



UFS 2010

Annual Report

to the Minister of Higher Education & Training

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



Annual Report to the Minister of Higher Education and Training 2010 University of the Free State



The submission of the 2010 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 summarised details of realised achievements (self-evaluation)

Under the leadership of the Rector and Vice-Chancellor, 2010 saw significant change being introduced at the University. The twin focus of his leadership interventions are, first, to inject significant stimulation into the core academic activities of the University, all founded on principles of academic excellence and quality outputs, and secondly, to take meaningful steps to produce graduates who have engaged with and developed sound interactive skills and apposite attitudes for living and contributing to South Africa's future. The Council is highly committed to supporting these major initiatives.

The Council executed its governance responsibilities during the year both actively and meaningfully. It consciously engaged with the King III's good governance recommendations and will continue to ensure that the UFS complies with its principles.

The University of the Free State continues to operate within the 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 the following:

- Increasing demands for public trust and accountability
- Increasing internationalisation of higher education
- Rising costs of education and diminishing flexibility and quantum of state funding
- Greater competition for staff, students and financial resources
- Changing modes of delivery of teaching and learning
- Rapidly changing technologies of information access
- Political complexities and variable service delivery (at national, provincial and institutional levels)
- Declining global economy
- Impact of changing climate patterns

During 2010 significant endeavour was accorded to the reconciliation activities relating to the unfortunate racially-driven Reitz Residence incident. By the end of the year there was a successful conclusion to the reconciliation process, but the final components were delayed at the request of the Human Rights Commission and were rescheduled for 2011.

With the University's diverse range of academic programmes, good and growing links with industry and the community and its continuing impressive record in research, the University remains committed to:

- continual improvement of the quality of the educational experience provided to students;
- continuing to increase the quality teaching and learning for undergraduate and postgraduate students.
- developing our research performance and reputation significantly.
- creating a university community that genuinely thrives on scholarship, research and innovation;
- sustainable growth in funding and resources;

- presenting the UFS as integral to the community and the economy, while contributing to public policy, social justice and economic development; and
- strengthening our service culture by refocusing and streamlining our business processes and services.

In planning for 2011, the Council recognised the importance of growths in its understanding of its satellite campus. It therefore planned to hold one of the scheduled Council meetings at the Qwaqwa campus. The value of this decision will be assessed in next year's report.

On balance, 2010 was a year of new directional impetus, growing cohesion behind such developments and significant progress in normalising interactions and relationships on campus.

1.2 A summary of members' attendance of meetings of the Council: 2010

Explanation of keys			
Key:	✓	=	Present
	x	=	Absent with apology
	-	=	Absent without apology

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

Group 2 Executive staff members		Mar	Jun	Sep	Nov
22.	Prof JD Jansen (appointed from 2009/07/01)	✓	✓	✓	✓
23.	Prof HR Hay	✓	✓	✓	✓
24.	Prof RE Moraka	x	✓	✓	x
25.	Prof T Verschoor	x	✓	✓	✓

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

Group 4 Students (alternating)		Mar	Jun	Sep	Nov
30.	Mr M Masitha	✓	✓		
31.	Ms M Motholi			✓	✓
32.	Mr T Sello				✓

Group 5 In advisory capacity		Mar	Jun	Sep	Nov
33.	Mr LS Geyer	✓	✓	✓	x
34.	Mr CR Liebenberg	✓	✓	✓	✓
35.	Dr E Maletse	✓	✓	✓	✓
36.	Mr FM Nkoana	✓	✓	✓	✓
37.	Mr PMB Ramahlele	✓	✓	✓	✓
38.	Prof IN Steyn	✓	✓	✓	✓
39.	Prof DA Viljoen	✓	✓	✓	✓
40.	Mr BR Buys	✓	✓	✓	✓
41.	Ms L Loader	✓	✓	x	✓
42.	Ms KC Makhetha	✓	✓	x	✓
43.	Dr DK Swemmer				✓

Secretariat		Mar	Jun	Sep	Nov
44.	Mrs EC Bezuidenhout	✓	✓	✓	✓

1.3 Matters of significance considered by the Council during the period (2010)

(a) Appointments of staff members

- Dr DK Swemmer as Registrar
- Prof GJ van Zyl as Dean: Health Sciences.
- Prof NJL Heideman as Dean: Natural and Agricultural Sciences.

(b) Appointment of a chancellor

- Dr Khotso Mokhele was appointed as Chancellor of the UFS for a term as approved by the Council on 12 March 2010.

The stipulation regarding the term of office reads as follows:

- "The term of office of the Chancellor is a maximum of five years or the attainment of the age of 70 years, whichever occurs first."

(c) Amended UFS Statute

- The amended UFS Statute was recommended for approval by the Minister of Higher Education and Training, where it was accepted without any amendments and published in the Government Gazette of 27 August 2010.

(d) Audit Committee

Reports of the Audit Committee were submitted and approved at all four Council meetings in 2010.

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

The awarding of the following was approved:

- Dr Baldwin Benjamin (Ben) Sipho Ngubane (D.Sc. h.c.).
- Judge Richard J Goldstone: Doctor Legum (h.c.).
- Dr Monty Jones: Philosophiae Doctor (h.c.).
- Prof AH Strydom: Philosophiae Doctor (h.c.).
- Archbishop Emeritus Desmond Tutu: Doctor Theologiae (h.c.).
- Mrs AM Dippenaar: Chancellor's Medal.

(f) New UFS committee structure

- The document proposed the establishment of the Rectorate, a university management committee (UMC) and the Executive Committee of the Senate (ECS). The rules and regulations, as well as a rationale for and arguments in favour of each committee were provided.

- The new UFS committee structure was approved.

(g) Risk Management at the UFS

The model for Risk Management at the UFS follows the principle of “apply or explain” as stipulated in the King III Report. The King III Report defines risk areas much more broadly than King II and covers a variety of management areas. It was decided to follow an embedded model at the UFS which implies that the management of risk must be the responsibility of every manager at the UFS. It means that managers manage applicable risks and that co-ordination takes place within existing committees, viz. faculty boards, executive management and the Audit Committee of Council.

The model for the management of risk was approved.

(h) Financial statements: 2009

The Financial Statements: 2009 were approved.

(i) School for Open Learning

In order to further develop the vision and strategic objectives of the UFS, it has become clear that a school with a dedicated focus on the presentation of additional niche programmes and short courses by means of the open learning model is of great importance to the UFS. The South Campus of the UFS with its many good facilities lends itself eminently to such an initiative.

The establishment of a School for Open Learning on the South Campus was approved.

(j) Composition of the Council

The composition of the Council changed according to the stipulations of the approved UFS Statute. The following new members were appointed:

- Mr Paul Colditz, representative of the Convocation.
- Mr Henry Madlala, representative of the Alumni (Qwaqwa Campus).
- Mr Tate Makgoe, representative of the Premier.
- Adv Mauritz Randlehoff, representative of the Alumni.
- Mr PMB Ramahlele, chairperson of the Institutional Forum.

(k) The International Institute for Studies in Race, Reconciliation and Social Justice

The mission of the Institute entails the study of the manifestations of race in higher education, linking such inquiry to the related matters of reconciliation and social justice in the South African context against the backdrop of racial, ethnic and tribal conflicts elsewhere in the world.

The Institute will thus aim to:

- conduct studies on race, reconciliation and social justice; in particular, the Institute will regard studies on reconciliation and forgiveness as crucial dimensions of the pursuit of democracy and social justice;
- generate comparative and international research of its scholarship and practice, establishing an international presence by entering into dialogue with the experiences of racial and ethnic violence in places like Rwanda;
- pursue scholarship on race studies (not diversity in the broader sense) in university contexts and, while the work of the Institute will no doubt be distributed widely within communities and on campuses, it seeks to be a premier international site of research on race, reconciliation and social justice;
- serve the national and international higher education (HE) environments through a proactive approach, closely and strategically linking academic research with practical application (praxis), thus contributing to viable and contextually relevant interventions in these environments; and
- serve the institutional needs of the UFS by becoming a forum the research of which is linked to social, institutional and curricular change within the university environment.

The establishment as well as the Rules and Regulations of the Institute were approved.

(l) The reconfiguration of the UFS Planning Unit as the Directorate for Institutional Research and Academic Planning

- The reconfiguration of the UFS Planning Unit as the Directorate for Institutional Research and Academic Planning was approved.

(m) Restructuring of the Department of Afro-Asiatic Studies, Sign Language and Language Practice (ASLP)

- The restructuring of the Department of Afro-Asiatic Studies, Sign Language and Language Practice (ASLP) was approved.

(n) Raising of admission requirements

The following changes were approved:

- Admission requirements for all UFS programmes (excluding those already requiring an AP score of 30 and higher, such as, for example, in the Law and Health Sciences Faculties) will be increased by two (2) points from January 2011. This means that mainstream programmes that currently require a minimum AP score of 28 will require a minimum AP score of 30 points from January 2011. Similarly, extended degree

programmes that currently require a minimum AP score of 23, will require a minimum AP score of 25, and so on.

- All students who qualify for mainstream study based on AP score, but do not score in the proficient range (65% and above) in the NBT Academic Literacy Test, will be required to complete a language development module (as is currently the case).
- Students who qualify for mainstream study based on their AP score, but who score in the basic range (0-41%) in the NBT Academic Literacy Test will be placed in an extended programme, irrespective of their AP score.

(o) Extension of study benefits to employees of selected contractors providing services to the University

It was approved that the study benefits scheme be extended to the employees and children of employees of selected contractors providing services to the University. The criteria for inclusion in the scheme are as follows:

- The contractors have to perform services normally performed by the University itself, and they are required to have long-term contracts (three years or longer).
- The Rectorate will identify these contractors from time to time, as required.
- The benefits will only remain valid for as long as the employee concerned remains in the service of the University and his/her employer is a contractor of the University.

(p) Budget Review: 2009 – 2012

The Budget Review 2009 - 2012 was approved.

(q) Increase in tuition fees: 2012

- A general increase (tuition and residence fees) of 9,5% for 2010 was approved, with the exception of programmes in Natural and Agricultural Sciences and the Allied Health Professions, where a general increase of 12% was recommended.
- It was approved that international students be obligated to make the advance payment applicable to local students plus fifty per cent (50%) prior to registration, as well as an advance payment of the levy for international students. The remaining fees for the first semester will be payable by 31 March 2012, as in the case of local students.

(r) Collective agreement with UVPERSU

- The agreement between the UFS and UVPERSU (union) was approved.

(s) Report: Student Accommodation, New Residences

- The report on Student Accommodation: New Residences was gratefully accepted. The Executive Summary of the report stated that the following new residences will be built:

on the Main Campus, two phases of 500 beds each, and the on the Qwaqwa Campus, two phases of 250 beds each.

(t) Repositioning of the UFS

The proposal, as approved by the Council, included the following:

- A new motto: "*In Veritate Sapientiae Lux*", which is translated as "*In truth is the light of wisdom*".
- A new academic brand, which is an evolution of the established UFS brand, which will be the primary brand for all official university communication and endorsements, including graduation ceremonies, certification and investitures.
- The retention of the established UFS cherry red and blue as the primary colours of the University with silver being introduced as a secondary supporting colour.
- A marketing brand with a familiar dual-language English/Afrikaans acronym UFS/UV with full-name descriptions in English, Afrikaans and Sesotho.

(u) Remuneration structure – exceptional merit

- The proposal, to accommodate exceptionally meritorious people, was approved.

(v) Policy on Fixed Assets

- The policy was approved.

(w) Proposal for the restructuring of the Faculty of Education

- The restructuring of the Faculty of Education was approved.

(x) Policy for Academic Promotion

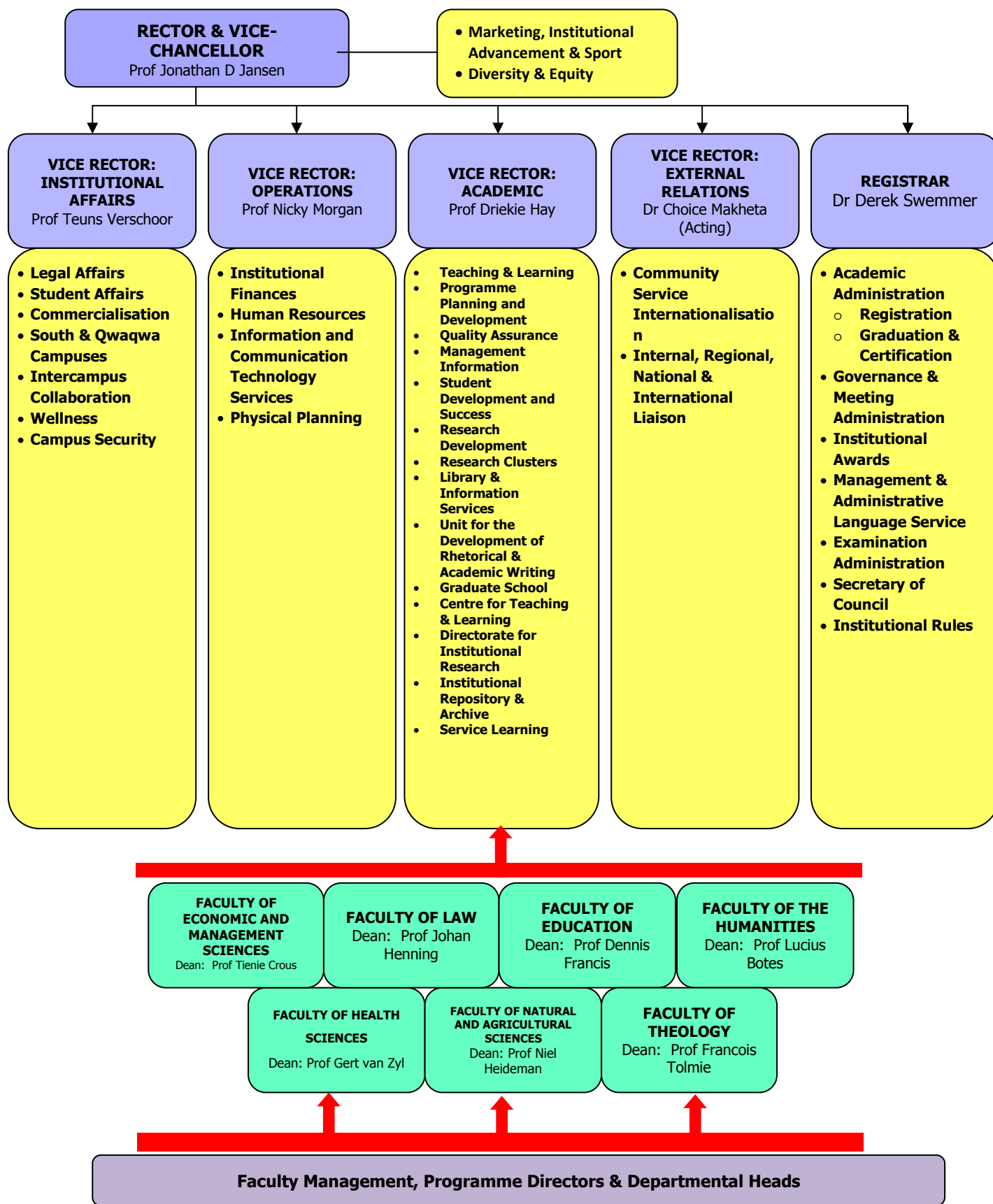
- Authority to approve and finalise the document was delegated to the ECC and the Policy for Academic Promotion and Appointment was approved at a special meeting of the Executive Committee of the Council.

(y) Management Board: Pension Fund and Provident Fund

Three members, as well as three secundi, were appointed for the next term of both funds from 1 December 2010 to 30 November 2013.

1.4 Operational information

1.4.1 Changes in operational structures (organisation chart)



1.4.2 New senior appointments

NAME	RANK	DEPT	DATE
Prof NJL Heideman	Dean	Natural and Agricultural Science	1 Oct 2010 – 30 Sept 2015
Prof F Dennis	Dean	Education	1 Jan 2010 – 31 Dec 2014

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 University of the Free State developed a research strategy for 2009 -2013 and the overarching goal of the strategy is "To foster a contented, well connected and vibrant critical mass of researchers who champion the University's contribution to regional advancement, national growth and global excellence."

The specific elements of our Strategy for the next cycle of research development solidify our efforts to create an exceptional enabling environment at the UFS, to the benefit of both our committed established researchers and our emerging new generation. It will also serve to attract new research talent and to potentially inspire undergraduate students, ultimately positioning the UFS as a higher education institution of choice for internationally recognised research endeavours. The research strategy is aligned with national focus on the development of young and emerging researchers in South Africa and the need for world-class quality postgraduates; we are committed to the cultivation of our own next generation of researchers.

During 2010, the Research Development Directorate held a strategic planning session and the UFS Research Strategy and Implementation Plan was developed and subsequently approved at a consensus workshop with (Deans and research committee chairpersons) held later in the year. Workshops were facilitated with various faculties by the Directorate Research Development to assist them in developing their faculty-specific research strategy and implementation plans so that these plans would be aligned with the UFS research strategy.

NRF-rated researchers

The UFS is home to 92 NRF-rated researchers. During 2010, four (4) researchers applied for re-evaluation and two (2) of these improved their rating while a further five (5) received a first-time rating. The latter includes Prof. A. Walubo from the Department of Pharmacology who obtained a C2-rating. Prof. M. Viljoen from the Music Department received a C3 rating, a significant accomplishment given that she is the second staff

member within the arts departments to receive an NRF rating. The renewed focus on increasing the number of NRF rated researchers at the UFS resulted in the submission of 24 new applications for possible rating in 2012.

Research outputs

The publication output for 2009 was 470,32 and the provisional figure for 2010 is 424,24.

Strategic academic clusters

The UFS officially launched its Strategic Academic Cluster Initiative in November 2009, promoting the strategic selection of niche knowledge platforms and research areas. The launch events included a plenary symposium attended by numerous national and international guest speakers – all experts in disciplines related to the six clusters.

Aligned with international good practice, the UFS Cluster Initiative is now positioned at the core of all institutional research development and structured to create a powerful intellectual cohesion among researchers with the potential to develop a self-sustaining critical mass in key areas of national, regional or international relevance. Multidisciplinary collaboration provides opportunities to leverage synergies; creating innovative intellectual frameworks and new research tools to facilitate cutting-edge research, and position the UFS as a key player in a global knowledge economy.

A strategic academic cluster has a central focus, is multidisciplinary in nature, provides academic training and is composed of a number of constituent priority areas (focus areas).

The six strategic academic clusters are the following:

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

Close to R4 m was allocated to 67 research projects within the cluster initiative during 2010. More than two million was awarded for postgraduate bursaries within the focus areas of the strategic academic clusters. The postgraduate students who were supported included (M = 26; D = 49 & Postdocs = 10). Strategic research funds have also been made available to support the management and co-ordination of the six clusters at faculty and institutional level.

Within the Focus Areas of the six Strategic Academic Clusters the Prestige Doctoral Bursary and Postdoctoral Fellowship programme was established and attracted accomplished young and emerging researchers for postgraduate studies and research postdoctoral fellowships from South Africa and as far afield as Poland, Australia and Ethiopia.

South African Research Chairs Initiative (SARChI)

Postgraduate Support Office

A **postgraduate support office** was being established within the DRD. The primary purpose of the Office is to provide co-ordination 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. An appointment was made towards the end of the year. A formal launch is envisaged for May 2011.

Research Capacity Development

The future research reputation and international standing of any university rests firmly upon the shoulders of its emerging researchers. The UFS consequently places a high premium on the development of its postgraduate students and young researchers. The Office of Research Capacity Development, under the auspices of the Directorate Research Development (DRD), aims to develop a well-prepared, inspired corps of next generation researchers with particular focus on priority groups. It is this next generation, the lifeblood of a sustainable institutional research corps, which will contribute significantly to fulfilling the University's articulated vision of establishing itself as an internationally renowned research-intensive institution.

Research Information Management

Recognising the importance of an efficient research information management system as a critical requirement for further enhancement of the profile of the UFS as a research intensive institution, the UFS was instrumental in the successful start-up of the South African Research Information Management System (RIMS). This initiative sees the UFS integrated into the national research management network. RIMS will contribute to the developing of a strategic vision for Research Information in the National System of Innovation by improving the environment of research management at the UFS.

RIMS provides different modules to manage all research processes. The UFS is in its second year of submissions to the Department of Higher Education and Training (DHET) within the Research Outputs Module.

The Proposal Development and Proposal Tracking Module was signed off nationally in 2010 and UFS are in the process of capturing data to manage the application and award grants for research projects. This module will provide investigators/researchers with an online portal for preparing and tracking their grant applications.

The first part of the Technology Transfer Module for Intellectual Property was also signed off nationally in 2010 and the UFS plans to conduct the process of Disclosures and Cases through the RIMS in 2011. The Ethics Module for Human Studies (Medical and Non-Medical) and the Laboratory Animal Management Modules will be signed off in January 2011. The UFS is one of the key players in the customisation and configuration of these modules. Both these modules will be implemented in 2011. The Human Subjects module will provide researchers with an online portal for preparing, submitting and tracking their clinical studies and socio-behavioural surveys. It will also streamline the administrative effort involved in protocol submissions. Another important module that is in the customisation and configuration stages is the Full Economic Costing Module, also to be signed off in 2011.

1.4.4 Operational Sustainability

During 2010 no major threats were experienced as far as the operational sustainability of the University is concerned.

Some highlights that may be mentioned are:

- continuation of the upgrading of infrastructure with the help of the Infrastructure Grant.;
- launching of the new brand of the UFS; and
- allocation of recruitment bursaries to top achievers at undergraduate and postgraduate level.

There is steady growth of student enrolment at the Qwaqwa Campus and the campus is self-sustaining.

