupational Health and Safety and the UFS Policy with Regard to the Provision of Emergency Medical Services on the Bloemfontein Campus.
- 2.7 The Policy will form the departure point for all new security related arrangements and procedures implemented in future at the UFS and such new policies and procedures will be read in conjuncture with and in reference to the Policy.

### **3. Aim of the Policy**

Within the context and scope of the preamble above, the aim of the Policy is to create, co-ordinate and effect an institutional framework for the continuous improvement and expansion of security at all campuses, satellite sites and other premises of the UFS. The aim of the Policy is concretised in the following broad guiding principles:

- 3.1 the creation of a coordinated approach to security inclusive of all relevant role-players at the UFS;
- 3.2 the establishment of sustainable partnerships with relevant role-players in the wider community surrounding the UFS;
- 3.3 the improvement of security related infrastructure at UFS campuses, satellite sites and other premises in order to ensure a more secure environment;
- 3.4 the empowerment of security related human resources at UFS campuses, satellite sites and other premises in order to ensure a more secure environment;
- 3.5 the creation of a security awareness culture on all campuses, satellite sites and other premises of the UFS; and
- 3.6 the creation of weapon free campuses, satellite sites and other premises at the UFS.

### **4. Scope of Policy Application**

The policy shall be applicable to all students and staff members of the UFS, as well as all visitors to any campus, satellite site and other premises of the UFS.

### **5. Definitions and Terms**

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

- 5.1 Campus: The campuses of the UFS known as the Bloemfontein Main Campus, the South Campus and the Qwaqwa Campus.
- 5.2 Satellite Site: Boyden Science Centre; Paradys Research Farm and Lengau Agri Centre (Sydenham)
- 5.3 Other Premises: Any other premises that the UFS might consider including under the Policy. Such sites will be identified in an appendix to the Policy and will be updated as needed.
- 5.4 Security: Refers to the security of UFS infrastructure at campuses, satellite sites and other premises, as well as the security of persons and property of all students, staff and visitors to campuses, satellite sites and other premises of the UFS. The Policy is not applicable to Information Technology (IT) security at the UFS over and above the physical IT infrastructure and equipment and access thereto.
- 5.5 Infrastructure: Refers to all gates, fences, buildings, libraries, roads, sports fields, lighting and alarm fixtures, IT systems, miscellaneous constructions, vehicles and equipment on any campus, satellite site and other premises of the UFS.

- 5.6 Residence: All residences situated on the campuses of the UFS and under the control of UFS Accommodation Services inclusive of infrastructure on UFS campuses belonging to city residences.
- 5.7 Visitor: Any person, exclusive of UFS students and staff members that find themselves on the premises of any UFS campus, satellite site or other premises at any time of the day or night for any reason. This includes, but is not limited to, academic and professional visitors, service-providers, conference –goers, parents and families of students, visiting schools and sports teams and any person transiting the campuses, satellite sites and other premises of the UFS.
- 5.8 UFS Protection Services: The division primarily responsible for the maintenance of security on the UFS campuses, satellite sites and other premises, inclusive of its management, all its employees as well as employees of any private security service-providers contracted to provide security services at any UFS campus, satellite site or other premises at any time.

## **6. Strategies for the Implementation of the Campus Security Policy**

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

- 6.1 The creation of a coordinated approach to security inclusive of all relevant role-players at the UFS
  - 6.1.1 The UFS is aware of the fact that security is the responsibility of all students, staff and visitors to the UFS but recognizes that the UFS Protection Services is the primary agent responsible for ensuring the security of students, staff and visitors to all UFS campuses, satellite sites and other premises.
  - 6.1.2 The execution of all security related functions at the UFS will be the responsibility of the Deputy Director: UFS Protection Services, inclusive of, but not limited to:
    - 6.1.2.1 participation in the UFS Security Advisory Committee;
    - 6.1.2.2 professional assistance in the compilation of a comprehensive security plan for the UFS inclusive, but not limited to, security threats such as natural disasters, unrest situations and medical emergencies;
    - 6.1.2.3 commanding a Joint Operations Centre (JOC) created in terms of the above security plan during such natural disasters, unrest situations and medical emergencies;
    - 6.1.2.4 the issuing and management of student cards and temporary access permits;
    - 6.1.2.5 evaluation, approval and quality control of access control and any other security related technology or services;
    - 6.1.2.6 traffic and parking control;
    - 6.1.2.7 investigation of reported cases at the UFS;
    - 6.1.2.8 participation in planning and execution of social or academic events at any of the UFS campuses or satellite sites, whether arranged by the UFS or any outside institutions.
  - 6.1.3 In order to ensure liaison and coordination regarding security related matters, a UFS Security Advisory Committee will be formed, consisting of the following members:
    - 6.1.3.1 the Line Manager of the UFS Protection Services (Chairperson and convenor)
    - 6.1.3.2 the Deputy Director: UFS Protection Services