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 2010

All the under-mentioned 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 2010	Continued in 2010	Launched in 2010	Planned in 2010
General planning				
Structural master planning Further planning for the western part of the main campus is the main aspect of this plan. This master plan was developed further and finalised. It is split between sport, academic, housing, recreational, agriculture and development/commercialisation zones.		√		
A master plan for the new Agriculture demonstration facility has been developed. Funding must now be obtained		√		
A parking master plan has been initiated and will be submitted to local council shortly	√			
Security				
A great deal of planning went into security. Much research was conducted to obtain the best system available. A monitor room with camera facilities was established. This also includes cameras across the campus, concentrating mainly on outside areas at residences, as well as pedestrian areas. This was commissioned and great results have already been achieved.	√			
Security and access control to buildings: A system was developed to be successfully incorporated with the cameras, etc. in order for all security systems on campus to function as one system. The Biology Building was the first building to be equipped with such a system.	√			

Projects	Commis- sioned in 2010	Continued in 2010	Launched in 2010	Planned in 2010
Security (continued)				
Alarms were installed in 32 areas			√	
Academic facilities				
Chemistry Building: Upgrading and expansion. The building work was successfully completed after many setbacks, such as a fire and having to fire a contractor.	√			
Francois Retief Building: The existing skills laboratories has been upgraded.	√			
Construction has started on a new Health Science Building, which is expected to be completed in 2011.			√	
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. The construction of Phase 1 started..			√	
A start was made with the upgrading of the Architecture Building. The focus here falls on using natural ventilation, the exterior of the building, as well as adding new studio space - everything within the existing parameters of the building			√	
Construction of the new building for the Faculty of Education has started. Because of savings on the project, Phase two of this building is now being planned			√	
A start was made with the construction of a new skills laboratory. The specialised training of students is the main focus. It also houses a computer laboratory			√	
Construction of the new Economic and Management Sciences Building is well underway. The building is scheduled to be completed in 2011.			√	

Projects	Commis- sioned in 2010	Continued in 2010	Launched in 2010	Planned in 2010
Student facilities (continued)				
Kestell Residence was revamped	√			
A new parking lot to accommodate up to 850 cars was constructed behind the UFS Sasol Library, including the necessary area lighting.	√			
A new lift with a shaft was added to the West Block Building to allow access to lecture venues for people with disabilities .	√			
Existing passages were converted into offices for student organisations, including a board room for them	√			
Upgrading of a student gazellie				√
Ramps & lifts were installed in several buildings to accommodate students with disabilities	√			
Facilities for support services				
The conversion of unused spaces in the Examination Hall resulted in several offices becoming available (offices for Wellness & HIV/Aids).			√	
The expansion of the Rag/Kovsgem offices				√
The Steff Coetzee Building: The original layout of this building was re-structured. Open spaces not optimally used, as well as parking were converted into offices	√			
The Wynand Mouton Theatre was revamped.	√			
A new vehicle storage facility was constructed. This was necessary as the previous facility fell within the academic cluster and therefore needed to be relocated	√			
Transport network				
Road upgrading The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed.		√		
The guard house at the DFM Malherbe Entrance was revamped	√			
The guard house at the Badenhorst Street gate was completed, as well as extensive changes made the road network at this entrance	√			

Projects	Commis- sioned in 2010	Continued in 2010	Launched in 2010	Planned in 2010
Pedestrian network				
Extensive maintenance was done to existing walkways.		√		
Sports facilities				
The upgrading of the swimming pool to comply with international standards was completed. It is now also heated.	√			
New lighting was installed at the soccer fields.	√			
Infrastructure				
Various lecture venues, 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 projects pertain to the other campuses:

Projects	Commis- sioned in 2010	Continued in 2010	Launched in 2010	Planned in 2010
Qwaqwa				
Construction started on the new building for Faculty of Education.			√	
The Science Labs were upgraded to bring these facilities in line with world-class standards	√			
Upgrading of the existing education offices	√			
Student housing to accommodate 200 students		√		

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

- (a) Achievements regarding the meeting of social responsibility commitments

Refer to par. 5.7

- (b) Student services and extracurricular activities

Student services and extracurricular activities will be dealt with in par 5.6.

- (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. 3.3

Staff profile in 2010

Refer to par. 5.3

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

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

1.4.9 Subcommittees of the Council

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

- (i) Chairperson of the Audit Committee

Dr Frans de K Kotze

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

All significant matters arising from the Audit Committee meetings were submitted to the Council after the following dates 19 February 2010, 23 April 2010, 27 August 2010, and 5 November 2010.

c) Summaries of attendance

Summary of attendance of the Audit Committee: MEMBERS' ATTENDANCE OF AUDIT COMMITTEE MEETINGS IN 2010

MEMBER	DATE APPOINTED	DATE REAPPOINTED	DATE RESIGNED	MEETING 19/02/2010	MEETING 23/04/2010	MEETING 27/08/2010	MEETING 05/11/2010	Special meeting 19/11/2010
Members of the committee								
Dr F de K Kotze (Chairperson)	11-Jun-01	19-Jun-04		Present	Present	Present	Present	Present
Ms WF Hoexter	01-Nov-04			Present	Present	Present	Absent apology	Present
Mr EC Kieswetter	16-Mar-07			Absent apology	Present	Absent apology	Absent apology	Present
Judge CHG van der Merwe	16-Mar-07		31/12/2009					
Mr W Louw	12-Mar-10				Absent apology	Present	Absent apology	Present
Mr NA Ntsele	12-Mar-10				Absent no apology	Absent no apology	Absent no apology	Absent no apology
UFS personnel (advisory)								
Prof J Jansen (Rector)				Absent apology	Absent apology	Absent apology		Absent apology
Prof DA Viljoen				Present	Present	Present		Present
Prof J Tolmie				Present	Absent apology	Absent apology		Present
Mr C Liebenberg				Present	Present	Present		Present
Mr G van den Berg				Present	Present	Present		Present
Mr H Blom (Internal Auditor, Secretary)				Present	Present	Present	Present	Present
External auditors								
Mr L Rossouw (PWC)				Present	Present	Present		Present
Mr G Nel (PWC)				Absent apology	Absent apology	Absent apology		Absent apology

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

(a) UFS Student Profile 2010: 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	164	103	11	25	12		257	343	444	471	915
Education	56	237	23	39	1	3	402	840	482	1119	1601
Health Sciences	57	143	4	17	1	4	12	34	74	198	272
Law	38	37	8	14	3		27	53	76	104	180
Natural and Agricultural Sciences	247	169	14	9	5	7	293	345	559	530	1089
The Humanities	95	167	9	39	3	3	193	428	300	637	937
Theology	7	6			1				8	6	14
Total	664	862	69	143	26	17	1184	2043	1943	3065	5008

2. Total Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	757	518	104	134	59	29	1142	1430	2062	2111	4173
Education	170	771	72	264	2	11	931	2249	1175	3295	4470
Health Sciences	278	668	24	39	7	18	154	201	463	926	1389
Law	223	225	27	60	8	6	178	210	436	501	937
Natural and Agricultural Sciences	828	503	38	31	20	16	1048	1121	1934	1671	3605
The Humanities	348	682	43	154	10	18	908	2044	1309	2898	4207
Theology	53	33	2		4		7	2	66	35	101
Total	2657	3400	310	682	110	98	4368	7257	7445	11437	18882

3. Postgraduate Diploma/Certificate or Degree

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	3	11					6	1	9	12	21
Education	19	69	5	9		5	71	111	95	194	289
Health Sciences	11	72	3	52	1		77	388	92	512	604
Law	474	280	22	28	64	57	153	80	713	445	1158
Natural and Agricultural Sciences		1					4	1	4	2	6
The Humanities	1		2				25	13	28	13	41
Theology							6	1	6	1	7
Total	508	433	32	89	65	62	342	595	947	1179	2126

4. Postgraduate (Honours, Master's and Doctor's Degrees)

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	184	164	25	17	15	10	299	247	523	438	961
Education	40	130	30	63	2	6	212	555	284	754	1038
Health Sciences	150	146	5	15	5	6	52	75	212	242	454
Law	23	38	4	2	1	1	42	18	70	59	129
Natural and Agricultural Sciences	483	287	25	14	19	15	529	364	1056	680	1736
The Humanities	107	270	14	24	2	4	166	175	289	473	762
Theology	71	22	5		10	1	45	5	131	28	159
Total	1058	1057	108	135	54	43	1345	1439	2565	2674	5239

5. Occasional Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	120	53	36	47	18	7	380	524	554	631	1185
Education	12	18	1	1	1		18	13	32	32	64
Health Sciences	1	11		1			4	7	5	19	24
Law							1		1		1
Natural and Agricultural Sciences	26	15	2	5	1	1	128	128	157	149	306
The Humanities	33	66	27	85	2	2	609	1247	671	1400	2071
Theology		1					1	1	1	2	3
Total	192	164	66	139	22	10	1141	1920	1421	2233	3654

UFS Total

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1064	746	165	198	92	46	1827	2202	3148	3192	6340
Education	241	988	108	337	5	22	1232	2928	1586	4275	5861
Health Sciences	440	897	32	107	13	24	287	671	772	1699	2471
Law	720	543	53	90	73	64	374	308	1220	1005	2225
Natural and Agricultural Sciences	1337	806	65	50	40	32	1709	1614	3151	2502	5653
The Humanities	489	1018	86	263	14	24	1708	3479	2297	4784	7081
Theology	124	56	7		14	1	59	9	204	66	270
Total	4415	5054	516	1045	251	213	7196	11211	12378	17523	29901

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. This was complemented by visits to schools across the country by the Vice-Chancellor and Rector, Prof. Jonathan Jansen and some of the University's senior management. Open Days on the Bloemfontein and Qwaqwa Campuses, as well as career expo's and university exhibitions were also held in Kimberley, Kroonstad and other towns in the region.

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 such as 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 and about R19 million was raised for various projects. 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.

STRATEGIC OVERVIEW

The restructuring of Student Affairs in 2009 saw the office for the Vice-Rector (VR): Student Affairs fall away and the introduction of the office of the Dean of Student Affairs. The former offices of the VR: Student Affairs and the Dean and Deputy Dean of Students were consolidated in the new office of the Dean of Student Affairs.

In the process, the following divisions that formerly reported to the Vice-Rector: Student Affairs shifted their reporting lines elsewhere, namely Protection Services (VR: Operations), Student Health (VR: Operations) and Student Development and Success (VR: Academic).

Internal restructuring in Student Affairs included repositioning the former Dean's Department as the Department of Student Life and Leadership and establishing the Unit for Students with Disabilities as an independent department in Student Affairs.

The Dean: Student Affairs was appointed and assumed office in January 2010. The Student Affairs (SA) portfolio, reporting to the acting Senior Vice-Rector, included the Departments of Student Life and Leadership, Housing and Residence Affairs, Student Counselling and Development, the Unit for Students with Disabilities and Qwaqwa Campus Student Affairs.

Strategic initiatives responding to the restructuring of the environment were introduced, most important of which targeted:

- a broadening of transformation and integration in general student and residence life;
- a development of the interface between faculty and student life;
- a shifting of student life programmes to greater commuter student engagement;
- an extension of programmes to all campuses, specifically the Qwaqwa Campus;
- a revitalising of strategic planning and staff management in Student Affairs departments;
- a review of decision-making forums and systems in general student engagement; and
- strategic review of the Unit for Students with Disabilities.

TRANSFORMATION OVERVIEW

In tune with the strategic direction outlined above, transformation in the SA environment focused in particular on expediting initiatives to:

- diversify access to and participation in student life programming;
- further racial integration and positive engagement in residences;
- deracialising and increasing access to student governance; and
- aligning strategic planning of Student Affairs with university transformation goals.

Transformation activities in 2010 emphasised initiatives at the Bloemfontein campus because of the need for urgent interventions in student environment at the campus following racial conflict among students.

Key initiatives to diversify access and participation included, amongst others, increases in funding to programmes run by general student associations, the introduction of leadership development for executive committees of general student associations, repositioning of arts and culture programmes to include diverse cultural expressions, the inclusion of diverse religious organisations in student life programming, the introduction of all campuses in

decisions making on key student life events such as Intervarsity and the particular catering for students with disabilities in all programming.

Key initiatives to deracialise and increase access to student governance included, amongst others, the introduction of public discussion forums (student indabas) on key student life programmes, review and restructuring of engagement meetings between the Rectorate and the Students' Representative Council, the introduction of a Broad Student Transformation Forum and study groups to review student governance at the level of the SRC-constitution and at the main campus and tabling of faculties' recommendations regarding student representation in faculty governance.

Key initiatives to align strategic planning in SA with university transformation goals included, amongst others, a review of strategic statements of vision and mission of SA departments, a review of the positioning and direction of selected transversal programmes such as Rag, First-Year Orientation and Student Sport, the introduction of the SA management meeting and annual strategic planning and the sustained engagement of employment equity and performance management in staff recruitment and management.

UFS Residences Diversity Project

The Residence Diversity Project (RDP) was tasked with providing the University of the Free State (UFS) with additional capacity and assisting the management in:

- understanding and identifying the obstacles related to the implementation of the residence integration policy;
- drawing up proposals to enhance and successfully implement the diversity policy; and
- implementing these proposals to ensure successful integration in the 21 residences on the Bloemfontein Campus of the UFS.

The RDP, as designed by the iGubu Leadership Agency, consisted of three (3) phases, namely:

- Phase A, consisting of qualitative research
- Phase B, consisting of interventions in the student environment and participatory development of proposals to overcome the challenge to the process; and
- Phase C ,consisting of systemic interventions in the management environment and mediation of implementation of adopted proposals for change.

Phase A

The research project consisted of 120 semi-structured interviews with students and staff in residences and Student Affairs managers of whom 57% was black and 43% white.

A number of variables causing opposition to the integration process were outlined and clustered in four main areas to address in subsequent phases of the RDP.

The prevalence of residence cultures and traditions that challenge diversity and integration and continued race-based socialisation and endemic stereotyping of one another by students from diverse backgrounds provided the first and major target for change.

Lack of or continued and insufficient communication between management and students and staff on matters relating to residences generally and the intended change process specifically fostered distrust and distance between stakeholders in the process.

Students and other stakeholders in the process lacked a shared understanding of the change process, did not hold a shared vision for change and could not build sufficient shared values and dialoguing behaviours that foster collaboration and resilience for change.

Insufficient training and capacity development opportunities for student leaders, staff and management in the residence environment disallowed stakeholders the knowledge and skills required to sustain and succeed with the integration process.

Following the adoption of the Phase A report by the Council of the UFS, Phase B was introduced to develop solutions to these challenges and introduce key interventions in the student environment.

Phase B

Phase B followed a participatory and exploratory approach towards developing recommendations in the change process with the purpose of mediating trust in, and ownership of the process among stakeholder groups. Thus, the designing of solutions in Phase B were based on consultation and dialogue (participatory) and benchmarking (exploring).

Real situations occurring in residences were used to introduce pilot studies to assess possible solutions. This allowed for a continuous consultation and dialoguing process with stakeholder groups to assess the underlying dynamics and factors relevant to the change process.

Good practice in higher education internationally and locally was explored to determine correct responses to systemic challenges. Benchmarking considered management practices at institutions abroad, as well as at local institutions similar in character to the UFS. This approach enabled a consideration of changes in management that reflect good practices both internationally and in unique local contexts.

Through the dialoguing process, shared values and directions were developed among students and staff and the parameters for change were agreed to. Stereotype reduction and cultural redesigning workshops formed part of all programmes and enabled students to move beyond perceptions of one another.

Through the benchmarking process, a number of systemic changes were proposed and adopted for implementations such as professionalising the management environment and aligning and standardising all policy (such as 50:50 placement of first-year students) and regulatory procedures and systems, such as standardising and implementing the disciplinary codes and performance management systems of the University.

Following the adoption of the change proposals by the management and Council of the UFS, Phase C was introduced to initiate implementation thereof and introduce professional development of residence heads and staff of the Department of Housing and Residence Affairs (HRA).

Phase C

Phase C focused on capacity development for and implementation of change proposals and auditing of and professional skills development within the HRA environment. The capacity development programmes emphasised peer mentoring for student leaders and staff, while introducing more layers of leadership in residences and skills development.

Unit for Students with Disabilities

The Unit for Students with Disabilities (USD) was established as an independent department in Student Affairs.

The USD introduced a strategic planning programme and developed its strategic statements, while also detailing its operational and financial management systems.

The most prominent programmes of the department in 2010 included the following:

- **Sustained specialist support** to a total of 124 students with disabilities through learning support materials and services, assisting devices, tutoring and negotiations with service departments for improved services, such as the providing of invigilators for all alternative tests and exams conducted at the USD, making the USD an official test and exam venue.
- **Increased financial aid support** through negotiation with the Bursaries and Loans Division of the University.
- **Accessibility programmes**, such as a research project investigating the accessibility of Blackboard to students with disabilities, the promotion of Casual Day which recorded an amount of 2500 stickers sold in support of persons with disabilities, the first ever production of the Irawa student newspaper in Braille and a major accessibility project at the Bloemfontein campus focused on the installation of ramps across campus and a new lift in the Psychology Building.
- **National collaboration programmes**, such as the hosting of the inaugural annual conference of Higher Education Disability South Africa (HEDSA) at the Bloemfontein Campus, which included, among other, speeches by the Minister of Higher Education and Training.
- **Research programmes**, such as participation in a third-year psychological study investigating the coping skills of students with disabilities at the University, which is also expanded to postgraduate level.
- **Disability sport support**, such as inclusion of national disability sport team members celebrated at sport award ceremonies and support, as far as possible, of eight students with disabilities participating in the athletics trials and to Sarah Shannon, who is a member of the OPEX high performance programme of the South African Sports Confederation and Olympic Committee (SASCOC).
- **Representation of students with disabilities**, for example, through the establishment of the first disability student association at the Bloemfontein Campus and its participation in student governance processes such as the Broad Student Transformation Forum.

Qwaqwa Campus Student Affairs

Through the office of the Director: Student Affairs at the Qwaqwa-campus, the Student Affairs Department combines the services and programmes of all departments to ensure effective rollout of student engagement and services at the campus.

Because of the workload and the vast scope of the office of the Director: Student Affairs, additional administrative and management support was introduced.

The most prominent programmes of the department in 2010 included the following:

- **Orientation programmes for first-time entering students**, such as presentations on life skills, tips concerning the transition involved in entering tertiary institutions, HIV/Aids and advising and branded materials of the University.
- **The registration process**, such as the oversight committee meeting on a daily basis to provide solutions to challenges emerging during the registration process, including representatives from the SRC, the Social Worker and Housing and Residence Affairs.
- **Student leadership development programmes**, such as the training and attendance of the SRC President and the Desmond Tutu Diversity Trust Leadership Programme and participation of five first-year students in the inaugural International First-Year Study abroad leadership development programmes.
- **Student volunteer programmes**, which celebrated volunteerism in collaboration with organisations from the public and private sectors, by allowing students to volunteer to clean their residences and to pick up litter around the campus.
- The introduction of student transport **support** to non-resident students, which was agreed to by student representatives and the taxi industry and out sourced to the Taxi Association. Four hundred students registered to make use of the service, which is run on a coupon system.
- **Student facilities and services**, such as the installation of two ATMs of ABSA and Standard Bank and additional printing services for student usage, while an additional officer has been made available in the reading lab to assist the 60 students in the programme in 2010. Conflicts regarding the catering services at the student dining hall were also resolved.
- **Student housing programmes**, such as the construction of new residences providing 200 more beds, improvements to the residence managers facilities and the resolving of issues of safety and quality of housing at off-campus facilities.
- **Student sport programmes**, such as initiating integration of the campus in sport programmes of the Bloemfontein campus such as Intervarsity, improving the sport facilities at the campus, for example, through the conversion a soccer field to a cricket field and the addressing of difficulties relating to the lack of sport bursaries, similar to the bursaries for leadership and culture.
- **Student Affairs Excellence Awards**, which were hosted with great success and resulted a pledge by Salemane Holdings to sponsor the Awards to the amount of R150 000 per annum for three years running.

Introduction and background

In January 2010, Blackboard Learn 9.0 was implemented as the official Learning Management System at the University of the Free State (Main Campus). Although Moodle was still being used for the phasing out by the B.Com. (off-campus) programme, and the delivery of the MEA153 module (Faculty of Health Sciences), this learning management system (Moodle) was scheduled to be terminated after the second examination opportunity in February 2011, with Blackboard remaining as the sole virtual learning platform (2011). The aim of this report is to give an overview of the implementation and adoption of the blended and online learning at the University of the Free State, as well as strategic e-learning objectives.

Blackboard implementation and adoption

In 2010 there was a 231% growth in the number of modules making use of the learning management system. All blended (on-campus) and online (off-campus) modules (except those referred to in the introduction) made use of Blackboard as virtual learning platform. A total number of 1 586 modules (40% of the total number of modules offered at the institution) were actively presented on the learning management system, with a total number of 23 390 registered users on the system. This number of users includes 22 640 student users and 750 users registered as instructors (lecturers). A breakdown of the number of modules per semester is given in the following table.

Table 4: Number of modules per semester

SEMESTER	NUMBER OF MODULES
First semester	689
Second semester	881
Year	136
TOTAL:	1586 (40% of modules)

Distribution of academic modules per faculty is outlined in the following table.

Table 5: Number of modules per faculty

FACULTY	NUMBER OF MODULES
Faculty of Economic and Management Sciences	352
Faculty of Education	171
Faculty of Health Sciences	291
Faculty of the Humanities	291
Faculty of Law	151
Faculty of Natural and Agricultural Sciences	230
Faculty of Theology	17
Support services	83
TOTAL:	1586

Highlights in rollout and implementation

The University of the Free State was the first university in South Africa, and one of the first in Africa, to implement Blackboard 9.0, with other institutions now following suit. A close relationship with other institutions (including the University of Antwerp) has been formed, with the division taking a leading role in the establishment of a national forum for e-learning managers and instructional designers.

Although the tremendous increase in adoption of use of the learning management system can be seen clearly, the use of the learning management system must be integrated with the total learning experience of students. The appointment of instructional designers and developers in the faculties provided the necessary infrastructure to help support and drive growth in maturity of use of this technology in teaching and learning.

In 2010 the Division E-learning strategically aligned the implementation of the Learning Management System with the strategic priorities of the Directorate for Institutional Research and Academic Planning, as well as ICT Services, and in October 2010 approval was obtained to acquire both the Blackboard Community and Blackboard Content System. These additional Blackboard functionalities will expand the current capabilities of the system, and provide a platform for integration with additional student services including PeopleSoft.

Rewards and recognition are central in the success of adoption of technology in the classroom. During the annual E-learning Showcase Day, the maturity of use of the learning management system could be seen clearly. Additional to the E-learning Award, the Vice-Chancellor's Award for Teaching and Learning, as well as the Teaching and Learning Prestige Award was awarded to academics using technology, and more specifically Blackboard, innovatively in their teaching and learning.

Strategic priorities

For the next three (3) years, one of the joint central priorities of the Division and ICT Services will be effective implementation of the Blackboard Community and Blackboard Content systems. The focus of this initiative will be to provide one central teaching and learning platform for academics and students, and thus imply an integration of various services and existing systems. A core goal of the Division is to promote teaching and learning, and in 2011 focus will shift not only to adoption of the learning management system, but to showing renewed commitment to effective integration of technology with teaching and learning practices, and not to a mere focus on Blackboard as a "dumping site" for notes and study material. The Division's close relationship with the Directorate for Institutional Research and Development, and, more specifically, Programme Planning and Teaching and Learning, will continue and even expand in an attempt to develop a maturity model for teaching with technology. As Blackboard has only been implemented on the main campus, the next step will be to expand the system and provide infrastructure on all campuses, including the Qwaqwa Campus. A pilot project of four (4) modules (one from each faculty) will be launched on the Qwaqwa campus in January 2011.

Challenges

- With the exponential growth currently experienced by the Division, one of the key areas of concern is to provide the necessary support and infrastructure to faculties in this regard. Currently two instructional design positions are vacant, and although they have been advertised numerous times, no suitable candidates could be identified. The level on which these positions are advertised need to be re-examined or alternative methods of sourcing potential candidates should be identified.
- Access to computers for students is closely monitored by ICT services. The impact of the opening of the computer labs in residences is still unknown.
- Infrastructure and support on the Qwaqwa campus are major issues of concern for rollout and implementation on this campus. Currently the Division is working in close

relationship with ICT Services in an attempt to solve technical issues in this regard, but human capacity by the E-learning Division to support academics and students on this campus is crucial to the success of the rollout on this campus.

1.4.16 Working with industry/research commercialisation

The UFS acknowledges that around the world governments and universities are becoming the central asset in commercial and economic competitiveness. As a consequence, the UFS realised that there is a considerable premium on the mechanisms that can most effectively shape knowledge production to align with economic objectives, and can provide the commercial sector with relevant knowledge where, how and when required. The importance of economic competitiveness lies not only generating new knowledge, but also in actively participating in the application and utilisation of such knowledge and technologies to generate new products, processes and services. This commitment was demonstrated at the start of 2009, through the establishment of a dedicated unit within the DRD in support of technology transfer, as well as the numerous collaborative research and third-stream endeavours underway throughout the University.

Technology Transfer Office

The Technology Transfer Office (TTO) at the UFS focuses on the enhancement of downstream activities related to research development, such as patenting, licensing, marketing and commercialisation of intellectual property. These activities are interlinked with business development based on products, processes and services associated with research. The TTO is further tasked with the promotion and development of a culture of innovation, entrepreneurship and technology transfer at the UFS. While managing the policy environment with regard to compliance with the national Intellectual Property Rights Act, grants and contracts and the implementation of the UFS "Policy for the Management of Intellectual Property".

Industry collaboration

The UFS is currently engaged with numerous **industrial partners** through the Technology and Human Resources for Industry Programme (THRIP). The income generated through industry/University collaboration in the THRIP programme has increased by over 400% during the past three years. The UFS has also received significant third-stream funding from some prominent South African and international companies and funding organisations. These include global energy company Sasol, mining groups, IDRC/CRDI, CIAT, Local Government contracts, EU Framework 7 programmes and other stakeholders to promote innovation and create sustainable biotechnology businesses.

- Sasol continues to make considerable commercial and social investments in the University, benefiting the Department of Chemistry and the Research Institute for Education Planning (RIEP) in particular. Sasol invested R9 million over the past three years with a further allocation of R5,7 million in the Department of Chemistry, focusing specifically on process technology and research development on oxidation and homogeneous catalysis. This strategic partnership involves, specialised equipment funding, running expenses and salary adjustments for researchers aimed at attracting and retaining research capacity and leadership. The secondment of a senior Sasol researcher, Prof Ben Bezuidenhout, to the Department, effectively enhanced the Department's capacity and interaction with the chemicals industry. The investment

bolstered the research capacity of the Department in a number of ways. By receiving funding for specialised equipment the Department, is able to serve the petrochemical and the pharmaceutical industries more effectively. The funding received from Sasol also allows the Department to train a much larger corps of postgraduate students. The NMR apparatus enables the Department to conduct contract research for the multinational pharmaceutical company FARMOVS-PAREXEL, to negotiate research agreements with international universities and to participate in EU Framework 7 programmes.

- In 2007, BioPAD / TIA awarded a R13,7 million biotechnology research contract to the UFS Department of Microbial, Biochemical and Food Biotechnology to conduct research into prehistoric micro-organisms which lived 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 are starting to find application in the medical field (anticancer, antibacterial and antiviral cures), the industrial sector (nanotechnology, commercial washing agents and the food industry) and the environmental sector (pollution management, disposal of harmful metals and other toxic waste). The technology and knowhow developed within the platform has matured and evolved to the point where the University has started to commercialise the technology in the form of a spin-off company and joint ventures. The University has committed a further R2 million to this process and is in discussion with the IDC and other funders to capitalise and roll out the technologies. The project continues to engage 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 number of contracts with local government have been concluded. These contracts are in the field of governance. A contract to review the Free State growth and development strategy and a further contract to the value of R4,5 million was concluded with the Free State Government of Co-operative Governance and Traditional Affairs.
- The UFS is completing a consortium contract/agreement involving a number of local and international academic and funding organisations. The project deals with the development of a model for climate change and determining the risk for agriculture and water resources in South Africa. The consortium includes researchers and postgraduate students from the UCT, UFS, UKZN, Columbia University, UNEP and IRI, where the UFS was the lead organisation and received funding of R6,5 million for the research project.
- Through the Institute for Ground Water Studies located within the Faculty of Natural and Agricultural Sciences, the UFS was able to conclude and secure a number of contracts in the field of water management and quality control. These contracts allowed postgraduate students to be involved in a number of water usage activities in

the fields of mining, agriculture and light and heavy industry. Contracts with the WRC, universities locally and internationally and consulting hydro-engineering companies generated income of R7,3 million.

1.4.17 Significant changes that have taken place

Refer to par. 1.3.



Chairman of Council

Mr Justice CHG van der Merwe

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

AUDIT COMMITTEE

The Audit Committee, the chairperson and members of which are members of Council, was established fifteen 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 per 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 practical, with the recommendations of King III.



Dr F de K Kotze

Chairperson: Audit Committee

2.2 Council - Council Committees

2.2.1 Audit Committee

REGULATIONS OF THE AUDIT COMMITTEE

a. NAME

The name of the committee is 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, among others, the following goals :

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 auditing processes of the University.

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

d. COMPOSITION

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

The majority of these members need to be financially literate.

The Audit Committee is appointed by the Council.

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

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

Meetings of the Audit Committee may, as arranged by the Chairperson, be attended by representatives of the external auditors, the Executive Committee and its members 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 manages 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 or any member thereof.
- With members of the Committee.
- With the external auditors and/or with the Internal Auditor.

Minutes are kept of meetings and reports submitted to Council via the Executive Committee of the Council as soon as possible after each meeting.

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 are persons who do not occupy executive positions 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

- may 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 during 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 auditing problems that were 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.
- Ensuring that Management responds to recommendations by the external auditors. The Audit Committee can request Management to report on their progress regarding/reaction to recommendations by the external auditors during Audit Committee meetings. The Audit Committee can also request the external auditors during the Audit Committee meetings to indicate whether they are satisfied with the progress/reaction of 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, in collaboration with the internal and external auditors, 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 understanding their impact on the financial statements.
- Querying Management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.
- Reviewing any legal matters which could significantly impact the financial statements.

Annual financial statements:

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

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

Internal Audit matters:

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

Performance audit:

- Evaluating 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.
- Considering how Management is held accountable for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.
- Gaining an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.
- Reviewing 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.
- Obtaining regular updates from management and the institution's legal counsel regarding compliance matters.
- Ensuring that all regulatory compliance matters have been considered in the preparation of the financial statements.
- Reviewing the findings of any examinations by regulatory agencies.

- Ensuring that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.
- Evaluating 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.
- Reviewing the process for monitoring compliance with the code of conduct.
- Regularly updating the Council about committee activities and making appropriate recommendations.
- Ensuring that the Council is aware of matters which may significantly impact the financial condition or affairs of the institution.
- Performing other oversight functions as requested by the full Council.
- If necessary, instituting special investigations and, if appropriate, hiring special counsel or experts to assist.
- Reviewing and updating the charter; receiving approval of changes from the Council.
- Evaluating the Committee’s own performance on a regular basis.

AUDIT COMMITTEE WORK PROGRAM 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 whether practices are adhered to (Yes or no). Also list the follow-up steps if any are applicable.

Points refer to charter	Also involved	Done in practice? Yes/No Not applicable	Follow-up steps if necessary
STATUS			
The Council established an Audit Committee which functions as a separate subcommittee of the Council.	Council		
Council approved the charter of the Audit Committee and it is reviewed from time to time and adjusted if necessary. These adjustments are also approved by the Council.	Council		
The Committee works according to a written charter in which the tasks and responsibilities are recorded.			
COMPOSITION			

The size of the committee is in accordance with 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 appointed by the Council.	Council		
Term of membership is left to the discretion of the Council, but the continuity is considered, while a fresh perspective is obtained by the Committee.	Council		
AUTHORITY			
Council gave the Committee authorisation to obtain any information from any member of the Council, member of the Management, employee, external and internal auditors or outside parties.	Council		
Council authorised the Committee to obtain advice from skilled external sources and to co-opt suitable candidates if necessary.	Council		
Council has sufficient resources for the execution of its duties and responsibilities.	Chairperson of the Committee		
Membership			
The experience and qualifications of the committee members accord 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 is maintained.	Council/ Chairperson of the Committee		
New committee members receive sufficient background information and training to be able to perform their task and responsibilities adequately.	Chairperson of the Committee/ committee secretary		
ROLES AND RESPONSIBILITIES			
The following part of the guideline can serve as an annual work plan.			
External Audit			
Judging of the external auditors' proposed audit scope and approach. Enquiring about the reasons for changes to the audit plan.	External auditors		
Checking and evaluation of the effectiveness of the work done by the	External auditors		

external auditors.			
Evaluating the adequacy of the audit procedures that will be followed to determine whether they include procedures for the testing of controls and the controlling of accounting records.	External auditors		
Ensuring that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquiring about the degree of co-ordination 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 Auditing		
Meeting regularly in private with the external auditor.	External auditors		
Providing feedback on the reports of the external auditor to Management and ensuring that Management reacts to these findings.	External auditors/ Management		
Considering the independence of the external auditors, taking into consideration the plans of Management to use the audit firm for other services during the year, taking into consideration the type of services that will be rendered and the estimated costs.	External auditors/ Management		
Considering the acceptability of the materiality levels that will 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 steps that should be taken to avoid problems that occurred during the previous year to prevent unnecessary audit work.	External auditors/ Management		
Considering the effectiveness of the internal accounting controls as identified by external audit.	External auditors/ Rector		
Considering any considerable differences between the external auditors and the Rector.	External auditors/ Rector		
Considering any material unsolved accounting and auditing problems identified during the external audit.	External auditors/ Management		
Considering the appointment or reappointment of the external auditors	Council		

and their budgeted audit fees. Making recommendations to the Council.			
Internal control			
Judging of the policies and procedures implemented by executive management to ensure that the accounting and internal control systems function properly.	Management		
Identifying of important risks to which the University are exposed and ensuring that the applicable internal controls are adequate and that they function properly.	Management		
Judging the shortcomings that were identified in the accounting and internal control system, as well as the steps taken by Management to rectify the shortcomings that were identified.	Management		
Monitoring the ethical performance of the Rector.	Rector		
Monitoring the revision of the control measures in respect of electronic data processing and computer security to determine whether the control measures have been revised.	Management / IT Department		
Together with the internal and external auditors, revising the shortcomings in the internal controls and the efficiency of the internal control system.	Management/ Internal Auditing/ External auditors		
Monitoring whether internal control recommendations by the internal and external auditors have been implemented by Management.	Management/ External auditors		
Meeting with the legal advisor of the University to discuss legal aspects that may have a significant impact on the financial statements of the University.	Legal advisor		
Financial reports			
Determining whether financial statements are complete and whether they corresponds with the information available to the Committee.	Management		
Judging whether they complied with the generally accepted accounting practice and other prescriptions during the compiling of the financial statements.	Management		
After completion of the audit review, the audit results, and the quality and presentation of the contents of the financial information prior to the issuing of the financial statements and	Management		

submission of a report in this respect to the Council for consideration at a meeting where the financial statements will be approved.			
Annually compiling 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		
Querying the Management and external auditors about the effectiveness of the accounting principles followed by the University and changes in accounting principles.	Management/ External auditors		
Focusing, for instance, on the valuation of assets and liabilities, large accounting accruals, reserves or other estimates made by Management, which will have a material impact on the financial statements.	Management		
Focusing on complex and/or unordinary transactions.	Financial services		
Enquiring from Management and external auditors whether there were any accounting or reporting matters and how they were resolved.	Management/ external auditors		
Judging whether the other information in the financial year-end report is clear and whether it agrees with the information in the financial statements.	Management/ external auditors		
Preliminary announcements, interim statements and analysis			
Reviewing the response of Management to the preliminary results, interim reports and analysis. Determining the extent of the involvement of external audit.	Management/ internal auditing/ external auditors		
Judging the preliminary results and interim financial statements prior to release.	Management/ external auditors		
Internal auditing			
Reviewing the activities and structure of internal auditing and approving the charter of internal audit.	Internal Auditing		
Judging personnel provision, training and the budget of the internal auditing function.	Internal Auditing		
Providing a forum for direct reporting by the Internal Auditor.	Internal Auditing		

Evaluating the effectiveness and efficiency of the internal auditing function.	Internal Auditing		
Ensuring that Internal Auditing is actively involved in the financial reporting process.	Internal Auditing		
Reviewing the internal auditing plan with the internal auditor, especially in respect of the involvement in control systems and the drafting of financial reports.	Internal Auditing		
Considering the changed internal auditing plan.			
Looking at findings by Internal Auditing and ensuring that Management reacts to these findings.	Internal Auditing/ Management		
Meeting regularly in private with the internal auditor.	Internal Auditing		
Performance audit			
Judging the measures and procedures for proper implementation of economic, efficient and effective management.	External and internal auditing		
Reviewing the findings of the internal and external auditors in respect of the performance audit.	External and internal auditing		
Revising the reporting in the financial statements on economic, efficient and effective application of the University's resources.	External and internal audit		
Complying with laws and regulations			
Judging the procedures of Management for the monitoring of laws and regulations at the University. When this review is conducted 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, judging as applicable the findings of any regulating investigations and considering the implications for the financial statements.	Management/ legal advisor		
Complying with code of conduct			
From time to time the evaluation of the programme for monitoring the compliance with the code of conduct that was implemented by Management.	Management		
FUNCTIONING OF THE COMMITTEE			
Meetings			

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 meetings 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 done in order that the committee members can prepare for the meetings.	Secretary		
All the proceedings of the meetings are recorded in the minutes.	Secretary		
The Committee regularly gives feedback to the Council regarding its activities.	Council		
Maintaining of quality			
The committee has sufficient resources for the execution of its duties and responsibilities	Chairperson of the Committee		
The continuing training needs of the committee members receive the necessary attention.	Chairperson of the Committee		
The chairperson evaluates the efficiency of each of the individual committee members.	Chairperson of the Committee		
The performance of the Committee is evaluated from time to time.	Chairperson of the Committee		

Sources:

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

2.2.2 Finance Committee

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

The Audit Committee assesses financial statements from a risk perspective.

2.2.3 Remuneration Committee

The Remuneration Committee for Senior Personnel has been reconstituted to comply with the requirements of King III. The Committee met once during 2010, on Friday 19 November 2010, to deliberate on and approve merit bonuses to senior personnel.

2.3 **Statement on conflict management**

Refer to par 2.4 below.

2.4 **Statement on employee and student participation**

(a) Employee participation

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

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

(b) Student participation

One member of 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 the Monitoring Committee (an ad hoc committee that deals with requests for late registration by individual students, and 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 Composition of the Senate

- Rector and Vice-Chancellor (Chairperson)
- Vice-rectors
- Registrar
- 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

3.2 Significant developments and achievements

3.2.1 Instruction

STRUCTURES THAT SUPPORT TEACHING AND LEARNING

The UFS is committed to excellence in teaching, learning and assessment, and takes primary responsibility for quality in these areas.

Progress on the Teaching and Learning Plan 2010

The Teaching and Learning Plan (TLP) gives effect to what is expected of teaching, learning and assessment (TLA) at the University of the Free State (UFS). An account of achievements is provided based on the progress made in terms the three strategic directions embodied in the Plan, namely to:

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

The enhancement of student learning through:

- **the provision of high-quality, learning-centred experiences to enhance learning**

Achievements

- To enhance learning and to focus on one of the most difficult and urgent issues confronting the UFS, namely our low throughput rate, a pilot project was conducted during the second semester of 2010 where class attendance was made compulsory for those modules with the lowest throughput rates. Since class attendance is not the only issue that must be addressed, the pilot project presented the opportunity to explore student profiles, module profiles, teaching approaches and factors that may have an effect on the success rates of students enrolled for the modules

targeted. It also identified a number of additional interventions that have the potential to improve the quality of the educational experience of undergraduate students at the UFS in an effort to respond to the educational challenges posed by access with success.

- A student performance tracking system was developed and implemented in April and October 2010 with positive results. Progress reports were sent to 6 224 first-time entering first-year students in April 2010. This was seen as a concrete initiative to create an early warning system to identify students who are at risk academically and consequently to contribute towards improving student performance patterns at the UFS. The second round of progress reports was sent out in October to 4 672 first-year students. The modules concerned are 16-credit first-year modules and, for this second round, also year modules.
- A tutor structure for all students across language and cultural barriers was introduced, namely the New Academic Tutorial Programme (NATP).
- University-wide and faculty-based student learning support interventions and actions were integrated (Academic Advising Initiative).
- Project: Four-year curricula included nine modules in four departments in the Faculty of Humanities which involved an academic facilitation session (AFS) of one hour to bring about integration of content and skills to support students in the four-year curricula. A total of 1 190 students in the four-year curricula registered for the nine modules.
- *Success Week* and the first six weeks of the academic year as an orientation and induction period to instil a learning culture in students were developed and rolled out.
- A range of enabling courses, which takes account of diversity, language proficiency, reading, writing and study skills development, the National Benchmark Test (NBT) outcome, the University Preparation Programme (UPP) and extended programme placement, is in place.

Challenges

- The desire within the UFS to strive for quality in teaching and learning.
- Adequate financial and human resources to create powerful learning environments.
- Institution-wide support and dedication on the part of all role players
- Student support by means of tutorials and facilitation sessions in small groups undeniably renders positive outcomes, but a lack of venues for the small-group sessions is problematic.
- Lecturer to student ratio, large classes and venue capacity

Recommendations

- Allocate resources for the creation of facilities and opportunities for student-to-lecturer and student-to-student engagement.
- Award small grants to academics on a continuous basis to assist academics to develop innovative instructional and assessment strategies in modules. Conduct a survey to explore major inhibitors to academic success and facilitate discussion and critical reflection.
- Agree to an inclusive set of teaching and learning performance indicators for the UFS and arrange data collection around these performance indicators.
- Introduce mentoring of academics.
- Address venue needs.
- Revisit student enrolment.
- Use the curriculum process to address large classes and class clashes.

- **Expanding opportunities for teaching beyond the traditional classroom**

E-learning

Achievements

- The successful implementation and adoption of blended and online learning through the full implementation of the new learning management system, Blackboard, to the extent that international recognition was gained.
- The number of modules with flexible or online delivery components increased by 231%.
- A total number of 1 586 modules (40% of total number of modules offered at the institution) are actively presented on the learning management system.
- A total number of 23 390 registered users on the system, that is 22 640 student users and 750 users registered as instructors (lecturers).
- The appointment of instructional designers and developers in the faculties provided the necessary infrastructure to help support and drive growth in maturity of use of this technology in teaching and learning.
- The division for e-learning is taking a leading role in the establishment of a national forum for e-learning managers and instructional designers.
- Additional Blackboard functionalities which expand the current capabilities of the system and provide a platform for integration with additional student services, including PeopleSoft, are being implemented in 2011.

Mobile learning

- The UFS had a successful Mobile Learning (ML) roll-out in 2010 with 23 modules and 4 818 students. The outcomes for ML were based on four niche areas, namely content, audience response system, information and formative assessment. Currently the ML pilot project is developing into a more mature educational tool. All the aims set out in the 2010 project phase have been met. The UFS is currently one of the leading universities regarding the roll out of ML. Universities, such as Wits, US, Jörn Schultz, working in the *Ethiopian Engineering Capacity Building Program* (ECBP) and the Midrand Graduate Institute, all showed an interest in the way the UFS has rolled out ML.

Challenges

- With the exponential growth currently experienced by the Division, one of the key areas of concern is to provide the necessary support and infrastructure to faculties.
- Currently two instructional design positions are vacant, and although advertised numerous times, no suitable candidates could be identified. The level on which these positions are advertised needs to be re-examined or alternative methods of sourcing potential candidates should be identified.
- Access to computers for students is closely monitored by ICT Services. The impact of the opening of the computer labs within residences is still unknown.
- Infrastructure and support on the Qwaqwa Campus are major issues of concern for roll out and implementation on this campus.
- Currently the Division is working in close relationship with ICT Services in an attempt to solve technical issues in this regard, but human capacity on the campus to support academics and students on this campus from the E-learning Division is crucial in the success of the roll out on this campus.

Proposals in place to overcome the abovementioned challenges

- Expand the system and provide infrastructure on all campuses, including the Qwaqwa Campus.
 - Encourage renewed commitment to effective integration of technology with teaching and learning practices and the total learning experience of students.
 - Provide student access (on and off campus) to state-of-the-art technology that supports both e-learning (online learning) and m-learning (mobile learning).
- **Collecting and responding to student feedback on teaching**

Achievements

- Causative factors of poor student performance were investigated (compulsory class attendance) in low-performing modules. Class attendance positively influenced students' academic success, whereas a combination of the other variables reported on, namely AP, NBTs, school subjects, campus residency and language of instruction also predicted success rates.
- Module evaluations by students have been done electronically (through Blackboard) since the beginning of 2010.
- A focus group consisting of members of the Student Representative Council residing on campus, as well as Residence Committee members met in March 2010. The aim of the session was to obtain input from these students on the type of changes that may be implemented on campus to improve teaching and learning, thereby improving throughput rates at the UFS.
- A CLASSE survey was conducted in 10 low performing modules. The aim of this investigation was to gain classroom-level insights which can assist institutional efforts to enhance student engagement. The CLASSE is composed of two instruments. The CLASSE_{students} asks students how frequently they engage in various educational practices within a specific module. Students participated in this questionnaire during September/October 2010. The CLASSE_{staff} asks the lecturer how important the various educational practices are in facilitating student success. Student and lecturer outcomes were then contrasted to identify educational practices that are occurring less frequently in an effort to improve the quality of teaching.