- 6.1.3.3 the Dean of Students
- 6.1.3.4 the Director: UFS Housing and Residence Affairs
- 6.1.3.5 a representative of the Committee of Deans
- 6.1.3.6 the Director: Student Affairs at Qwaqwa Campus
- 6.1.3.7 a Representative of Physical Planning and Special Projects
- 6.1.3.8 a representative of KOVSIE Health
- 6.1.3.9 one labour union representative from both recognised unions from the Bloemfontein and Qwaqwa Campuses
- 6.1.3.10 two representatives from the Student Representative Councils (SRCs) from the Bloemfontein and Qwaqwa Campuses, tasked with security related issues;
- 6.1.3.11 any person that the committee should choose to co-opt for any reason or period.
- 6.1.4 The UFS Security Committee will meet at least quarterly and will act in an advisory capacity to ensure that a coordinated approach to security related matters is followed at the UFS and will be responsible for, but not limited to, the following:
  - 6.1.4.1 considering security incidents, statistics and information;
  - 6.1.4.2 proposing and formulating recommendations regarding security related aspects;
  - 6.1.4.3 assisting in the compilation of a comprehensive UFS security plan;
  - 6.1.4.4 informing relevant parties regarding security related aspects on a regular basis.
- 6.1.5 The Qwaqwa Campus of the UFS will form its own separate security advisory committee with the Director: Student Affairs at the Qwaqwa Campus acting as its representative on the broader UFS committee.
- 6.2 The establishment of sustainable partnerships with relevant role-players in the wider community
  - 6.2.1 The UFS views itself as an integral part of the wider community surrounding it and thus views the building of sustainable partnerships with relevant role-players in the wider community around the UFS of the utmost importance.
  - 6.2.2 The UFS will endeavour to build strong relationships with any role-players it deems to be important for sustaining the safety and security of its campuses, satellite sites and other premises. Such role-players includes, but are not limited to, the SAPS and its various agencies; Community Policing Forums (CPFs), the Mangaung Local Municipality, the Mofutsanyana District Municipality, the Thabo Mofutsanyana District Municipality, the Maluti A Phofung Local Municipality, private security institutions as well as community organisations and non-governmental organisations.
- 6.3 The improvement of security related infrastructure at UFS campuses, satellite sites and other premises in order to ensure a more secure environment
  - 6.3.1 Smooth access to the campuses, satellite sites and other premises of the UFS for students, staff and visitors is a priority for the UFS, but will be managed in a manner aimed at allowing entry to legitimate entrants and denying entry to criminal and unwanted elements, especially as far as residences are concerned.

- 6.3.2 The UFS reserves the right to control access to any of its campuses, satellite sites and other premises, as well as any buildings, libraries, residences, offices and sports fields in order to guard against any safety or security risks. This includes the right to address and question any individual found on any UFS campus or satellite site under suspicious circumstances.
- 6.3.3 The UFS will consider evaluating, improving and installing any physical or electronic barriers or devices it deems necessary for controlling access to its campuses, satellite sites and other premises as well as any buildings, residences, offices and sports fields in order to guard against any safety or security risks. Such barriers or devices will include, but not be limited to, gates, fences, burglar bars, electronic access control measures, cameras, alarms and guard services, as well as the electronic tagging of valuable items. Compatibility and standardisation of such physical or electronic barriers, especially at residences, will be of high importance.
- 6.3.4 Ensuring the safety of students, staff and visitors to the UFS once within the premises of its campuses, satellite sites and other premises remains a priority and the implementation of applicable safety measures will be considered where necessary to ensure safety and security. Such measures include, but are not limited to, the installation and maintenance of lighting equipment, the cutting and pruning of plants and the creation of safe walking routes between identified points on campuses.
- 6.3.5 It is of importance that the UFS Protection Services be well equipped to fulfil its various roles as the primary agent responsible for ensuring the security of students, staff and visitors to all UFS campuses, satellite sites and other premises and the UFS will ensure adequate provisioning of such equipment inclusive of, but not limited to, its control centre, vehicles, radios and related security equipment.
- 6.4 The empowerment of security related human resources at UFS campuses, satellite sites and other premises in order to ensure a more secure environment
- 6.4.1 The UFS is determined to ensure the empowerment of all security related human resources at the UFS with special emphasis on the UFS Protection Services.
- 6.4.2 The UFS Protection Services will be empowered through rigorous and ongoing training of its staff members in job specific security related skills in order to ensure a high quality service from its staff at all UFS campuses, satellite sites and other premises. The rendering of such high quality service will be concretised in a code of ethics and standards for the staff of the UFS Protection Services.
- 6.4.3 Empowerment in security related matters will not be limited to the UFS protection Services and will be widened to be inclusive of , but not limited to, selected staff members, residence heads, Student Representative Council (SRC) members and Residence Committees (RCs). Such empowerment includes students not living in UFS residences but in privately owned residences outside of UFS campuses, satellites sites or other premises.
- 6.4.4 The UFS will consider issuing applicably trained and accredited members of the UFS Protection Services with arms to be utilised as reaction units under exceptional security circumstances and in terms of applicable legislation.