Challenges

- To explore the impact of the Language Policy on student learning and to counteract the possible negative effect thereof.

Recommendations

- Conduct a survey to explore major inhibitors to academic success and facilitate discussion and critical reflection
- Agree to an inclusive set of teaching and learning performance indicators for the UFS and arrange data collection around these performance indicators.
- Extend module evaluations by students within all faculties.

The improvement of quality teaching

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

Achievements

- A 16-credit module in the facilitation of learning in practice (FLIP) was offered on both the Main and Qwaqwa campuses with nine and seventeen lectures delivered on the two campuses respectively.
- The provision of the 16-credit short learning programme in the assessment of student learning was maintained. A number of 18 lecturers participated.
- An academic induction programme for new academics was presented in January with a follow-up session in May 2010.
- Mentorship programmes exist in some faculties, which aim to involve all newly appointed junior academic staff members in mentoring by senior colleagues.
- To promote the quality of teaching and to strengthen the teaching practices of teaching academics, an invitation training workshop for facilitators and other academic and non-academic staff involved in the University Preparation Programme (UPP) was presented in April 2010 (89 attendees). The workshop theme was based on the following question: *Do you want to do something practical and innovative in class to improve your students' learning?* This first workshop was an introductory hands-on journey into the world of student-centred teaching and learning. It explored students' profiles, learning styles and preferences, the concepts of learning and student-centred activities. Workshop activities encouraged participants to play an active role in the design of their own learning strategies aimed at facilitating learning.
- In terms of programme design, ongoing support is provided by the two sub-directorates Programme Design and Accreditation and Teaching and Learning.
- All existing and proposed new programmes are revisited and evaluated.
- In striving to maintain and enhance sound academic and research practices, scientific discourse and the integrity of academic writing at the UFS, a policy on the Prevention of Plagiarism and Dealing with Academic Writing Misconduct was developed and approved by Senate in May 2010. This policy is underpinned by the principle that the UFS is founded on scholarship and scientific research. To give effect to these principles, the UFS, through this policy, contributes towards instilling the fundamental values of academic integrity and scientific discourse, high standards and ethics in all academic endeavours.

Challenges

- Implement a cycle of performance review of all academic programmes.
- Encourage academic staff to enrol for formal modules in teaching, learning and assessment practices. The lecturers find the assessor training programme very demanding and time-consuming.
- An obstacle currently faced is that staff members experience increasing pressure in the area of research and with regard to other responsibilities, and that fewer of them can therefore find the time for this training.

Recommendations

- Provide academic development activities focusing on curriculum design and effective teaching strategies.
- Introduce mentoring of academics in all faculties.
- Provide incentives for academic staff to improve their teaching.
- Determine a set of criteria for programme development.

Extending the UFS's valuing of excellence in teaching

Achievements

- A framework for the recognition and reward of excellent teaching was developed.

- Institutional encouragement of academic staff to pursue excellence in teaching and learning was achieved through the awarding of teaching excellence awards in seven categories.
- The first Vice-Chancellor's Award for Teaching Excellence with a focus on the Scholarship of Teaching and Learning (SoTL) was awarded in October 2010.
- The goal to disseminate and share good teaching practices was achieved during the Prestige Forum for Teaching and Learning with the theme, "*Challenges for Excellence in Teaching and Learning at the University of the Free State*", 28 October 2010.
- Publication in reviewed journal: Brüssow S.M. & Wilkinson A.C. 2010. Engaged learning: A pathway to better teaching. *South African Journal of Higher Education* 24(3):7.
- Institutional report: Brüssow S.M. 2010. The Sub-directorate: Teaching and Learning of the Directorate for Institutional Research and Academic Planning (DIRAP) Report to the Rectorate: Academic Turnaround Strategy Priority 1 – Compulsory Class Attendance.

Challenges

- To encourage lecturer participation in research into teaching and learning practices
- The biggest challenge still is to convince academic staff of the importance of good teaching-learning practices and innovation in this field. With the pressure to publish, research still is (especially for HoDs) the most important output, and teaching academics find it difficult to be motivated for development in the field of teaching-learning, in the light of their enormous workloads.

Recommendations

- Establish a teaching-learning colloquium.

INSTITUTIONAL RESEARCH

Progress and research outputs during 2010

The team of four institutional researchers within DIRAP has made good progress during 2010 and is starting to work together well as a research team. The team meets regularly to share the work each researcher is engaged in, and this sharing and discussion of the research has provided useful in strengthening the work done by each researcher and also in identifying and building on areas of overlap. We are reaching a point where the distinctiveness of each researcher's focus, as well as the areas of overlap and synergy is becoming increasingly clear.

One of the goals for the DIRAP institutional research (IR) team during 2010 (and beyond) was to raise awareness across the UFS of the value of IR and the importance of making decisions based on data and evidence. In this regard, the IR team has worked with the Faculties of Education and Natural and Agricultural Sciences at various points in the year. The Faculty of the Humanities requested a faculty-specific study on student performance over a six-year period from 2004 to 2009. The analysis and report prepared were well-received and reported to be helpful to the Faculty. Another study has been requested by the Faculty of the Humanities focusing on semester marks, exam marks and final marks in an attempt to understand what semester mark should be required of students to allow them to write their exam and have a reasonable chance of passing the module in question.

As part of our commitment to raising awareness of IR, we have also been working on the DIRAP Intranet site, which will be the interface via which staff at the UFS will be able to

access a wealth of institutional data and the results of institutional research work. The DIRAP intranet site went 'live' to UFS staff at the beginning of 2011.

The National Benchmark Testing is co-ordinated from the DIRAP Institutional Research Office. Merridy Wilson-Strydom, with administrative assistance by Pearl Mogatle, is responsible for this function. In February 2010 a total of 3 108 students wrote the NBTs at Main Campus, 1 438 at the Qwaqwa Campus and 903 students at the South Campus. The NBT results have been analysed in depth and relevant reports prepared for institutional and faculty use (see below). The 2010 results highlighted that the majority of UFS students, more than 75% of students across campuses, require additional academic literacy development support. The figure is even higher when we consider quantitative literacy and mathematics. This is in line with national trends. The key point is that we can no longer afford to see academic literacy support as something needed by a relatively small group of students who are 'underprepared', but is something that should be integrated with ALL undergraduate programmes if we are to make a meaningful impact on student performance.

All prospective 2011 students were informed (via an elaborate communication strategy – details available on request) that the NBTs would have to be written prior to registration in 2011. We obtained results for nearly 4 000 students who applied to begin their studies at the UFS in 2011. No testing took place on the Main Campus after registration as students are expected to have written prior to registration. A large-scale testing session was, however, conducted at the Qwaqwa Campus after registration as there is not at present a national testing venue in close proximity to Qwaqwa. We are in discussion with UCT to include the Qwaqwa Campus as a national testing venue from 2011. An NBT table formed part of the academic advising process at the Callie Human during first-year registration in 2011. More details on how NBT results were communicated during registration are available on request. Students who did not perform at the proficient level in the NBT Academic Literacy Tests, or who chose not to write the NBTs were automatically placed in an academic literacy development module. Specific regulations pertaining to the writing of the NBTs and how the results are used at the UFS have been formulated.

The IR team produced the following research outputs during 2010:

Institutional research reports (and other institutional documents):

- 2010 NBT Institutional Summary Report
- 2010 NBT Faculty Profiles (A profile of NBT results was prepared for each faculty.)
- UFS Admissions Criteria and Recommendations (institution-wide study on implications of increasing AP scores) – together with relevant presentations for deans and the university management
- Rationale for Increasing Admissions Requirements for 2011
- Humanities Students' Performance 2004-2009 (cohort analysis for each cohort of entering students and overall analysis and recommendations)
- An Analysis of AP Score and Proportion of Credits Passed for 2008 and 2009 cohorts
- Analysis of Interviews with Lecturers Participating in the Compulsory Class Attendance Project
- AP Score, NBTs and 2010 Semester 1 Performance: Possible predictors of success
- Proposal for the UFS Top Scholar Programme (targeting first-generation prospective students in Grades 10-12)

Academic publications (journal articles and chapters in books)

- Kriel, L., Louw, D. & van Vuuren, D., 2010. The role of leisure activities and social attitudes in the mass media consumption of a sample of South African adults: a psychographic approach. *Communicatio: South African Journal for Communication Theory and Research*, 36 (1), p. 71-93.
- Niemann, R., Marais, N. & Swanepoel, Z. (2010). Challenging the Four Corner Press as framework for invitational leadership in South African schools. *South African Journal of Industrial Psychology*, 36(1): 1 – 8.
- Niemann, R., Marais, N. & Swanepoel, Z. Chapter accepted for publication in *Teaching and Learning Dynamics*. Heinemann (was expected to be published September 2010).
- Wilson-Strydom, M & Hay, HR (2010). Reducing the gap between being eligible and being ready for higher education: a learner engagement perspective. In, D. Francis; S. Mahlomaholo; & M. Nkoane (Eds.). *Praxis towards sustaining empowering learning environments in South Africa*, pp.239-252. Bloemfontein: Sun Media. [Peer Reviewed]
- Wilson-Strydom, M (2010). Traversing the chasm from school to university in South Africa: a student perspective. *Tertiary Education and Management (TEAM)*, 16(4): 313-325.

Conference presentations

- Marais, N. *Connectivism: creating new learning pathways by challenging instructional design in a digital age?* Partnerships in Education: Research & Practice. EASA Conference, Vanderbijlpark, 12-14 January.
- Marais, N., Swanepoel, Z. & Niemann, S.M. *The paradox between the "Real World" and safe places of learning: a legal-psychological reflection on the problems surrounding over-aged learners in schools.* Partnerships in Education: Research & Practice. EASA Conference, Vanderbijlpark, 12-14 January 2010.
- Marais, N. *Research to support the implementation of education legislation.* Kenton Annual Conference. A New Era: Re-imagining Educational Research in South Africa. Golden Gate Hotel, Clarens, South Africa. 28 – 31 October 2010.
- Niemann R. & Marais, N. *Re-imagining novice teachers as leaders and the role they can play in building a community of educational researchers.* Kenton Annual Conference. A New Era: Re-imagining Educational Research in South Africa. Golden Gate Hotel, Clarens, South Africa. 28 – 31 October 2010.
- Wilson-Strydom, M. (2010). Traversing the chasm from school to university in South Africa: a student perspective. Presented at the EAIR Forum, Valencia Spain 1-4 September 2010. Received Best Paper Award.
- Wilson-Strydom, M. (2010). University access for social justice. a capabilities framework. Presented at the Social Justice in Education Colloquium, Bloemfontein September 2010.
- Wilson-Strydom, M. (2010). Using the national benchmark tests to inform institutional understandings of under-preparedness: implications for admissions criteria. HELTASA Conference, Tzaneen, 22-25 November 2010.
- Wilson-Strydom, M. – co-facilitator with R. Prince of HELTASA Pre-conference workshop entitled: Using Admissions Data to Inform Admissions Policy Decisions. HELTASA Conference, Tzaneen, 22-25 November 2010.

Other

- The Foundation of Institutional Research Institute of the South African Association of Institutional Research (SAAIR) was held in collaboration with the Directorate of Institutional Research and Academic Planning (DIRAP) at the University of the Free State from 18 - 20 August 2010. This event was organised and co-ordinated by Dr Isabelle Garish of DIRAP. Representatives from, amongst others, the University of Botswana, the North-West University, Nelson Mandela Metropolitan University, and the University of Johannesburg attended the Institute.
- Dr Isabelle Garish was Visiting Professor at the Eastern Cape Chapter of the South African Statistical Association (SASA). She visited Rhodes University on 4 August and gave two lectures, and one lecture at NMMU on 5 August. The lectures were attended by staff members and postgraduate students from Rhodes University, NMMU, and Fort Hare University.

New institutional research projects planned

In addition to our ongoing work in support of the larger DIRAP team, as well as in response to faculty requests for data analyses and reporting, the following projects are planned for 2011:

- Review of NBT performance and implications (included here is a possible national study, currently in conceptualisation phases, with UCT and other interested universities).
- Review and tracking of the implications of the increased admissions requirements.
- Understanding the impacts of the Residence-Based Peer-Educator Project (working together with Mr W.P. Wahl, Student Affairs). This includes offering (within a research framework) the YGPS (Your Global Positioning System) Short Learning Programme as a key component of the ongoing training provided for the peer educators.
- Formulation of a school classification scheme that can be used to provide greater depth to our access and admissions research (building on DOBE quintiles and other classifications, but addressing the various challenges inherent in these approaches). Once a classification has been prepared and discussed, we will work with Computer Services to load this classification system onto the PeopleSoft system.
- Proposal and initial steps towards a longitudinal project on student development – using grounded theory to develop a South African theory of student development (with Prof Vaste Torres and SDS).
- “What is success? Students’ perspectives” – exploring how students understand success and what students see as a ‘successful student’ and then comparing this to institutional and policy definitions of success.
- Development of a programme assessment tool – to support programme planning and realignment activities.
- Comprehensive teaching and learning profile of the Qwaqwa Campus.

UFS QUALITY ASSURANCE

Institutional improvement planning

One of the challenges the UFS faced the last few years was to use the insights and recommendations received from the Higher Education Quality Committee (HEQC) in the *University of the Free State Audit Report (2006)* wisely and optimally to design/redesign

the existing quality assurance systems and processes to continuously develop the University's institutional quality. In 2008 this led to the drafting of the *UFS Institutional Improvement Plan* as part of the institution's integrated planning process, which is embedded in the *UFS Strategic Plan (2006-2008)*. The improvement plan was submitted to the HEQC during November 2008. In May 2010 the UFS monitored the progress with regard to this plan and produced the *First Progress Report* – a report positively received by the HEQC during their visit to the UFS in June this year.

Continuous quality improvement

This year the Sub-Directorate: Quality Assurance continued to co-ordinate the development of policies and procedures through consultation with staff and students, and focused on operationalising and refining some quality improvement policies, procedures, mechanisms and actions to ensure excellence in teaching and learning, research and community service.

A further focus for the year was the internal and external self-evaluation of departments. Twenty-one departments already successfully completed an internal self-evaluation followed by an external evaluation. Twenty-six departments are furthermore busy with the final reports of their internal self-evaluations and eighteen departments are working on an internal self-evaluation followed by the external evaluation. The success of these evaluations lies in the rigorous way the institution manage the outcomes, namely a process conducted by the Head of Department, Office of the Dean and Quality Assurance Manager, ensuring the integrity of the evaluation process and the necessary improvement actions, eventually confirmed by the Vice-Rector: Teaching and Learning.

The next step: institutional quality enhancement strategy

To date the institution has succeeded in developing and implementing the UFS Quality Assurance System and 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 to 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.

To achieve the above, the Sub-Directorate is developing a document: *UFS Quality Assurance Planning to Enhance the Undergraduate Student Learning Experience*. The aim of this planning document is to provide a general overview of evolving approaches to the strategic management of quality assurance and enhancement at the University of the Free State to improve the student learning experience. To this end, it provides a strategic proposal to manage the quality of the student learning experience in such a way that the strategic planning and equality processes become more interlinked and learner centred. There is evidence in the higher education literature that institutional strategies reflect a more holistic approach to the enhancement of the student learning experience, and that institutions are seeking to engage students more proactively and productively in quality processes.

UFS SUCCESS RATES 2010

First-time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	80,28%	67,19%	73,32%	64,45%	70,38%
Education	77,57%	72,17%	84,05%	67,73%	70,64%
Health Sciences	96,48%	82,37%	100,00%	84,89%	93,09%
Law	73,62%	64,33%	69,15%	63,54%	68,13%
Natural and Agricultural Sciences	79,40%	66,25%	71,14%	65,23%	70,70%
The Humanities	78,63%	69,29%	80,19%	78,27%	77,88%
Theology	90,97%	0,00%	100,00%	0,00%	91,79%
Total	80,23%	69,73%	77,60%	69,94%	73,65%

Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	74,35%	61,71%	61,21%	55,41%	61,34%
Education	86,80%	81,08%	80,37%	73,08%	77,75%
Health Sciences	97,67%	91,44%	93,44%	87,53%	94,60%
Law	80,06%	67,70%	70,77%	61,21%	70,79%
Natural and Agricultural Sciences	82,34%	65,61%	65,10%	64,78%	71,13%
The Humanities	81,91%	71,02%	73,61%	69,89%	73,74%
Theology	90,67%	71,29%	84,88%	93,06%	90,36%
Total	83,41%	71,49%	70,67%	65,70%	72,37%

Distance Undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	47,44%	63,43%	100,00%	36,36%	45,43%
Education	95,44%	89,28%	100,00%	68,28%	72,87%
Health Sciences	0,00%	0,00%	0,00%	100,00%	100,00%
Law	74,17%	79,73%	25,00%	67,44%	72,87%
Natural and Agricultural Sciences	83,26%	86,69%	100,00%	50,87%	73,42%
The Humanities	97,52%	82,62%	100,00%	74,82%	80,49%
Total	75,67%	84,86%	93,15%	66,85%	71,44%

Contact Undergraduate

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	75,24%	61,57%	61,13%	55,70%	61,70%
Education	86,40%	71,14%	73,77%	75,81%	79,69%
Health Sciences	97,67%	91,44%	93,44%	87,53%	94,60%
Law	80,70%	66,89%	72,16%	61,01%	70,64%
Natural and Agricultural Sciences	82,33%	65,25%	65,08%	64,84%	71,11%
The Humanities	81,73%	68,94%	70,91%	69,76%	73,54%
Theology	90,67%	71,29%	84,88%	93,06%	90,36%
Total	83,60%	68,58%	70,04%	65,63%	72,43%

UFS GRADUATES AND GRADUATION RATE 2010

Output of Graduates

	White	Coloured	Indian	Black	Total
Undergraduate	1319	156	35	1452	2965
Undergraduate Diploma or Certificate (one or two years)	18	29	2	357	407
Undergraduate Diploma or Certificate (three years)	18	32	0	108	158
General Academic First Bachelor's Degree	582	56	18	751	1409
Professional First Bachelor's Degree (three years)	205	15	8	76	304
Professional First Bachelor's Degree (four years or more)	496	24	7	160	687
Postgraduate	1269	125	58	1125	2578
Postgraduate Diploma or Certificate	445	46	39	311	842
Postgraduate Bachelor's Degree	8	12	0	74	94
Honours Degree	526	55	12	455	1048
Master's Degree	234	11	5	244	494
Doctor's Degree	56	1	2	41	100
Total	2588	281	93	2577	5543

Contact Graduation Rate

	White	Coloured	Indian	Black	Total
Undergraduate	21,60%	13,65%	16,58%	12,54%	15,73%
Undergraduate Diploma or Certificate (one or two years)	10,74%	31,03%	25,00%	28,38%	26,33%
Undergraduate Diploma or Certificate (three years)	69,23%	33,33%	0,00%	17,76%	19,66%
General Academic First Bachelor's Degree	24,68%	15,02%	15,32%	11,39%	14,85%
Professional First Bachelor's Degree (three years)	25,06%	14,58%	23,53%	10,62%	18,18%
Professional First Bachelor's Degree (four years or more)	18,13%	8,05%	14,00%	8,84%	13,99%
Postgraduate	40,51%	34,64%	22,33%	31,17%	34,63%
Postgraduate Diploma or Certificate	65,43%	81,08%	66,67%	57,88%	61,14%
Postgraduate Bachelor's Degree	30,77%	33,33%	0,00%	30,60%	30,88%
Honours Degree	65,89%	43,31%	40,00%	34,29%	45,74%
Master's Degree	24,20%	11,83%	11,11%	19,47%	20,95%
Doctor's Degree	17,13%	4,55%	9,09%	20,20%	17,42%
Total	26,93%	19,79%	18,54%	17,27%	20,77%

Distance Graduation Rate

	White	Coloured	Indian	Black	Total
Undergraduate	26,38%	21,89%	25,00%	9,62%	13,76%
Undergraduate Diploma or Certificate (one or two years)	35,71%	45,24%	50,00%	15,77%	18,34%
Undergraduate Diploma or Certificate (three years)	23,08%	18,60%	0,00%	2,03%	6,49%
General Academic First Bachelor's Degree	28,40%	18,18%	100,00%	13,40%	20,28%
Professional First Bachelor's Degree (three years)	21,74%	25,00%	0,00%	50,00%	24,14%
Professional First Bachelor's Degree (four years or more)	25,64%	4,00%	0,00%	6,38%	15,79%
Postgraduate	45,03%	32,69%	28,93%	14,62%	38,12%
Postgraduate Diploma or Certificate	45,68%	32,00%	28,93%	14,38%	38,74%
Postgraduate Bachelor's Degree	0,00%	100,00%	0,00%	0,00%	12,50%
Honours Degree	35,71%	0,00%	0,00%	33,33%	34,69%
Total	40,73%	23,86%	28,68%	10,24%	23,57%

AWARDS AND ACHIEVEMENTS

Faculty of Law

(a) New senior appointments

Prof J Neethling as Senior Professor in the Department of Private 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

Dr BS Smith was selected for the Vice-Chancellor's Prestige Scholarship Programme.

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	8
Absa Prize	1
Bar Council Prize	1
Lexis Nexis Butterworths	1
Gildenhuys Lessing Malatji	1
Hill McHardy Herbst Bursary	2
Cliffe Dekker Hofmeyr Prize	2
Honey and Partners Prize	2
Faculty of Law Prize	10
FPI Prize	1
Free State University Law Clinic Award	2
Joos Hefer Prize	1
Juridical Society Trophy	3
Juta Prize	1
Kloppers Award	1
McIntyre and vd 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	7
Faculty of Law Trophy	5
Rosendorff and Reitz Barry Prize	2
Spoor & Fisher Prize	1

Tjaart Maré Floating Trophy	1
Jacobus Buys Prize	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 Henney Prize	9
Judge of Appeal LTC Harms Prize	1
Digipix Prize	1

Faculty of the the Humanities

(a) New senior Appointments

Prof CL Miller-Naudé – Senior Professor, Department of Classical Languages and Near Eastern Studies

Prof K Kondlo – Senior Professor, Centre for Africa Studies

Prof EC Ejiogu – Senior Professor, Centre for Africa Studies

Prof H Solomon – Senior Professor, Department of Political Science

Prof J Coetzee – Senior Professor, Department of Sociology

Prof J Dumas – Senior Professor, Department of Drama and Theatre Art

Prof G Barz – Senior Professor, Department of Music

(b) Prestigious awards to students

Kovsie Alumni Trust Award for the best MA student, awarded to Ms J. van der Westhuizen

Kovsie Alumni Trust Award for the best MSocSc student, awarded to Mr J. Cloete

(c) Student achievements

NL Mosotho (PhD student) WAS awarded the John van der Riet medal for his article: "Depression among Sesotho speakers in Mangaung, South Africa".

The Junior Odeion String Quartet won the ensemble category in the national ATKV Muziq competition.

Mr R Rheeder, a BMus student, won the piano category in the national ATKV Muziq competition.

Ms E du Plooy was awarded an undergraduate organ bursary in the Organ Bursary competition.

Ms L Coetzee was invited to attend the national Unisa Grade 8 Bursary competition at the recommendation of the examiner after she achieved 88% for her Unisa Grade 8 Organ examination.

Dr M Koenane (Programme Governance and Political Transformation) was awarded the prestigious Golden Key Award.

(d) Staff awards and achievements

Prof A Wessels (Department of History) was appointed as Visiting Fellow at the University of New South Wales at the Australian Defence Force Academy, Canberra (August 2009 to August 2011).

Ms RS Brink (Department Drama and Theatre Arts) received her PhD degree with the title "Semiotiese ondersoek na seksuele ritueel in die werk van Jean Genet".

Ms S Motsei (Department of African Languages) received the degree DLitt with the title "Expression of an aspect in Sesotho".

The composer **Mr H Huyssen** received the prestigious 2010 Helgaard Steyn Prize, the prize-winning work being Huyssen's Proteus Variations (2006). (This award is administered and presented annually on a rotating basis to a selected composer, painter, author or sculptor by the University of the Free State and the North-West University.)

Dr P Loeb van Zuilenburg (Department of Music) was awarded a Fullbright scholarship. He would conduct a research project on the development of a music entrepreneurship curriculum at the University of South Carolina from January to July 2011.

Mr G Kamper (Nomination) Best Actor (Volksblad Arts Festival).

Ms S Brink (Nomination) Best Actor (Volksblad Arts Festival).

Jonas – Mr G Kamper (Nomination) Best Free State Production (Volksblad Arts Festival).

Dr A Amtaika was elected to serve on the International Committee of Scholars of Local Government as Executive Director and Convener at an International Conference on Local Government, which took place at Khon Kaen University in Thailand from 17 to 19 November 2010.

Dr D Coetzee (Department of Exercise and Sport Sciences) was elected to serve on the South African Rugby Medical and Scientific Advisory Committee.

E Wouters (Centre for Health Systems and Research and Development) received the Encouragement Prize (Matthieu *et al.* – Rosa Blanckaert Foundation) from the Research Council of the University of Antwerp (€2000); European Society for Health and Medical Sociology paper prize 2010 (Foundation for the Sociology of Health and Illness) and the Young Researchers Essay Competition 2010 (The Lancet, Global Forum for Health Research, First Global Symposium on Health Systems Research).

Mr MJ Serekoane (Department of Anthropology) received his MA degree with the title: "The socio-cultural context of patients undergoing antiretroviral treatment in Petrusburg: an anthropological perspective".

Prof A Wessels (Department of History) was appointed editor of the *Journal for Contemporary History*.

Ms C Swart (Department of Afrikaans and Dutch, German and French) was appointed as editor of *Bloemskryfsels* and *DOLOS* (UFS Publication).

Dr C van den Berg (Department of Afrikaans and Dutch, German and French) was appointed to serve on the editorial team of *Acta Academica*.

Mr R Schoeman was appointed by the *Academy of Golf* to deliver lectures for the PGA Golf Diploma. He has worked with the Academy since March 2010. This course is accredited by the international PGA and ETA

Prof HJ Breytenbach (Department of Exercise and Sport Sciences) was appointed as an accredited researcher at SAMRA.

Dr RP Reyneke (Department of Social Work) was elected as member of the selection committee for the Stals prize: Social Work and Nursing of the South African Academy for Science and Arts.

Prof TG Neethling (Department of Political Science) was appointed as co-editor of a forthcoming book publication on post-conflict reconstruction by the Department of Defence.

Prof K Kondlo (Centre for Africa Studies) has been appointed as editor of the *State of the Nation*, 2009/2010; editor of the first volume of *Africa Focus*, 2009/2010; and guest editor of *Ndivhuwo – Journal of Intellectual Engagement: Mandela Edition*, 2010.

Prof HP van Coller (Department of Afrikaans and Dutch, German and French) was nominated as member of the NALN Committee.

Ms J Allen-Spies (Department of Fine Arts) was awarded the Audience Award (joint winner), Spier Contemporary 2010.

Dr PAO Akach (Department of South African Sign Language) has been appointed by the Minister of Basic Education as a member to serve on the Curriculum Management Team to manage the development of Sign Language.

Prof H Hudson (Centre for Africa Studies) was appointed co-editor of the International Feminist Journal of Politics (July 2011-June 2014).

Prof H Hudson (Centre for Africa Studies) was awarded a peace studies fellowship by the Consortium for Peace Studies at the University of Calgary (Canada).

Faculty of Theology

(a) New senior appointments

Dr GE Dames: Department of Practical Theology

Prof E de Boer was appointed as Professor Extraordinary in Post-Reformation Studies in the Department of Church History and Polity.

(b) Prestigious awards to staff and students

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

AWARDS, BURSARIES AND PRIZES	NUMBER OF STAFF
The following persons received research grants from the NRF:	
Prof RM Britz - R40 000	1
Prof PGR de Villiers - R40 000	1
Prof SD Snyman - R40 000	1
Prof J Janse van Rensburg - R40 000	1
Prof P Verster - R28 000	1
Prof DF Tolmie – R 40 000	1

Faculty of Economic and Management Sciences

(a) New senior appointments

Dr Petrus Nel was appointed as Chair of the Department of Industrial Psychology.

(b) Prestigious awards to staff and students

Prof Cobus Rossouw was appointed by the Independent Regulatory Board for Auditors (IRBA) to act as Independent Reviewer of the SAICA QE as subject specialist. He was also appointed on the Editorial Board of the Journal of Economic and Financial Sciences (JEF).

Prof Alta Koekemoer was appointed on the Editorial Board of the Meditari Journal.

Prof Lochner Marais received the Senior Faculty Research Award.

Dr Johan Coetzee received the Junior Faculty Research Award.

Mr Martin Oliver received the Faculty Award for Community Service Learning.

Ms Karlien Kitching received the Junior Faculty Teaching and Learning Award.

Dr Karin Thomas received the Vice-Chancellor's Award for Scholarship of Teaching and Learning.

Mrs Jana Lamprecht received the Excellence in Teaching Award (junior category) from the UFS.

Ms Sanet Snoer received the Excellence in Teaching (junior category) Award for her outstanding scholarly contribution in the field of teaching and learning from the UFS.

Dr Johan Coetzee was appointed as member of the "Corporate Social Responsibility Reporting and Financial Performance" Research Group/Network, Department of Finance, Johannes Kepler University of Linz, Linz, Austria.

Prof Hendri Kroukamp was re-elected as Africa representative on the IASIA Board of Management 2010 – 2013.

Prof Hendri Kroukamp was awarded a certificate for acknowledgement for outstanding leadership and service to IASIA – Presented at the Plenary Session of the IASIA conference – 16 July 2010.

Prof Tienie Crous was elected as Vice-President of the South African Commerce Dean's Association.

Prof Tienie Crous was elected as convenor of the selection committee for the Stals prize in Management of the South African Academy for Science and Art.

Prof AvA Smit was elected following committees of the South African Academy for Science and Art: Regulations Selection Committee; selection committee for the Frans du Toit medal for Business Leadership; and the selection committee for the Christo Wiese medal for upcoming entrepreneurs.

Prof Tina Kotze was listed as Associate Editor for the 2010 volume of *The International Journal of the Humanities*, as well as for the 2010 volume of *The International Journal of Interdisciplinary Social Sciences*.

The BPsych (Industrial Psychology) programme was granted reaccreditation by the Health Professions Council of South Africa (HPCSA) with an evaluation mark of 85%. Mention was made of an exceptional internship programme under the leadership of **Drs Loura Griesel and Estelle Boshoff**.

Prof Frikkie Booysen Was awarded a Fulbright scholarship to spend 2010/11 in the USA to work on various ongoing and new research projects.

The **School of Management** at the University of the Free State (UFS)'s curriculum was rated as the best in South Africa for the second successive year in the September 2010 edition of the Financial Mail.

Apart from its curriculum, the **UFS's School of Management** was also rated by its students and alumni as one of the top three schools in the group of 14 accredited business schools in South Africa in terms of the quality of its lecturers (first position), the degree to which the students enjoyed the course (third position) and the value for money that the school offers (third position).

AWARDS, BURSARIES AND PRIZES	Number of Staff
Faculty Research Award	2
Faculty Award for Teaching & Learning	1
Absa Prize	2
Absa Student Bureau Prize	3
Bennie Anderson Prize	1
Bloemwater Prize	1
Campher Management & Entrepreneurial Award	1
Centre for Development Support	2
Christine Rall Prize	1
Copy King & Printers Prize	3
Department of Industrial Psychology	2
Ernst & Young Prize	2
ERSA	4
EW Grunow Prize	2
Fanie Naude	1
Finweek	1
Flip van Heerden	1
First National Bank Prize	1
Greenwoods Chartered Accountants	1
HP Langenhoven Prize	2
ILSC	1
Interstate Bus Lines	1
JGL Consulting Prize	1
Juta Academic Prize	4
Kloppers Prize	1
Konica-Minolta	2
Lexis Nexis Butterworths Prize	3
Marais & Crowther Prize	1

Mazars	1
Auditor General	1
Old Mutual Prize	1
PKF	1
PPS Prize	2
PriceWaterhouseCoopers Prize	4
Private Sector management	3
SAICA Prize	2
School of Management	2
Skud-Skud Diggings	1
Standard Bank Prize	3
Spencer Financial Services	1
Sure Etnique Travel	1
T Roos & Co Prize	1
Van Schaik Prize	3
360 Wealth Creation	1
Willem Britz Broker	1
YBG Consulting Prize	1

Faculty bursaries were awarded to the following postgraduate students:

XV Johannes
TF Marais
D Siamubi
E van Staden
MM Mohlahlo
LG Mabina
R Beukes
NM Achadinha
I Salzmänn
MJ Hoyi
TA Goralotse

Mr Preston Durricks received the NATP Award for the best tutor on the UFS Campus. He tutored EKN114 and EKN124.

Faculty of Health Sciences

(a) Appointments

- Prof CA Beukes was appointed as Head of the Department, Department of Anatomical Pathology.
- Dr EC Janse van Vuuren was appointed as Senior Lecture/Departmental Chairman of Department of Physiotherapy (1 January 2010).

- Dr L Fouche was appointed as acting head of the Department of Forensic Medicine (July 2010).
- Prof RY Seedat was appointed as Head of the Department of Otorhinolaryngology (1 November 2010).

(b) Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Abbott Laboratories Floating Trophy , awarded to the best third-year student in Clinical Nutrition	1
Abbott Laboratories Prize , awarded to the best final-year student in Clinical Nutrition	1
Abbott Laboratories Floating Shield , awarded to the third-year student in the BSocSc Nursing programme who obtained the highest average mark in all the modules, provided that a distinction was obtained	1
Annalene Schoeman Floating Trophy and Arjohuntleigh Prize , awarded to the final-year student in the BSocSc Nursing programme who displayed the best clinical skills in Midwifery Practice	1
Annalene Schoeman Floating Trophy , awarded to the student in Advanced Midwifery and Neonatology with the highest average mark in core practical modules, provided that a distinction was obtained	1
AstraZeneca Prize , awarded to the best candidate in Anaesthesiology	1
BSN Medical Floating Trophy , awarded to the student in Operating Room Nursing with the highest average mark in theory, provided that a distinction was obtained	1
Community Health Prize, awarded to the second best first-year medical student in Concepts of Health and Disease	1
Community Health Prize , awarded to the best first-year medical student in Concepts of Health and Disease	1
Cornelis Wessels Medal , awarded to the best final-year student in Surgery	1
Batty Fichardt Medal , awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in General Surgery	1
Department of Occupational Therapy Prize , awarded to the best third-year student in Occupational Therapy	1
Dirk van Velden Medal , awarded to the best student in Anatomical Pathology in Phase II	1
Diva Nutritional Products Prize , awarded to the best final-year student in Community Nutrition	1
Dr W Grundell Floating Trophy , awarded to the best second-year student in Physiotherapy	1
Prize no longer exists.	
Eli Lilly Prize , awarded to the student with the highest achievement in Psychiatry over all the years of study	1
FSNCP Medical Floating Trophy , awarded to the student in Operating Room Nursing with the highest average mark in practical work, provided that a distinction was obtained	1

General Clinical Practice Floating Shield , awarded to the final-year student in the B.SocSc Nursing programme who obtained the highest average mark in all the practical modules over the four years of study, provided that a distinction was obtained	1
First Year in Optometry Prize , awarded to the best first-year student in Optometry	1
Second Year in Optometry Prize , awarded to the best second-year student in Optometry	1
Third Year in Optometry Prize , awarded to the best third-year student in Optometry	1
Fourth Year in Optometry Prize , awarded to the best fourth-year student in Optometry	1
Henriëtte Stockdale Floating Trophy , awarded to the final-year student in the BSocSc Nursing programme who displayed the best professional development throughout all the years of study	1
Henry Dubovsky Prize , awarded to the MBChB IV student who obtained the highest average mark in Internal Medicine	1
Hitech Therapy Prize , awarded to the best academic third-year student in Physiotherapy	1
Hitech Therapy Prize , awarded to the best clinical third-year student in Physiotherapy	1
Hitech Therapy Prize , awarded to the best final-year student in Physiotherapy	1
HIV/Aids Floating Trophy , awarded to the student in HIV/Aids Care with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	2
Horace Wells Medal , awarded to the best student in Anaesthesiology	1
RUDASA Elective Award , awarded to the student with the best elective study in Family Medicine	1
Japie Hough Medal , awarded to the best final-year student in Internal Medicine	1
Jock Murray Floating trophy, awarded to the best student in Community Service Learning	1
John van der Riet Medal , awarded to the best article in the clinical discipline	1
Joubert Floating Trophy , awarded to the student in Nursing Education with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	1
JP Dirker Floating Trophy , awarded to the best first-year student in PHT112 and PHT122	1
JP Dirker Floating Trophy , awarded to the best second-year student in PHT212 and PHT222	1
Compass Group Prize , awarded to the best first-year student in BSc Dietetics	1
Compass Group Prize , awarded to the best final-year student in Quantity Nutrition	1
Kerneels Nel Medal , awarded to the best article in the educational and/or qualitative research discipline	1
Kovsie Alumni Trust Award , awarded to the best overall first-year student in the School for Allied Health Professions	1

Kovsie Alumni Trust Award , awarded to the best overall first-year student in the School of Medicine	1
Kovsie Alumni Trust Award , 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
Leon Seymore Floating Trophy , awarded to the student in Occupational Health Nursing with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	1
Liezl Janse van Rensburg Prize , awarded to the best student in research in the fourth year	3
Marlene Viljoen Floating Trophy and Medal , awarded to the student in Primary Clinical Health Care with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	1
McGraw Hill Prize , awarded to the student with the highest average mark obtained in all the modules in the third year	1
Medi Nurse Trophy , awarded to the B Degree student in Advanced Nursing with the highest average mark, provided that a distinction was obtained	1
Medical Physics Floating Trophy , awarded to the best MMedSc student in Medical Physics	1
Medical Association of South Africa: OFS Branch Prize , awarded to the best MBChB final-year student	1
Medsien Medical Bookstore Prize , awarded to the best student in Phase II with the highest average academic mark, provided that it is a distinction	1
Johnsons' Baby floating Trophy and prize , awarded to the final-year student in the BSocSc Nursing programme who obtained the highest average mark in Midwifery Theory, provided that a distinction was obtained	1
MG Lötter Prize and Floating Trophy , awarded to the best student in BMedSc (Radiation Sciences)	1
Muller Potgieter Medal , awarded to the best article in the laboratory discipline	1
NHLS Prize , awarded to the best student in Anatomical Pathology	1
NHLS Prize , awarded to the best student in Microbiology	1
NHLS Prize , awarded to the best student in Haematology	1
Nestlé Prize , awarded to the final-year student who achieved the highest mark in the final Paediatric examination. This mark must be at least 75% (distinction).	1
Nestlé Prize , awarded to the best second-year student in BSc Dietetics	2
Nita Posthumus Floating Trophy , awarded to the second-year student in the BSocSc Nursing programme who obtained the highest average mark in all the modules, provided that a distinction was obtained	2
Obstetrics and Gynaecology Medal , awarded to the best final-year student in Obstetrics and Gynaecology	1
Old Mutual Floating Shield , 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 was obtained	1
Ophthalmology Prize , awarded to the M.B.,Ch.B. IV student who obtained the highest average mark in Ophthalmology, provided that a distinction was obtained	2
OTASA Prize , awarded to the best fourth-year student in Occupational	1

Therapy Clinical	
P C Minnaar Prize , awarded to the best honours student in Medical Physics	1
Paul Fischer Medal , awarded to the final-year who achieves the highest combined mark in Paediatrics for the fourth and fifth years of study. This mark must be at least 75% (distinction).	1
Pharmacology Prize , awarded to the student with the best performance in Pharmacology in the second year	1
Pharmacology Prize , awarded to the student with the best achievement in Pharmacology in Phase II	1
Physiotherapy Medal , awarded to the best final-year student in Physiotherapy	1
PPS Prize , awarded to the best fourth-year student in Theoretical Occupational Therapy	1
PPS Insurance Company Prize , awarded to the best student in Practice Management in MFamMed over all the years of study	
PPS Insurance Company Prize , awarded to the best undergraduate student in Family Medicine	1
PPS Prize , awarded to the final-year student in the BSocSc Nursing Programme with the highest average mark in all the theoretical modules over the four years of study, provided that a distinction was obtained	1
Pro Mente Sana Floating Trophy , awarded to the final-year student in the BSocSc Nursing programme who obtained the highest average mark in Psychiatric Nursing Theory, provided that a distinction was obtained	1
Psychiatry Medal , awarded to the best final-year student in Psychiatry	1
Regional Society of Community Nurses of the Free State Floating Trophy , awarded to the student in Community Health Nursing with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	1
SA Academy of Family Practitioners , awarded to the best final-year student in Family Medicine	1
Prize no longer exists, replaced by the Jock Murray Prize.	1
Sarine Fourie Floating Trophy , awarded to the student in Forensic Nursing with the highest average mark in core modules (theory and practice), provided that a distinction was obtained	1
School of Medicine Prize , awarded to the final-year student in the undergraduate medical programme with the highest academic achievement over all the years of study	1
Smith & Nephew Prize , awarded to the best undergraduate student in Orthopaedic Surgery	1
Theo Arndt Medal , awarded to the best undergraduate Urology student in the clinical years	1
Undergraduate Research Prize , awarded to the best undergraduate research report in the School of Allied Health Professions	5
Undergraduate Research Prize , awarded to the group that obtained the highest mark in the research project of the School of Medicine	4
Van Schaik Prize , awarded to the master's degree student with the highest average mark in all the modules	1
Van Schaik Prize , awarded to the best overall MBChB IV student	1
Van Schaik Prize , awarded to the best student in the School for Allied Health Professions	1

Welch Allyn Prize , awarded to the student with the highest average mark obtained in all the modules in the second year	1
Welch Allyn Prize , awarded to the student with the highest final combined mark in Clinical Skills	1
Welch Allyn Prize , awarded to the student who displayed the best progress in Clinical Skills	2
Welch Allyn Prize , awarded to the MBChB IV student who obtained the highest average mark in Otorhinolaryngology	1

The Faculty celebrated 40 years of existence in 2010.

- Prof AA Stulting of the Department of Ophthalmology was congratulated on the Paul Harris Fellowship award that was awarded to him.
- Prof GJ van Zyl was appointed as Dean of the Faculty of Health Sciences
- Prof A Venter, head of the department of Paediatrics and Children's Health, was chosen as the first president of the new association, Africa Paediatric Neurology Association (APNA).
- Prof AA Stulting of the Department of Ophthalmology was congratulated on receiving a merit award from the SA Medical Association.
- Prof GJ van Zyl, Dean of the Faculty, was congratulated on his nomination as Bloemfonteiner of the Year.
- Prof Y Botma from the School of Nursing was elected as the chairperson of the Sigma Theta Tau International's Research Committee.
- Congratulations to the following persons who received long-service awards:
 - 10 YEARS**
Dr BJ Janse van Rensburg, Mr RI Ramongalo, Dr R Nhiwatiwa, Dr E Loggenberg, Prof WJ Steinberg, Mrs C Meyer, Mrs L van Zyl, Ms M du Toit, Dr N Muhammad, Mrs A Nel, Dr M Saleen, Ms E Grobbelaar, Mr FC van Rooyen, Mrs JM Fourie, Dr RG Botha
 - 15 YEARS**
Dr CA Loubser, Prof JBC Botha, Mrs LA Kruger, Mrs MS Calitz, Dr DE Botha, Dr RG Book, Dr TE Kellerman, Prof PJ Pretorius
 - 25 YEARS**
Mr DA Johannes, Mrs DC Russel, Prof PPC Nel, Prof CL Odendaal, Prof PH Wessels
 - 35 YEARS**
Dr PJ van der Merwe
- Third-year medical students, PD Theron, L de Man, L Combrinck and M Muller were the winners of the Division Community Based Research at the Pfizer-UKZN National Young Scientists Research Symposium held on 20 October 2010. Their study leader is Prof VJ Louw from the department Internal Medicine.
- Dr M Jama and Ms T van der Merwe were congratulated on receiving a prestige scholarship award from the UFS.

John van der Riet Medal

Z Hattingh, CM Walsh, G Joubert

Socio-demographic risk factors for HIV infection in women living in Mangaung, Free Stat. S Afr J Clin Nut 2009, 22:203-207.

Muller Potgieter Medal

SM Meiring, J Vermeulen, PN Badenhorst

Development of an Inhibitory Antibody Fragment to Human Tissue Factor Using Phage Display, Technology Drug Development Research 2009, 70: 1999 – 2005.

Muller Potgieter Medal runner-up

A Korf, CP Herbst, WID Rae

The relationship between compression force, image quality and radiation dose in mammography, SA Journal of Radiology 2009, December: 86 – 92

Kerneels Nel Medal

JC de Villiers, Y Botma, I Seale

The fostering of competence through an authentic integrated assessment strategy for wound care nursing, Journal for New Generation Sciences 2009, 7 (2):59-74.