- 6.4.5 When outsourcing any security function to any private security service-provider, the UFS will attempt to ensure that the sourced service-providers comply with all legislation and accreditation pertaining to the security industry and the task to be performed at the UFS.
- 6.5 The creation of a security awareness culture on all campuses, satellite sites and other premises of the UFS
- 6.5.1 The UFS is aware of the fact that security is the responsibility of all its students, staff members and visitors and not only of the UFS Protection Services and that a holistic, communal approach to security must be created.
- 6.5.2 The UFS will endeavour to create a culture of security awareness on all of its campuses, satellite sites and other premises in order to infuse a common vision among students, staff and visitors regarding issues pertaining to security.
- 6.5.3 The UFS will create the culture of security awareness through various means including, but not limited to, information sharing through the medium of the UFS website, KOVSIE FM Radio Station, The IRAWA newspaper, notice boards and pamphlets and staff interactions, as well as the enlightening of all students during 1<sup>st</sup> year orientation sessions and through residence committees and the SRCs.
- 6.5.4 The UFS is aware of the unique situation of students living off-campus in a variety of private residences and their peculiar security needs. The UFS will endeavour to give special attention to the needs of such students through the rendering of security related information and the building of strong relationships with the SAPS and relevant CPFs for the specific purpose of the security of such students.
- 6.6 The Creation of Weapon Free Campuses, Satellite sites and Other Premises at the UFS
- 6.6.1 Even though the UFS acknowledges the right of individuals to possess weapons for the purpose of self defence, weapon sports or official duties (SAPS and armed private security companies), it strives for the creation of weapon free zones on all of its campuses, satellite sites and other premises.
- 6.6.2 For the purposes of this Policy, dangerous weapons will include all firearms as defined in the Firearms Control Act No 6 of 2000 and the Dangerous Weapons Act No. 71 of 1968, as well as explosive devices and sharp objects such as spears, swords, knives or any object utilised with the express object of threatening or hurting another. The UFS is committed to adhering and propagating the Firearms Control Act No 6 of 2000 and the Dangerous Weapons Act No. 71 of 1968, inclusive of its regulations on its campuses, satellite sites and other premises.
- 6.6.3 The UFS strongly disapproves of the possession, carrying or utilisation of dangerous weapons at any of its campuses, satellite sites and other premises and will promulgate measures to ensure the creation of weapons free zones on all of its campuses.



## **7. Approval, Adjusting and Reviewing Authority**

Due to the importance of campus security to the successful implementation of the vision and mission of the UFS, all responsibility regarding approval, adjustment, amendment and review of the Policy is subject to the approval of the Executive Management, the Senate and the Council of the UFS.

## **8. Administration and Management of the Policy**

The institutional responsibility for the management of the Policy resides with the line manager of the UFS Protection Services and the Deputy Director: UFS Protection Services.

The English version of the Policy will be conclusive if any conflict should arise with regard to the interpretation of any clause of this Policy.

## **9. Effective Date of the Policy**

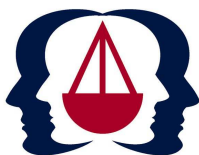
This policy will take effect immediately after approval by the Council of the UFS and will be deemed not to be retroactive in nature.

## **10. Procedures**

Procedures for the implementation of the Policy will be compiled by the line manager of the UFS Protection Services and the Deputy Director: UFS Protection Services.

## **11. Appendices**

A range of related enabling documents, resources and tools as well as a list of other UFS premises will be added to the policy as they become available.