SENIOR WINNER: CLINICAL PAPER and the PATHCARE VOIGT & PARTNERS FLOATING TROPHY

Central corneal thickness of black, white and coloured patients in South Africa
SA Barrett, EJ Marais, G Joubert, Department of Ophthalmology

SENIOR RUNNER-UP: CLINICAL PAPER

Household food security in rural and urban communities in the Free State
CM Walsh, C van Rooyen, Departments of Nutrition and Dietetics

SENIOR WINNER: CLINICAL POSTER PRESENTATION

The treatment of uretero-pelvic junction obstruction with dismembered pyeloplasty: Does it improve renal function in the affected kidney?
FM Claassen, SW Wentzel, G Joubert, Department of Urology

SENIOR RUNNER-UP: CLINICAL POSTER PRESENTATION

Changes in peak filling rate with doxorubicin induced cardiomyopathy
AC Otto, J van Staden, J Lodewyk, G Joubert, Department of Nuclear Medicine

JUNIOR WINNER: CLINICAL PAPER and the BEST JUNIOR CLINICAL PAPER FLOATING TROPHY

The effect of intra-corporal spongiosum mitomycin-c injection therapy combined with optic internal urethrotomy in the treatment of anterior urethral strictures: Does it improve the treatment outcome?
FM Claassen, CJ Martheze, SW Wentzel, G Joubert, Department of Urology

JUNIOR RUNNER-UP: CLINICAL PAPER

Effect of not removing blood clots during laparotomy for ruptured ectopic pregnancy
A de Bruin, N Kotze, HS Cronje, Department of Obstetrics and Gynaecology

JUNIOR WINNER: CLINICAL POSTER PRESENTATION

Catheter position evaluation with optimized dose reduction in neonatal imaging
D Liebenberg, CT Crampton, CP Herbst, Department of Medical Physics

JUNIOR RUNNER-UP: CLINICAL POSTER PRESENTATION

Image quality assessment of image processing algorithms for clinical soft-copy mammography display
C Meyer, WID Rae, CP Herbst, G Joubert Department of Diagnostic Radiology

SENIOR WINNER: LABORATORY PAPER and the MSD FLOATING TROPHY

A simple probe real-time PCR assay for genotyping reassorted and non-reassorted isolates of Crimean-Congo hemorrhagic fever virus in Southern Africa

K Kondiah, R Swanepoel, J Paweska, FJ Burt, Department of Medical Microbiology

SENIOR RUNNER-UP: LABORATORY PAPER

Are the Dutch the founders of SA first recurrent non-Afrikaner familial breast cancer mutation?

NC van der Merwe, S-R Schneider, J Wijnen, N Hamel, WD Foulkes, Division of Human Genetics

SENIOR WINNER: LABORATORY POSTER PRESENTATION

Roberts syndrome: a chromosome instability syndrome

IZ Spies, **M Theron**, Division of Human Genetics

JUNIOR WINNER: LABORATORY PAPER and the BEST JUNIOR LABORATORY PAPER FLOATING TROPHY

Gene optimization for expression of Crimean-Congo haemorrhagic fever virus nucleoprotein and induction of humoral immunity in mice

R Samudzi, R Swanepoel, P Leman, J Paweska, FJ Burt, Department of Medical Microbiology and Virology

JUNIOR RUNNER-UP: LABORATORY PAPER

Mutational screening of Janus Kinase 2, Exons 12 and 14, in myeloproliferative neoplasms

QC Goodyear, A de Kock, Department of Haematology & Cell Biology

JUNIOR WINNER: LABORATORY POSTER PRESENTATION

The development of a qualitative high performance liquid chromatography (HPLC) method for the identification of antiretroviral drugs in urine of suspected overdose patients

M Potgieter, JB du Plessis, CE Brand, Department of Pharmacology

JUNIOR RUNNER-UP: LABORATORY POSTER PRESENTATION

Characterization of CR plates for background radiation monitoring

A Erasmus, A Korf, CP Herbst, WID Rae, Department of Medical Physics

SENIOR WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER and the DEANS FLOATING TROPHY

The theoretical knowledge of basic and advanced life support of postgraduate year 1 and 2 medical doctors

EW Turton, BJS Diedericks, G Joubert, Department of Community Health

SENIOR RUNNER-UP: EDUCATION & QUALITATIVE RESEARCH PAPER

The perspectives of health and safety representatives in a tertiary hospital: appointment system and functions

WH Kruger, Department of Anesthesiology

JUNIOR WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER

Learning styles and needs of undergraduate students in the Faculty of Health Sciences

┐ vd Merwe, GJ van Zyl, MM Nel, G Joubert, Department of Basic Medical Sciences

Faculty of Education

AWARDS

SANPAD BURSARY FOR PhD STUDENT IN HIGHER EDUCATION STUDIES

Ms Juliet Ramohai, a 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 2010/11. Her title was: *A living journey towards understanding black women academics' perceptions of transformation in South African higher education*. Her promoters were Profs Rita Niemann and Adri Beylefeld.

INTERNATIONAL DISSERTATION AWARD

Dr Nalize Marais, a PhD graduate from the Faculty of Education gained international recognition for her PhD thesis entitled: *Accountability and liability: an education law perspective on school leadership*, when she was the runner-up for the Best Dissertation Award of the international Politics of Education Association. She received the award at the annual conference of the American Education Research Association (AERA) in Denver, Colorado in April 2010. Her supervisors were Profs Rita Niemann and Johann van Staden.

THREE AWARDS FOR TOP ACHIEVER IN EDUCATION STUDIES

Mr Allan Manning, Faculty Manager of the Faculty of Education, received three awards for his achievements in Education Studies (Education Management). He received the Dean's Medal in the Faculty of Education as the best master's graduate student at the graduation ceremony in May. At the Faculty's prize function, he received the Kowsie Alumni Trust Award as the best MEd student and also received the departmental award for best MEd student.

SCHOOL OF HIGHER EDUCATION STUDIES

DEAN'S MEDAL AWARD

One of the SHES's master's students, Mr Henry Jacobs is the first MA (HOS) student ever to receive the Dean's Medal for the best master's degree student in the Faculty of Education.

SCHOOL OF CONTINUING EDUCATION

HPeDTECH INNOVATORS' AWARD

The School of Continuing Education (SCE) has been selected as an HP EdTech Innovators' Award recipient for its project, **e-Education in Physics: A powerful learning environment for 21st century teaching and learning**. Only four per cent of proposed projects were chosen internationally, making the SCE part of an elite cohort dedicated to enhancing education through the innovations possible at the intersection of teaching, learning and technology. The award is valued at more than \$40 000.

FACULTY/DEPARTMENTAL AWARDS, BURSARIES AND PRIZES:

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
FACULTY AWARDS	
Dean's Medal: Best MEd student in the Faculty	1
Best PGCE student	1
Best BEd student: Primary teaching	1
Best BEd student: Secondary teaching	1
DEPARTMENTAL AWARDS	
COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT	
Best MEd student	1
Best BEdHons student	1
CURRICULUM STUDIES	1
Best student: Practical Teaching	1
Best student: Advanced Certificate in Primary Education	1
Best student: Advanced Certificate in Secondary Education	1
PHILOSOPHY AND POLICY STUDIES IN EDUCATION	
Best postgraduate student	1
PSYCHOLOGY OF EDUCATION	
Best BEdHons student: Support teaching	1
Student with best progress in BEdHons: 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 BEdHons student: Support teaching (Practical component)	1
Best MEd Student	1
SCHOOL OF CONTINUING EDUCATION	
Best student: Advanced Certificate in Education	1
Best student: National Professional Diploma in Education	1
Most committed and promising female student	1
KOVSIÉ ALUMNI-TRUST AWARD (Education)	
Best master's student	1

ACHIEVEMENTS

DEAN'S OFFICE

DEAN: PROF D FRANCIS

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

- Editor-in-Chief *Perspective in Education*
- Editorial Committee of the *Journal of Education*
- Editorial Committee *Educational Research for Social Change*
- Editorial Committee of *South African Journal of Childhood Education*

RESEARCH ACHIEVEMENTS

Refereed Journal Articles

Francis, D (2010). Wedged within a triad of contradictory values: sexuality education in South Africa, *Culture, Health and Sexuality*, (under review).

Francis, D (2010). I would tell no one because it is for me to know... No one! Whom do Out-of-School Youth talk to about decisions regarding Voluntary Counselling and Testing? , *Indian Journal of Social Work*, (in press).

Francis, D Msibi, T (2010). Teaching about Heterosexism, Challenging Homophobia, *Journal of LGBT Youth* Journal of LGBT Youth, 8 (2), 157-173.

Mahlomaholo, S, Francis, D Nkoane, M (2010). Creating sustainable empowering learning environments through scholarship of engagement, *South African Journal of Higher Education*, 24(3), 281-286.

Francis, D (2010). "They need to know where they stand": Attitudes to HIV Voluntary Counselling and Testing amongst out-of-school youth, *South African Journal of Education*, 30, 327-342.

Francis, D (2010). "Sex is not something we talk about; it's something we do": testing the limits of drama and sexuality, *Critical Arts*, 24 (2), 58 -74.

Francis, D (2010). Sexuality education in South Africa: three essential questions, *International Journal of Educational Development*, 30, 314-319.

Books

Francis, D & Mahlomaholo, S (2010) *Praxis towards sustainable empowering learning environments in South Africa*, SUN Press: Stellenbosch.

Chapters in books

Beyers, C & Francis, D (2010) Sexuality education: are educators in transition, or just imitating expectations? In D Francis, S Mahlomaholo & M Nkoane (Eds.), *Praxis towards sustainable empowering learning environments in South Africa*, SUN Press: Bloemfontein.

Journal Editor-in-Chief

- 2010 Perspectives in Education

Journal Special Issues as Editor

Francis, D & Hemson, C (2010). *South African Journal of Higher Education, (Transformation and Social Cohesion in Higher Education)*, 24 (4) 323-326.

Mahlomaholo, S, Francis, D & Nkoane, M (2010). *South African Journal of Higher Education, (Creating sustainable empowering learning environments through scholarship of engagement)* 24(3), 281-286.

Conference papers

Francis, D (2011). The [in]visibility of [homo]sexuality in South African schools, Human Rights Education in Diversity Conference, NWU Potchefstroom, 15-20 April (Invited plenary speaker).

Francis, D (2011) *Towards understanding elements of a theory of oppression that should inform the work of teachers in higher education?* The 4th International Conference on Educational Reform 2011 ('Equity in Education'), Santi Spa & Resorts, Luang Prabang, Laos PDR March 24-25 March (Invited keynote address).

Francis, D (2010) Art as an HIV/AIDS Intervention Strategy, Drama for life Africa Research Conference, Wits University, Witwatersrand, 26-28 August (Invited plenary speaker).

Francis, D (2010) Black Consciousness, and Those Conscious of their Whiteness, 3rd Antiracism Colloquium, University of the Free State, UFS, 4th August. (Invited keynote address).

Francis, D (2010). Discourse, Consciousness and Enactment in Social Justice Education 7th International Congress of Higher Education Universidad 2010, Palace of Conventions, Havana, Cuba 8 – 12 February.

Francis, D (2010) Troubling Diversity in Higher Education, Scaena Theatre, University of the Free State, 30 September 2010.

FACULTY RESEARCH ACHIEVEMENTS

The Faculty of Education, as a research-led faculty, excelled in this area in 2010. The following are some of the notable achievements:

- Prof Corene de Wet obtained an NRF-rating for her contribution to education research.
- The Faculty hosts the accredited South African journal, *Perspectives in Education*, with Prof Dennis Francis as editor and Profs Corene de Wet, Rita Niemann, Drs Adré le Roux and Milton Nkoane as in-house members of the Editorial Board.
- The national conference of the Kenton Education Association was hosted by the Faculty. The conference took place from 28-31 October 2010 at Golden Gate. During this event Profs Rita Niemann and Dennis Francis were appointed as editors for a special edition of the accredited South African journal *Journal of Education*.
- A number of staff members outperformed the minimum requirements for research outputs, by delivering two or more outputs per year in the following areas:
Publications in accredited journals: Dr Gregg Alexander, Prof Corene de Wet, Prof Dennis Francis, Prof Rita Niemann, Dr Annalene van Staden and Dr Michael van Wyk.
Publications in conference proceedings: Dr C Beyers, Dr KS Milondzo, Prof JF Hay, Dr Milton Nkoane and Dr Michael van Wyk.
Participation in national and international conferences: Dr Gregg Alexander, Prof Corene de Wet, Prof Dennis Francis, Dr A Ferreira, Dr KE Khabanyane, Dr D Hlalele, Prof Rita Niemann, Ms MJ Ramabenyane, Dr ZI Swanepoel, Dr Annalene van Staden, Dr Michael van Wyk.

RESEARCH INVOLVEMENT IN NATIONAL/INTERNATIONAL PROJECTS

Prof R Niemann was 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 that appeared in 2010.

BOOKS AND CHAPTERS IN BOOKS

Sarfo F, Elen J, Clarebout G, Louw LP (2010). *Innovative instructional intervention and the need for a better insight into instructional conceptions*. . Edition: 1st In M Zuljan & J Vogrinc (Eds.), Facilitating Effective Student Learning through Teacher Research and Innovation, Slovenia, Ljubljana: Faculty of Education, University of Ljubljana, Slovenia. (pp. 151-174).

SCHOOL OF CONTINUING EDUCATION

TENDERS/PROJECTS

Apart from its current projects, worth R22 million, the School of Continuing Education (SCE) has secured new two-year tenders from the North-West and Mpumalanga Education

departments for the upgrading of the qualifications of more than a thousand teachers in Mathematics, Physical Science, Natural Science, Life Sciences, Technology and Economic and Management Sciences. A tender for the in-service training of Physical Science teachers in the Northern Cape was also awarded to the School for a period of three years.

The SCE has also concluded a memorandum of agreement with the Free State Department of Education for the provision of a number of courses addressing the content gap of teachers, as well as the training of school management teams, and was also requested to train Education Department officials in the South African Schools Act.

The School has also ventured into the field of FET colleges, training 230 college lecturers in, *inter alia*, teaching methodology, with ETDP Seta funding. Following the successful presentation of the Vocational Education Orientation Programme, the Flemish government has entered into an agreement with the SCE to further extend the training of lecturers from this sector.

SCHOOL OF HIGHER EDUCATION STUDIES

REPOSITIONING

The School of Higher Education Studies (SHES) is officially part of the Faculty of Education after a restructuring process of CHESD and the Faculty of Education. This bunch of vibrant, energetic academics is on the move, not only to position themselves within the Faculty, but also at national/international level, continuing to set high standards in the higher education arena.

ADAPTED MA (HOS) CURRICULUM

The SHES recently implemented an adapted curriculum for MA (HOS), catering not only for the needs of lecturers, but also those of administrative and support staff of HEIs. This once again shows that the School will continue to benchmark with the best.

ADVANCED DIPLOMA IN HIGHER EDUCATION

The School is proud to announce that the first and largest group ever to be registered for the Advanced Diploma in Higher Education (ADHE) since the diploma's inception will be graduating in May. This includes 18 staff members of the Vaal University of Technology. For the School this is a great achievement in assisting in the empowerment of colleagues from other HEIs.

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). This agreement continued in 2010 and is currently ongoing. According to the agreement, about 40 of their staff members registered 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.

SCHOOL OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGICAL EDUCATION

BEST LECTURER IN E-LEARNING

Mr Johan Coetzee received the UFS award as the best lecturer in e-learning.

PSYCHOLOGY OF EDUCATION

RESEARCH OUTPUTS

According to the preliminary Research Output Count of 2010, the Department had the most outputs of any department in the Faculty of Education, namely articles 8,33 and books 3,09. This is probably the first time that the Department Psychology of Education achieved top honours in the Faculty

RECORD MASTERS' GRADUATES AT ONE GRADUATION

At the May 2010 graduation ceremony Psychology of Education delivered 10 master's students - and a staff member was 50% instrumental in delivering an 11th student as co-supervisor. This is possibly an all-time record for one graduation ceremony in the Faculty.

REPRESENTATION ON PARLIAMENTARY PORTFOLIO COMMITTEE ON EDUCATION

One staff member (Dr Erna van Zyl) was privileged to be called in by the Parliament's Portfolio Committee on Education to testify about a submission on Early Childhood Education.

3.2.2 Research

Refer to 1.4.3.

3.2.3 Research funding

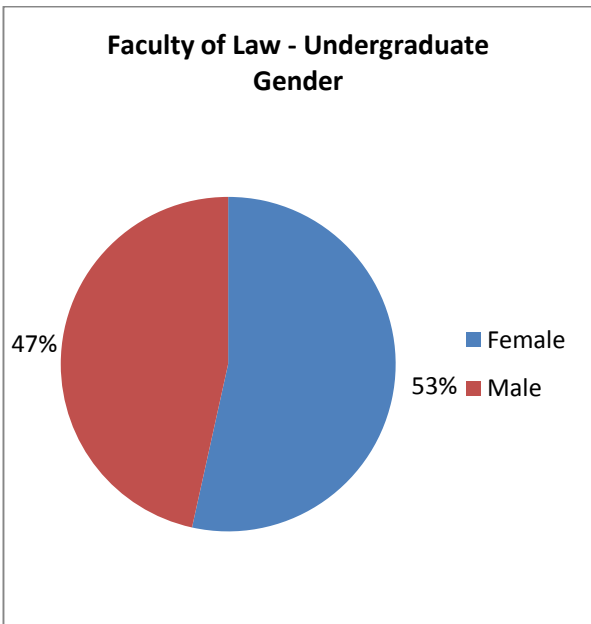
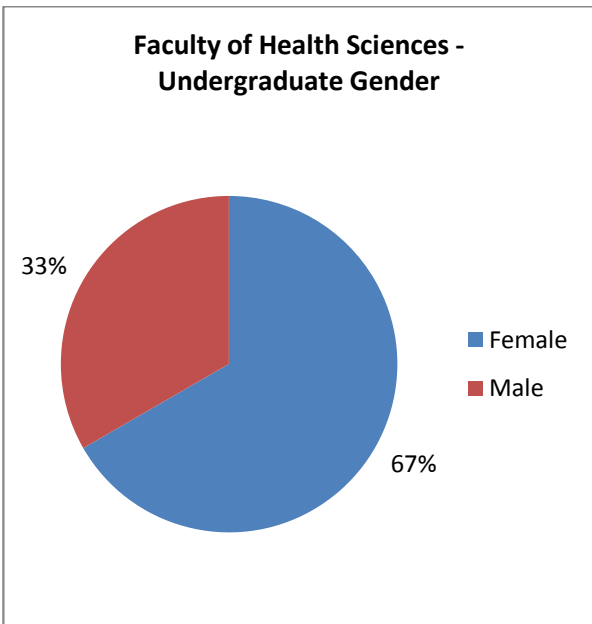
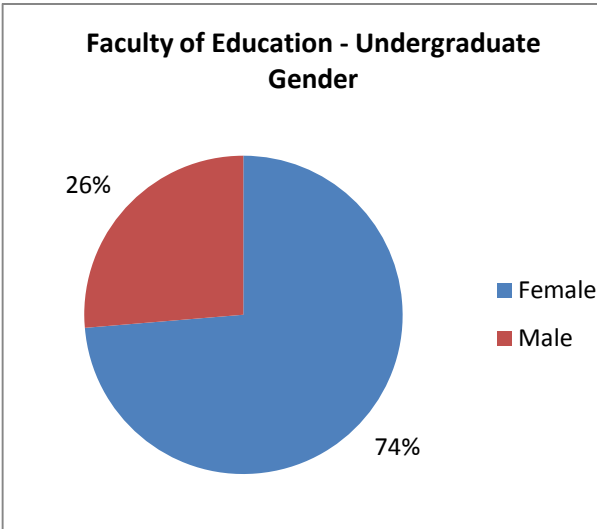
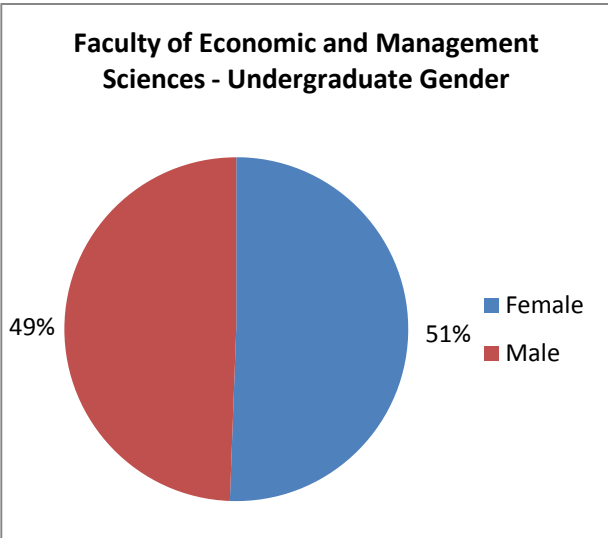
The total funding made available for research at the UFS increased from R199 million in 2009 to R211 million in 2010. A total of R8,9 million was allocated to researchers from central research funds and an additional amount of R17 million was reserved for strategic research activities.

The University received approximately R35 million from the National Research Foundation (NRF) in 2010, of which R9 million was awarded from the Research Infrastructure Support Programme.