Labour Law

Department of Mercantile Law

**Rules**

**CENTRE FOR LABOUR LAW**

**Faculty of Law**

**University of the Free State**

### **Preamble**

The Centre for Labour Law is established in the Faculty of Law. The broad aims of the Centre are to consolidate the teaching of, and research in the field of labour law at the University of the Free State, and also to contribute to the development of labour law teaching and research throughout South Africa, as well as to engage with labour law scholars throughout the world.

### **1 Name and Status**

- 1.1 “The Centre for Labour Law” (hereinafter referred to as “the Centre”) is established in terms of these Rules and is vested with powers described herein for the purpose of operating and fulfilling the objectives of the Centre.
- 1.2 The Centre forms part of the Faculty of Law (hereinafter referred to as “the Faculty”) of the University of the Free State (hereinafter referred to as “the University”).

### **2 Objectives**

- 2.1 The objectives of the Centre are as follows:
  - To undertake and encourage research on comparative labour law, with particular reference to the labour law systems of the SADC countries, Australia, Europe and North America.
  - To undertake and encourage research into the most socially acceptable and efficient means of regulating labour relations, with particular regard to the role of specialist labour courts and tribunals, and the function of labour unions.
  - To undertake and encourage research on the development of fair and equitable individual employment rights and the participation of employees in decision making in the workplace.
  - To undertake and encourage research on the development of labour law as a discipline, including the development of empirical and socio-legal approaches to the study of labour law.
  - To undertake and encourage research on the development of labour law as a discipline, with particular regard to developing an understanding of the role of law in regulating all aspects of the labour market and with specific regard to issues raised by gender-based labour market segmentation and the focus of occupational health and safety within the labour law discipline.
  - To promote and support the teaching of labour law, both within the Faculty of Law and the Faculty of Economic and Management Sciences, by developing innovative teaching methods and teaching material in labour law.
  - To undertake publication of working papers, articles in journals, books and monographs, and present seminar programmes and conferences in order to communicate the results of

research undertaken under the auspices of the Centre, or in other programmes associated with the Centre.

- To establish and foster links with similar bodies, nationally and internationally, and to provide a source of reference for scholars in labour law in South Africa.
- To establish and develop close links with the legal profession and industrial relations practitioners.
- To raise or generate funding for the purpose of attaining its objectives.

### **3 Management of the Centre**

- 3.1 The Director of the Centre (hereinafter referred to as “the Director”), who is appointed in terms of paragraph 3.4 of these rules, shall be responsible for managing the Centre.
- 3.2 The Director shall be accountable to the Management Board (hereinafter referred to as “the Board”) that is constituted in terms of paragraph 3.3 of these rules.
- 3.3 The Board comprises of the following persons:
- (a) the Dean of the Faculty or his/her nominee, who will chair the Board;
  - (b) the Director of the Centre;
  - (c) two other persons nominated by the Faculty Committee; and
  - (d) the Departmental chairperson of the Department of Mercantile Law or his/her nominee.
- 3.4 The Director shall be appointed by the Board.
- 3.5 The functions of the Director shall be to:
- (a) handle the internal management of the Centre;
  - (b) provide leadership focus and overall direction within the Centre and to initiate activities;
  - (c) recommend (in consultation with the Board) the appointment of staff for the Centre to the Faculty Committee;
  - (d) develop and implement strategies to give effect to the goals of the Centre;
  - (e) report at meetings of the Board and to prepare an annual report to the Board and the Faculty Committee; and
  - (f) deliver monthly reports on the activities of the Centre to the Dean of the Faculty of Law.

### **4 Proceedings, functions and powers of the Board**

- 4.1 The Board shall meet at least twice a year.
- 4.2 Three members shall constitute a quorum for a meeting.
- 4.3 The functions and powers of the Board shall be to:
- (a) appoint the Director;
  - (b) provide overall supervision of the Centre;
  - (c) supervise the management of the finances of the Centre in accordance with the financial policy and practice of the University;
  - (d) consider the annual report of the Director;
  - (e) generally facilitate the attainment of the objectives of the Centre;
  - (f) ensure, as the governing body, that the aims of the Centre are achieved, and
  - (g) report annually to the Faculty Committee.

## **5 Advisory Panel**

- 5.1 An Advisory Panel (hereinafter referred to as “the Panel”), comprising of a maximum of five members from outside of the Faculty may be appointed by the Director with the prior approval of the Board and the Faculty Committee.
- 5.2 The Panel shall function in an advisory capacity and advise the Board and the Director on matters pertaining to furthering the objectives of the Centre.
- 5.3 Members of the Panel shall be persons with recognised expertise or professional experience in the field of labour law or mercantile law.