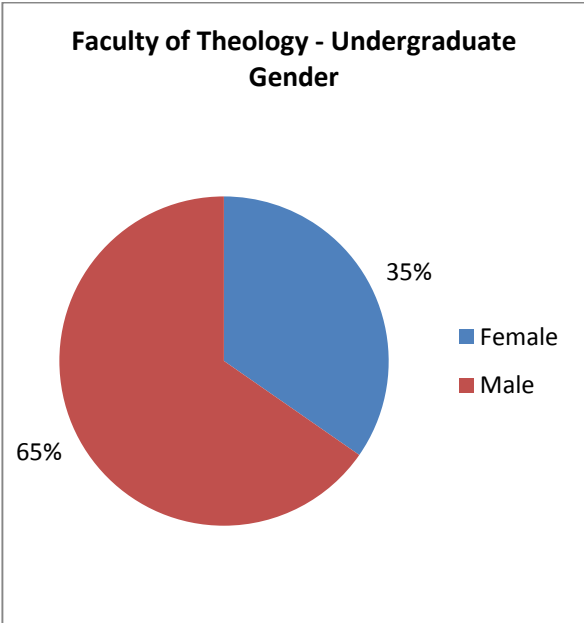
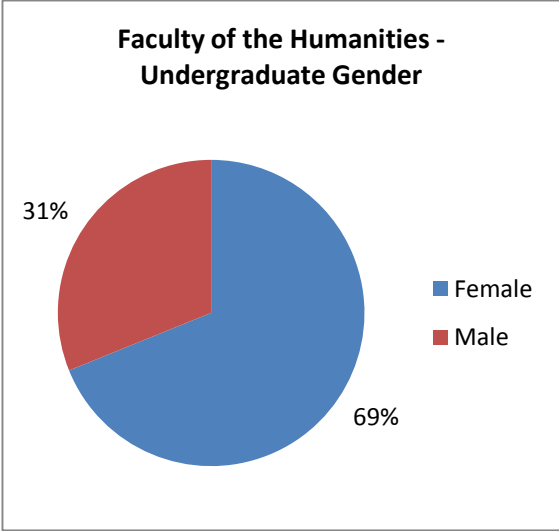
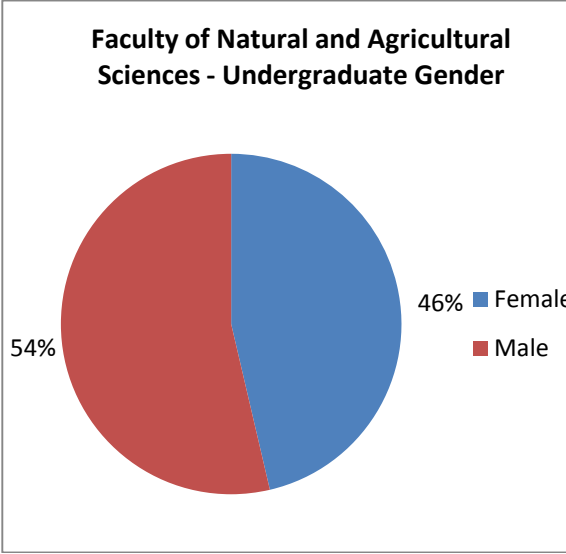
3.3 Composition and size of student body

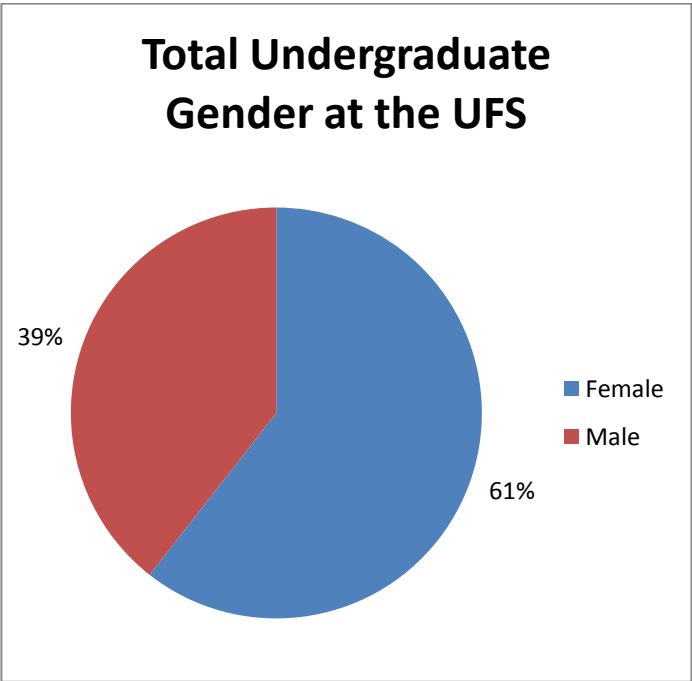
Student Profile Charts: 2010

Total Undergraduate Headcount by Gender

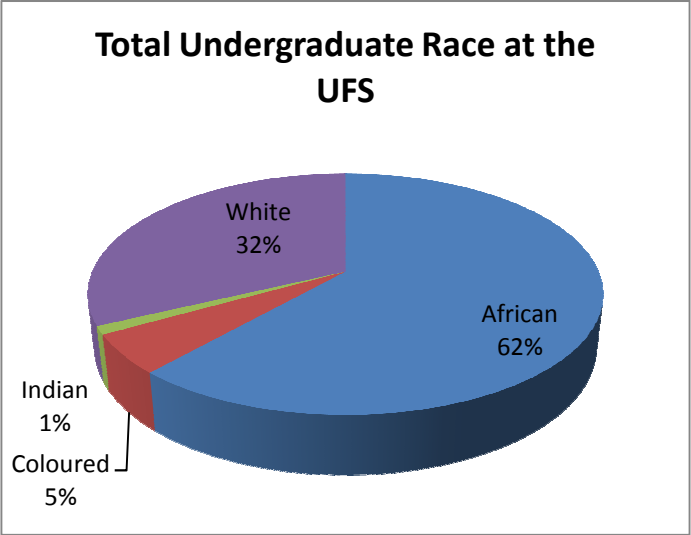


Total Undergraduate Headcount by Gender



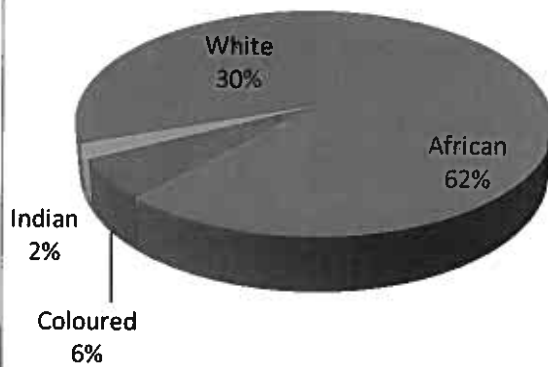


Total Undergraduate Headcount by Race

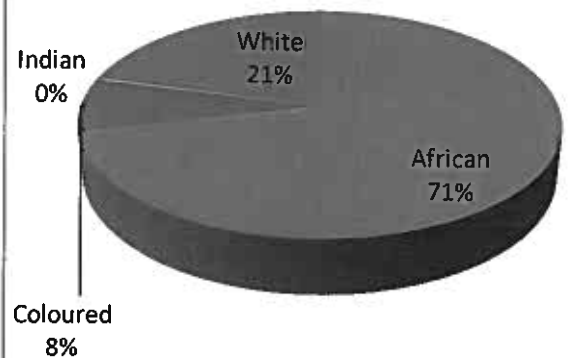


Total Undergraduate Headcount by Race

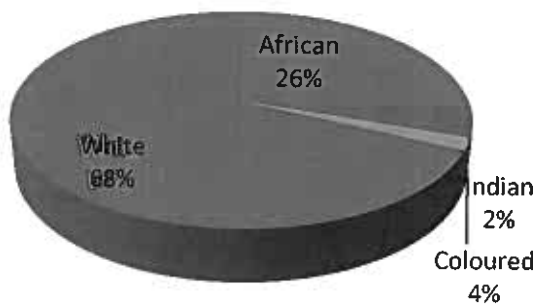
Faculty of Economic and Management Sciences - Undergraduate Race



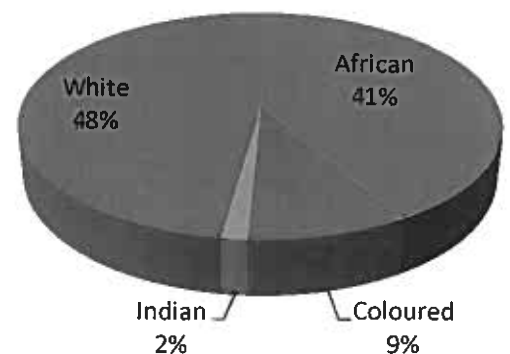
Faculty of Education - Undergraduate Race



Faculty of Health Sciences - Undergraduate Race

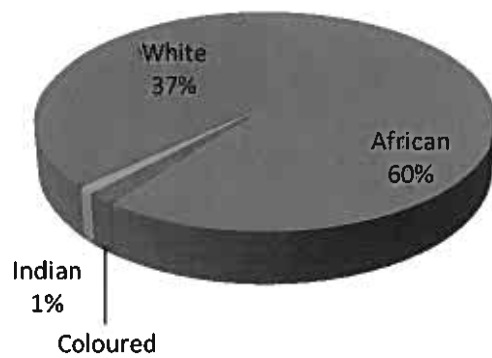


Faculty of Law - Undergraduate Race

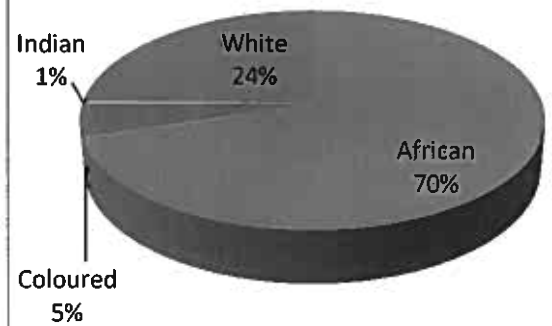


Total: Undergraduate Race Percentage

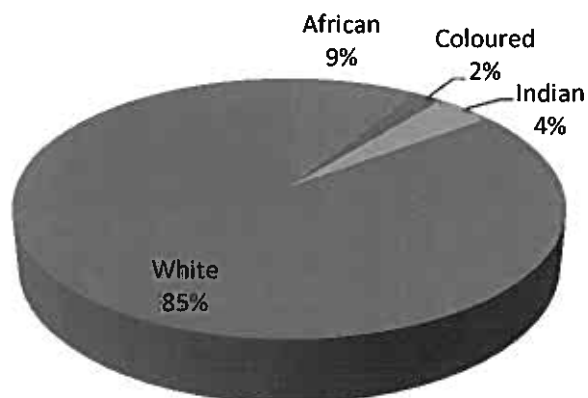
Faculty of Natural- and Agricultural Sciences - Undergraduate Race



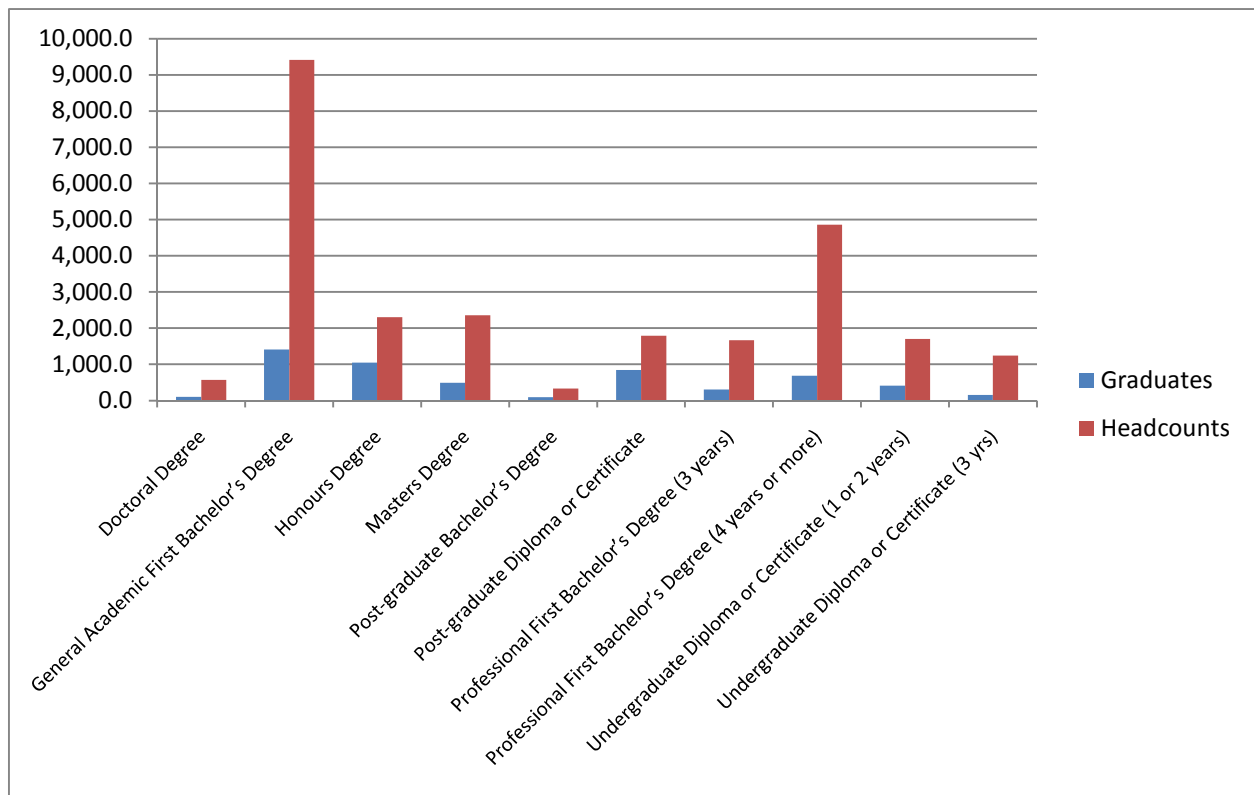
Faculty of The Humanities - Undergraduate Race



Faculty of Theology - Undergraduate Race



2010 Enrolled Students and Graduates



3.4 Access to financial aid and provision thereof

(a) Main Campus

A total of **1 196** students on the main campus received financial assistance. A breakdown of sources of funding is as follows:

Main Campus	2004	2005	2006	2007	2008	2009	2010
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	R 37 616 034,00
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	R 140 568,00
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	R 319 213,00
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	R 720 809,00
NSFAS/Thuthuka	R				0,00	R 1 468 576,00	R 2 006 949,00
Total	R 16 389 426,00	R 18 260 060,00	R 20 618 847,00	R 23 605 443,00	R 24 901 614,00	R 35 069 419,00	R 40 803 573,00

(b) Qwaqwa Campus

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

In 2003 discussions were held with student leaders in view of assisting as many students as possible to register.

A total of **1 137** students at Qwaqwa received financial assistance. A breakdown of sources of funding is as follows:

Qwaqwa Campus	2004	2005	2006	2007	2008	2009	2010
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	R 31 411 577,00
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	R 1 770 191,00
Total	R 11 395 931,00	R 12 393 715,00	R 16 050 413,00	R 19 575 461,00	R 24 517 234,00	R 29 638 495,00	R 33 181 768,00

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

(c) Vista Campus

Vista Campus	2004	2005	2006	2007	2008	2009	2010
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	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	R 0.00
Total	R 1 064 599.00	R 2 146 463.00	R 1 799 968.00	R 866 038.00	R 432 433.00	R 0.00	R 0.00

(d) Total Allocations to UFS

Total allocations to UFS	2004	2005	2006	2007	2008		2009		2010
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	R	69 027 611,00
NSFAS/Irish aid	R 69 948,00	R 0,00	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	R	140 568,00
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	R	319 213,00
NSFAS/National Skills	R 1 776 750,00	R 0,00	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	R	2 491 000,00
NSFAS/Thuthuka					R 0,00	R	1 468 576,00	R	2 006 949,00
Total	R 31 082 266,00	R 35 235 048,00	R 38 469 228,00	R 44 046 942,00	R 49 851 281,00	R	64 707 914,00	R	73 985 341,00

3.5 Changes in tuition fees charged

The average increase in tuition fees charged between 2009 and 2010 was 9,8%.



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Prof JD Jansen
Rector and Vice-Chancellor (Chairperson: Senate)

4. INSTITUTIONAL FORUM

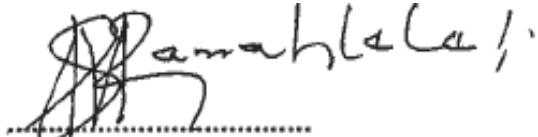
4.1 Report of the Institutional Forum and instances of advice sought by and given to the Council

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

- Vice-Dean: Natural and Agricultural Sciences.
- Vice-Rector: Operations
- New university brand

CATEGORY	REPRESENTATIVE(S)	DEPARTMENT
MANAGEMENT	Mr Lourens Geyer Mr Billyboy Ramahlele	Director: Human Resources Director: Community Engagement
COUNCIL	Mr Naude de Klerk Father Patrick Towe	Council Member Council Member
SENATE	Prof Lucius Botes Prof Neil Heideman	Dean: Humanities Vice-Dean: Agricultural and Natural Sciences
SERVICE EMPLOYEES		Mr Vuyisile Mazwi
ADMINISTRATIVE EMPLOYEES	Mr Olihile Moeng Mr Joel Thebe	Senior Faculty Officer
CENTRAL STUDENTS' REPRESENTATIVE COUNCIL	Mr SH Sibiya	Qwaqwa Campus

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 THE PRINCIPAL ON MANAGEMENT/ADMINISTRATION

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

(a) 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 co-ordinating 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 should 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 *staff development* areas were attended to during 2010:

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

The second focus fell on professional development training, including the training required by an individual to maintain proficiency and currency in the procedures and practices of a defined discipline or profession. Within this definition training 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 fell on career development training entailing 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 progressed well during 2010, and essentially entailed training sessions for new heads of departments and their respective staff. The implementation of the performance management system will continue during 2011 and involve the service workers.

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 three Sesotho communication courses (basic, intermediate and advanced). A total of 48 staff members completed these courses.

(c) Staff Wellness

This division assumes responsibility for staff wellness. As staff is a principal vehicle in the pursuance of organisational goals, it is an important business imperative to promote high levels of staff wellness, as this influences their 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. Wellness interventions aim to influence employees to adopt and sustain behaviours that reduce health risks, improve quality of life, enhance personal effectiveness, and benefit the organisation's bottom line. It includes learning new life skills that address both the positive and negative aspects of human existence. The programme is managed according to the World Health Organisation's (WHO's) seven dimensions of wellness (Social, Physical, Emotional, Career, Intellectual, Environmental, Spiritual). The model is systemic in nature and allows for the recognition of factors that could potentially influence wellness, at both macro and micro levels. The programme provides interventions at preventative, remedial and developmental levels and targets all levels of staff, including academic and support staff, service workers and pensioners. Special provision is made for alternative campuses.

The following areas of *staff wellness* were attended to during 2010:

Preventative programme: The rationale for this part of the programme is to equip staff with knowledge in all the dimensions in an attempt to influence attitudes and behaviour concerning health; and to promote the early detection of problems, so that informed decisions and remedial action may be taken. Programme content is based on the professional opinions of individuals in the wellness committee, feedback from line management and staff needs. A first campus-wide free health risk assessment was conducted for staff members to sensitise them as to their current medical status.

Remedial office: Staff members were seen for career evaluations. Also dealt with were line manager and labour relations referrals, such as for underachievement; 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 in instances of successful/contemplated suicide and suicide attempts. An emergency fund is managed to assist staff who are in critical need of monetary assistance for either consumables or medical care.

Personal skill development: The third main aspect that received attention was the development of people skills, such as creative leadership, ethics in the workplace, mentoring, personal branding, time and stress management, diversity training, conflict management, assertiveness training, et cetera.

Academic dialogue: A number of sessions were held to stimulate academic debate with regard to topics that influence wellness.

Support groups were initiated for staff suffering from depression, anxiety and single parents.

National Task Team for Wellness in Tertiary Institutions: A process was initiated in support of a national structure for health and wellness for purposes of benchmarking and best practice.

(d) Data integrity

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 benchmarked 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.

(i) Labour relations

Relations with the two unions recognised by the UFS in terms of the Labour Relations Act were strengthened when the following agreements defining the relationship between the UFS and the respective unions were finalised and signed:

- 1) On 14 October 2011 the amendment of the Collective Agreement with UVPERSU, the majority union, was signed. The purpose of the amendment was to align the time frames of private dispute resolution with those specified in the Labour Relations Act.

- 2) On 01 September 2010 the amendment of the Recognition Agreement with NEHAWU was signed. The purpose of the amendment was to align the agreement with the Labour Relations Act, current policies and procedures, as well as to stipulate the manner in which the union would exercise its organisational rights on the three campuses of the UFS. It needs to be mentioned that this agreement had last been formally signed by the parties on 27 April 1992.

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

The permanent appointment of the farm workers on the experimental farms in November 2010 after agreement was reached on the manner in which the conditions of service of the farm workers would be aligned with the Sectoral Determination regulating farm workers.

The year was concluded on a positive note with the signing of the salary agreement for 2011, following agreement between Management and the Joint Forum of the two unions on the first day of the first round of negotiations. The representatives of the Council and the Joint Forum agreed to use the Multiple-Year, Income Related Remuneration-Improvement Model as the point of departure for the next year's round of negotiations.

(j) Remuneration management

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: Dean and Junior Lecturer.

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) were submitted to the ETDP SETA during June 2010. 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 during 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 dimensions as described by the WHO.

The programme allows for interventions at the preventative, remedial and developmental levels. An exponential growth in participation was experienced.

(m) Performance management and staff development

The Performance Management (Dr R Huysamen) and Staff Development (Mrs M du Plessis) Division has two main functions, namely to provide continued training/retraining for members of staff via professional enrichment programmes and the Division implements performance management.

Staff Development

The Staff Development 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 2010, 825 members of staff attended various professional enrichment programmes over a period of 120 training days. These programmes were funded by the UFS. Members of staff continually evaluate the programmes and a satisfaction rate of 89% was achieved for the year.

Staff attended accredited module qualifications in Microsoft Office 2007, Qualitative Research, Project Management and SPSS (Research). The Division further concentrated on the improvement of service delivery and client services and offered seminars on professional growth, business communication and report writing and telephone etiquette. An advanced PA programme over a two-day period was specially designed for and delivered to all personal assistants and support staff.

The Leadership Learning Community Project resulted in 21 staff members from both the Bloemfontein and Qwaqwa campuses enrolling for the leadership development programme. Staff was representative of both academic and support staff. Research topics and projects were identified to be completed in 2011. Fourteen research topics and projects were identified. Money spent on this programme is ploughed back into the system through the publication of research articles. The Leadership Learning Community Project, involving nine staff members, continues in 2011.

In order to ensure that a culture of valuing diversity is embedded, service workers and support staff members also attended training courses in Afrikaans for foreign language speakers, English communication, Computer training and GroupWise training. During 2010 32 staff members completed the Afrikaans course, 21 the English communication course and 67 the computer training courses. Specific training on mentoring and coaching for service workers is scheduled for the rest of 2011. This training will specifically support the roll out of performance management to service workers.

Performance Management

The ongoing implementation of the Performance Management System went well during 2010. Since 2007, 1 283 staff members have attended performance management sessions. Owing to requests from departments, 293 people attended either individual or group sessions in 2010 in order to complete their performance plans. During August, the constraints in the work environment were assessed by 695 members of staff. The work

environment effectiveness index for this group was 73,54 for 2010. The IT system for performance management was also completed at the end of 2010. The UFS strives to assist all members of staff to reach their full potential as human beings and to contribute passionately towards ensuring the sustainability of a university of excellence.