## **6 Staff of the Centre**

- 6.1 The Director of the Centre may make recommendations to the Faculty Committee regarding the appointment of staff from the funds of the Centre. Appointments will be made in the following categories: lecturers, research staff, administrative staff, and research associates. These appointments are subject to the continued availability of Centre funds.
- 6.2 Lecturers are competent and experienced persons in the field of labour law who are contracted for a fixed term on a full-time or part-time basis to present the training offered by the Centre. They will be remunerated from Centre funds.
- 6.3 Research staff are persons who are contracted for a fixed term on a full-time or part-time basis to contribute towards research in furtherance of the objectives of the Centre, and will be remunerated from funds generated by the Centre.
- 6.4 Administrative staff are persons who are contracted for a fixed term on a full-time or part-time basis to contribute towards the provision of administrative services in furtherance of the objectives of the Centre and are remunerated from funds generated by the Centre.
- 6.5 Research associates are persons who are appointed for a term of three years to contribute towards the research activities of the Centre.

## **7 Annual Report**

- 7.1 The Director shall submit a comprehensive written annual report concerning the activities of the Centre to the Board and Faculty Committee before or on 31 January of each year.



Labour Law

Department of Mercantile Law  
**Business Plan**

**CENTRE FOR LABOUR LAW**

**Faculty of Law  
University of the Free State**

### **Introduction**

With the development of labour law as a focus area in the Faculty of Law, as well as the current dispensation whereby labour law already functions independently, it is practical and appropriate to formally group the existing activities under the auspices of the Centre for Labour Law.

Labour law has established programmes and resources, therefore the development of a Centre for Labour Law will have no financial implications for the University.

### **Current projects within Labour Law**

Teaching and Learning

- Short learning programmes:
  - Certificate in Labour Law (since 2001)*
  - Advanced Certificate in Labour Law (since 2004)*
  - Certificate in Alternative Dispute Resolution (since 2005)*
  - Certificate in Risk Management and Legal Industrial Risk (this programme will commence in 2010 under the supervision of Adv JH de Bruin)*
- Seminars/Workshops – *inter alia* providing training for disciplinary hearings and chairpersons for hearings.
- Practical Legal Training for the Law Society at the School for Legal Practice.
- Supporting the Department of Mercantile Law with the Postgraduate Diploma in Labour Law.

### **Research**

Prof JV du Plessis, Mr HJ Deacon and Ms M Conradie have presented a number of papers on labour law and have published a number of accredited articles in this field.

Mr HJ Deacon and Ms M Conradie were both part of research project 25, initiated by the Department of Labour through the Law Reform Commission.

### **Staff**

Sufficient full-time and part-time expertise in labour law exists in the Department of Mercantile Law. Administrative and support staff are remunerated from funds generated by Labour Law.

### **Budget**

Funds will be generated through institutionally approved short learning programmes and seminars to ensure that the Centre for Labour Law will be financially independent.

There are two existing entities with a total balance of R700 000. This amount should cover the operational costs of the centre for the following nine months.

The aim is:

- to have 18 months operational funds in reserve, and
- to adopt a formal policy on the allocation of surplus funds to the Faculty of Law and to special research projects within the centre.

Potential for 2010:

### Income

250 students in short courses .....	1 125 000
25 people in workshops .....	75 000
Total income: .....	1 200 000

### Expenditure

Study material .....	125 000
Instructors .....	150 000
Admin staff .....	120 000
Certificate ceremonies .....	50 000
Conference attendance .....	100 000
Office equipment .....	30 000
Stationery .....	15 000
Examinations .....	30 000
Telephone .....	25 000
Travel and accommodation .....	50 000
Faculty levy of 15% of gross annual income .....	180 000
Total expenses: .....	695 000

**Potential net profit .....** **R 325 000**

### Facilities and equipment

Existing facilities and equipment are fully utilised on the main campus, the Qwaqwa Campus, and FET Colleges in Welkom and Sasolburg.. Equipment, such as computers and data projectors, will be purchased from own funds, when needed. Current facilities can be developed further to enhance efficiency and to optimally utilise the available space.

*October 2009*

## **10. CONSOLIDATED ANNUAL FINANCIAL STATEMENTS**

**Refer to par. 8: Annual Financial Review – Report of the Vice Rector: Operations.  
(The Consolidated Financial Statements was approved by Council on 4 June 2010.)**