5.2 Report on extended curricula and the University Preparation Programme (UPP)

Presentation venues

During 2010 the UPP was presented in the following sub-regions: Free State Province: Bloemfontein, Bethlehem, Sasolburg and Welkom. Northern Cape Province: Kimberley. Southern Cape: Oudtshoorn.

Student profile

Table 6: UPP registrations per population group 2010

CAMPUS	QUALIFICATION	Male	Female	African	Coloured	Asian	White	TOTAL
Sub-regions Total	UPP (Humanities)			173	74		12	262
	UPP (Natural Science)			23			1	25
	UPP (Econ. & Man. Sc.)			99	16		7	123
Sub-regions Total				295	90		20	410
South	UPP (Humanities)			537	37	2	42	618
	UPP (Natural Science)			146	6	2	6	160
	UPP (Econ. & Man. Sc.)			269	9	2	17	297
South Campus Total				952	52	6	65	1075
TOTAL NUMBER OF UPP STUDENTS		570	919	1252	142	6	85	1485

Highlights of the year

In comparison with the graduation figures of 2008, 376 more "UPP" students graduated at the end of 2009. (2010 graduation information will be available in February 2011.) There are currently over 1 200 students at the University of the Free State who began their studies in the Programme. Of these students, 584 came from the 2009 bridging year. Since 1993, over 4 500 students have enrolled for degree studies at the University after successful completion of the Programme. Since 1996, 1 476 degrees have been awarded to students who began their studies in the Programme (including 144 honours, 24 master's, and 7 MBChB degrees).

A highlight of the year is that two of our previous BSc students will facilitate in the 2011-UPP. Ebrahiem Botha, (UPP Oudtshoorn-2001) completed his MSc in 2010 and will register for his PhD in Chemistry in 2011. Theunis Muller, (UPP Bloemfontein 2003) obtained his

MSc in Chemistry with distinction and is currently registered for his PhD in Chemistry. Another student, MFT Mosoabisane, (UPP Bloemfontein -2002) also obtained his MSc in Chemistry in 2009.

The annual Co-ordinators' and Facilitators' Training Day on 17 April was experienced positively by the 15 co-ordinators and 134 facilitators who attended. The co-ordinators attended a workshop on '*A content-based instruction (CBI) approach to academic learning*' presented by Diane Harley from the USA. Dr Saretha Brüssow presented the facilitators' workshop on '*Do you want to do something practical and innovative in class to improve your students' learning?*'

Future challenges

On account of perceptions regarding the academic preparedness for higher education studies of current Grade 12 learners, and statistics about the inappropriate academic success of first-year students at university, academic departments tend to increase the re-admission requirements (admission to UFS programmes after successful completion of UPP year) for UPP students at the University. Some departments require an average pass rate of 65% in **all five modules** taken during the UPP year. One faculty requires a pass rate of 70% in the mainstream modules. The unrealistic implication is that re-admission requirements for the UPP are much higher compared to those for students in extended programmes. To establish such pass rates from 18-20 AP-scores in Grade 12 to an average of 70% in UPP after one year of constructive academic support is a huge challenge! To address this situation, we are in the process of comparing the results of first-year students at the UFS with those of the UPP to enable us to work towards a realistic dispensation for UPP students regarding re-admission requirements.

Extended programmes

List of extended programmes

- BA four-year curriculum (Bloemfontein and Qwaqwa campuses)
- BSoc Sc four-year curriculum (Bloemfontein campus)
- LLB five-year curriculum (Bloemfontein campus)
- BSc four-year curriculum (Bloemfontein and Qwaqwa campuses)
- BCom (General Management) four-year curriculum (Bloemfontein and Qwaqwa campuses)
- BCom (Accounting) four-year curriculum (Bloemfontein campus)
- BEd five-year curriculum (Bloemfontein and Qwaqwa campuses)
- BTh five-year curriculum (Bloemfontein campus)

Student profile

Table 7: UFS extended programmes per campus 2010

QUALIFICATION	CAMPUS	GENDER	AFRICAN	COLOURED	ASIAN	WHITE	2010 Total
BA (4-year cur.)	MAIN	Female	213	16		29	258
		Male	118	5		44	167
	MAIN Total		331	21		73	425
	QWAQWA	Female	312				312
		Male	176				176
QWAQWA Total		488				488	
Total			819	21		73	913
BSocSc (4-year cur.)	MAIN	Female	125	11	1	11	148
		Male	34	3		8	45
	MAIN Total		159	14	1	19	193
Total			159	14	1	19	193
LLB (4-year cur.)	MAIN	Female	122	28	3	45	198
		Male	87	17	4	85	193
	MAIN Total		209	45	7	130	391
Total			209	45	7	130	391
BSc(4-year cur.)	MAIN	Female	207	5	1	12	225
		Male	151	13	2	31	197
	MAIN Total		358	18	3	43	422
	QWAQWA	Female	72			1	73
		Male	64				64
QWAQWA Total		136			1	137	
Total			494	18	3	44	559

BCom(General Man.) (4-year cur.)	MAIN	Female	180	16		12	208
		Male	150	7	4	46	207
	MAIN Total		330	23	4	58	415
	QWAQWA	Female	120				120
		Male	95				95
	QWAQWA Total		215				215
	SOUTH	Male				1	1
SOUTH Total						1	1
Total			545	23	4	59	631
BCom (Accounting) (4-year cur.)	MAIN	Female	33			1	34
		Male	27	2		3	32
	MAIN Total		60	2		4	66
Total			60	2		4	66
BEd (Furth. Ed. & Train. Phase) (5-year cur.)	MAIN	Female	9			4	13
		Male	11	4		8	23
	MAIN Total		20	4		12	36

	QWAQWA	Female	175			175
		Male	114			114
	QWAQWA Total		289			289
Total			309	4	12	325
BTh((5-year cur.)	MAIN	Male	1			1
	MAIN Total		1			1
Total			1			1
Total Qwaqwa campus			1128	0	0	1129
Total main campus			1468	127	15	1950
Grand Total			2596	127	15	3079

Highlights of the year

The process of integration of foundational provision with first-year mainstream modules of extended degree programmes was continued in the Faculties of the Humanities (two extended programmes) and Economic and Management Sciences during 2010.

The highlights were the positive attitude of lecturers and students who participated, the realisation among students that integration of skills and subject content is required for academic success, and the appreciation students showed for their facilitators' efforts to support them. Lecturers were regularly exposed to development activities which improved their knowledge and skills regarding teaching-learning. The increase in lecturers' awareness of innovative methodologies and the importance of teaching-learning principles was an added value and lecturers also reported that they applied these development strategies in their mainstream programmes.

Regarding the five-year LLB extended programme, it was reported that the five-year-groups had a very high success rate in the additional foundation modules, a lower success rate in the first- and especially second-year modules than the four-year groups, and nearly the same success rates as the four-year groups in the third-year modules. If this tendency continues, they should achieve about the same success rates as the four-year group in the modules of the fourth year. One of the five-year LLB students, Hein Meiring, obtained his degree with distinction.

Future challenges

The biggest challenge is to get students to attend the academic facilitation sessions. The faculties decided to make attendance compulsory in 2011. This however, may not be so easy, owing to timetable clashes and students who enrol for more than or other modules than recommended.

Another challenge is finding suitable and willing staff and postgraduate students to participate. Staff members complain of being overburdened as it is, and the project results in added workloads. However, the availability of funding to compensate these staff members and facilitators currently serves as an incentive, and is highly appreciated.

A huge challenge will be successful implementation of the BSc extended programme, which will be presented at the South Campus from 2011. Problems are experienced with the commitment of the Department of Mathematics, but hopefully the problems will be sorted out before the end of 2010.

It will remain an ongoing challenge to involve more departments in extended programmes and to motivate them to become involved in the teaching-learning approach and integrate academic literacy skills with subject specific content of mainstream modules.

UNIVERSITY OF THE FREE STATE PARTNERSHIP WITH THE NATIONAL INSTITUTE OF HIGHER EDUCATION (NIHE) (NC) IN KIMBERLEY.

Table 8: Student profile

QUALIFICATION	Male	Female	UPP	1ST	2ND	3RD
BCom (General Management)			-	20	17	23
BSocSc (Human & Societal Dynamics)			-	35	25	15
BSW (Social work)			-	16	25	-
Humanities			127	-	-	-
Economic and Management Sciences			48	-	-	-
BMus			-	-	-	9
Diploma in Choral Directing			-	3	3	-
Diploma in Music			-	7	-	-
TOTAL NUMBER OF STUDENTS	110	263	175	81	70	47

During 2010 34 BSocSc and 24 BCom students graduated at NHE.

REPORT ON THE 2010 RESULTS OF THE UNIVERSITY PREPARATION PROGRAMME (UPP)

The educational basis of the UPP is 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 (UPP) 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 UPP 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 UPP programme management decided at the beginning of 2009 to focus on the implementation and application of the UPP teaching-learning approach in the finest detail, especially in cases where shortcomings could be identified, in order to prevent a decrease in the UPP throughput rate. Good in-service training and reorientation/honing of learning facilitators were undertaken by the module co-ordinators in co-operation with the UPP management. The good consequences of this approach resulted in a UPP 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 9: Pass rate for UPP students

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%
Average pass rate	962	683	74%	279	26%

This higher pass rate is on average 20% better than that of the previous year and more than 20% better than any of the previous annual pass rates of the UPP. (Table 6 indicates the pass rates of the past five years.):

Table 10: Pass rate of UPP students

UPP year	Pass rate
2009	74%
2008	48%
2007	53%
2006	54%
2005	51%
2004	46%

- **Possible reasons for the 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 UPP, 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 UPP year represented their sole opportunity to gain admission to mainstream studies.

- **Better logistical arrangements**

Handbooks, study materials, stationery and 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's Finance Department 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 UPP, 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 sub-regions) 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 2010 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 Centre for World Languages in Los Angeles, visited the UPP 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 sub region counsellors were specifically empowered and requested to specifically bring all further study possibilities and options to the attention of all the students. During 2010 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 suggested that the cafeteria should do away with more expensive meals which the poor students cannot afford and the programme management should assist in providing the students with inexpensive, affordable, healthy food choices.

Conclusion

The programme management of the UPP 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 are 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 2010 pass percentage be repeated and the same measures and principles that applied in 2010 will be applied again.

NATIONAL BENCHMARK TESTING PROJECT

During 2010 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.) 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 threefold:

1. The NBT's provide additional information about the competency profile of 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 difficulties.
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.

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.

Table 11: 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 th Feb 2010	2094	1014	1203	441	4752
South Campus	13 th Feb 2010	857	46	365	5	1273
Qwaqwa Campus	13 th Feb 2010	1438	0	224	0	1662
TOTAL		4389	1060	1792	446	7687

STUDENT DEVELOPMENT AND SUCCESS

Directorate for Institutional Research and Academic Planning, Sub-directorate: Student Development and Success

The work of the Sub-directorate: Student Development and Success focuses on three primary areas, namely: student engagement, the new academic tutorial programme (NATP) and academic advising.

Student engagement

The research leadership of the SDS in the field of student engagement was recognised in a report published by the CHE in October 2010 entitled: *Focusing the Student Experience on Success through Student Engagement*. Conference papers were delivered at the Southern African Association for Institutional Research's (SAAIR) Assessment Institute and at the International Forum. The paper at the SAAIR International Forum was judged by participants to be the second best paper of the forum.

In 2010 the second year of the CHE-UFS student engagement study involved seven institutions of which four were new institutions. A total of 9 442 students completed the South African Survey of Student Engagement (SASSE). The Lecturer Survey of Student Engagement (LSSE), which assesses staff perspectives on student engagement and complements the SASSE, was also piloted this year.

Institutionally data was collected using the following student engagement instruments:

- Before University Survey of Student Engagement (BUSSE)
- South African Survey of Student Engagement (SASSE)
- Lecturer Survey of Student Engagement (LSSE)
- Classroom Survey of Student Engagement (CLASSE)

New Academic Tutorial Programme (NATP)

The NATP was started in June 2007 with 15 tutors and has grown to a diverse pool of talented learning facilitators totalling 352 (as can be seen from the photo). The NATP is offered in 6 faculties and 28 departments, including services to the Unit for Students with Disabilities (USD) and in residence clusters through the Residence Tutorial Programme (RTP) which has approximately 26 tutors. There are 249 tutors on the Main Campus and 103 on the Qwaqwa Campus. In this year a pilot study using six on-line tutors for 1 300 Economics 1 students was launched. The impact of the programme can be described as follows:

- NATP monitoring and evaluation research shows that regular tutorial attendance across all the faculties has a positive impact on academic success
- The 2009 and 2010 online tutorial pilot with 1 300 Economics 1 students showed a similar positive impact on academic performance. As only six tutors were used to support 1 300 student, on line tutorial provision through Blackboard could provide possible solutions to problems related to a shortage of tutors and venues on campus.

- Language use in the NATP

With regard to the language use within the NATP, there are specific practices on specific campuses. On the Main Campus tutorial sessions are offered in Afrikaans and English. There are 74 Afrikaans tutors, 203 English tutors and 28 bilingual tutors. It is important to emphasise that the diverse composition of the NATP tutors enables students in the NATP to interact with tutors from their own and other racial backgrounds helping to promote a more diverse learning experience. The Faculty of Theology has requested a Sesotho tutorial in 2011 that will be piloted depending on demand.

On the Qwaqwa Campus tutorials are formally conducted in English, but tutors do make use of Sesotho and Zulu if students ask questions in these language to help facilitate learning.

Continued financial support of the programme is essential for it to contribute to the success of students. The expansion of the face-to-face component of the NATP is limited by the availability of tutorial venues and it is hoped that the online approach will provide solutions in this regard.

Academic advising

The SDS has been working on the development of an academic advising system for the UFS. The shift of Orientation back to Student Affairs enabled the SDS to focus on the creation of a system that will not only contribute to student engagement and success, but will position the UFS as a leader in the field of academic advice nationally. The rationale for the development of a new academic advising system is best summarised by the higher education expert Vincent Tinto in the following quote:

"Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students."

From an institutional perspective, the system was developed as a crucial strategy for improving throughput and success rates. Academic advising will provide support to students, especially first-generation students, who come from a schooling system where guidance has imploded by providing them with critical education planning assistance. Further academic advising aims to break the vicious cycle of credit overload and study debt through a complex team approach that involves multiple stakeholders from ICT Services, Admission, Finance, Faculties, support services, and others.

- Definition of Academic Advising

It is very important to emphasise that academic advice is not counselling, but a teaching and learning process, therefore it is defined as follows at the institution:

Academic Advising at the University of the Free State is a teaching and learning process where the institution builds a relationship with students and assists them to succeed academically and in the future as life-long learners.

- Activities in 2010

Ms Belinda Viljoen, visited the NACADA offices, Kansas State University and attended the NACADA Summer Institute where an action plan was developed for the UFS.

The first official training for a new approach to academic advising at the UFS took place on 15 and 16 November 2010 with 22 members from faculties, Marketing, the Unit for Students with Disabilities, Student Academic Services, Kopsie Counselling and the social worker's offices. This training will be repeated on 2 December for the Faculty of Economic and Management Sciences staff, as well as other interested staff. The training was focused on providing the essential skills and fundamental knowledge about academic advising practices and its implementation.

SERVICE LEARNING DIVISION (CHESD)

A considerable number of staff members at the UFS regard 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. Over time these academics have become convinced that service learning can contribute to the transformation of the institution by - as Prof Michael Gibbons suggests - assisting the UFS 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.

To advance the integration of reciprocal community engagement with teaching and learning, priority was 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) stated 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".

The Policy also proposed that service learning (SL), like all other forms of community engagement, should be embedded in a context of continuously negotiated, respectful partnerships that involve relevant community-based organisations, as well as local and provincial triple helix stakeholders. During 2010, the UFS's Directorate Community Engagement largely 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 SL as a curricular form of engagement and educational approach. The Division (with two staff members only) therefore provides various forms of support for lecturers who offer SL modules. The Division endeavours to liaise closely with the Community Engagement Portfolio Committees in the various faculties and on the Qwaqwa Campus.

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 of 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) utilisation of a web-based database for SL for reporting purposes; (9) national and international liaison; and (10) promoting SL as a scholarly activity.

In addition to the above tasks, the Division, during 2010, also focused more on capacity-building for some of the non-profit organisations (NGOs) that provide SL opportunities for UFS students. Funding made available by a charitable trust (through facilitation of UFS Research Development) is currently utilised for the UFS-NPO Research and Development Project with the able assistance of Mr Willem Ellis as project manager.

Service Learning as Scholarship of Engagement

Service-learning-related research outputs have been increasing over the past five years (one PhD awarded; several master's studies completed and underway; a broad variety of scholarly articles published; and many conference papers delivered). During 2010 it was decided to use the funding allocated through the UFS Transformation Cluster research initiative for a project entitled "Service Learning as Scholarship of Transformation". This project is aimed at bringing together ten colleagues (one from the Central University of Technology (CUT), one from the Mangaung-University Community Partnership Programme (MUCPP) and one from the Department of the FS Premier) in a "learning community" that met five times during the year in order to work on scholarly papers for publication. Every person who submits a "publishable" manuscript will receive a set amount from the funding as incentive. At this stage two articles have already been accepted for publication, three are ready for submission to journals, and five more are in process. This social learning process is proving to be a most valuable source of encouragement to participants.

In October 2010 the NRF extended its first call for submission of applications for funding within their new Community Engagement Programme. The Charitable Trust Project, as the basis for a three-year research project entitled "Knowledge as enablement – NPO focus", was used by 23 persons from the UFS, other universities, and the NPO sector collaborated in developing the proposal and intends to form part of the research team. The proposal was submitted on 27 October 2010 and accepted by the NRF. Several participants indicated that they want to continue with the research initiative, even if NRF funding is not allocated.

A snapshot of service learning in 2010

Even though not all the SL modules that were offered during 2010 were captured on the web-based SL database yet the following information may be gleaned from what was available in November 2010:

- The number of SL modules or modules with an SL component offered has been steadily growing (e.g. from 34 in 2007, to 48 in 2008, and 58 in 2010).
- The estimated number of students who enrolled for service learning modules during the course of 2010 is 3 000. At a minimum of 10 active hours spent in the community, this equals at least 30 000 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 15 000.
- The number of academic staff involved was a minimum of 65 full-time and several more part-time or on contract basis.
- Partnership formations and sites (more than 100) where SL implementation takes place range from urban (Bloemfontein, Mangaung, Heidedal), peri-urban (informal settlements) to rural (sites around the Qwaqwa Campus and in several sites within the Xhariep district). These partners/participants comprise a variety of NPOs; faith-based organisations; municipal health clinics, old-age homes; primary and

secondary schools; pre-school centres; local libraries; small businesses (SMME sector); and community development sites

The UFS made an amount of R1 000 000,00 available for the implementation of SL modules during 2010 (i.e. R300 000,00 less than in 2009). An additional amount of R200 000,00 was made available by the Director: Community Engagement and this allowed all the lecturers to continue offering the SL modules that form part of their students' academic programmes.

The funding was utilised for transportation of students; hours worked by additional staff on contract basis to accompany students; smaller amounts per student group for community project funding; training materials; refreshments; and a concluding joint celebration ceremony per module. Several of the modules also received smaller amounts of project funding from the business sector as enthusiastic students drew them into their community service endeavours.

Service learning in the faculties

The following numbers of service learning modules (or modules with an SL component) were offered per faculty during 2010:

- **The Faculty of the Humanities**

Fifteen modules within various academic programmes, some of which are multidisciplinary. Almost all academic programmes have an SL component, including the programmes for the Humanities; Political Transformation and Management; Language Practice; Psychology; Social Work; Art Administration; Drama and Theatre Arts; Music Education; Exercise and Sport Sciences; and Sociology.

Example: In the Study Buddy SL module in Psychology, students engage with secondary school learners to enhance their studying and general coping skills.

- **The Faculty of Economic and Management Sciences**

Seven modules within different academic programmes, including Entrepreneurship for SMMEs; Industrial Psychology; Accounting for Small Businesses in the Qwaqwa region; Economics; and International Economics.

Example: OBS (Entrepreneurship) students engaged with small business people who are involved in the Hand-in-Hand Project of the MUUPP.

- **The Faculty of Natural and Agricultural Sciences**

Five modules within various programme, including Consumer Science (community development through sewing project); Architecture (design projects at NPOs); Computer Sciences and Informatics (computer training for community members at South campus); training for emerging farmers (Agriculture); and the Science Education module of the Physics Department.

Example: the elective Science Education SL module, offered on site at Heidedal schools and the science centre of the Boyden Observatory, is generic and students from any programme can enrol for it)

- **The Faculty of Theology**

Five modules within four academic programmes, including Pastoral Therapy for Offenders; Pastoral Care for the Terminally Ill; Community Development (Missiology); Pastoral Care for the Aged. Practical Theology students engage with the Two Towers inner-city care centre for the homeless.

Example: Students enrolled for the Master's Programme in Pastoral Therapy engage with inmates of the local maximum security facility.

- **The Faculty of Law**

Four modules in addition to the practical work that students do within the ambit of the UFS Law Clinic (i.e. Legal Practice, Law of Procedure and Law of Evidence).

- **The Faculty of Health Sciences**

Distinct service learning modules have been developed and are offered in addition to clinical practice courses.

- **School of Nursing**

Six modules (Client Education; Wound Care projects; Nursing Education; Research Project in Postnatal Care; Early Childhood Community Health; and General Nursing; community health projects in collaboration with schools).

- **School of Medicine**

Three modules (Community Health: Concepts of Health and Disease; Health and Disease in Populations; the Doctor and the Environment)

- **School of Allied Health Sciences**

- Occupational Therapy – six modules with interlinked SL components and a wide variety of partners.
- Optometry – one module offered at various community sites.
- Dietetics and Human Nutrition – one module listed, various vulnerable communities served.
- Physiotherapy - two modules, various community partners.

- **The (new) Faculty of Education – three modules** (Dr Jannie Pretorius and Dr Annelie Ferreira offered these modules.)

Student outcomes of service learning

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 the results gleaned through these quantitative instruments and qualitative mechanisms point to the fact that well-structured SL modules 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, regional and global communities.

In many instances the creativity and care that students exhibit when they undertake their community-based work are quite breath-taking. For the majority of students, these experiences have a profound influence on the meaning-making process with regard to application of theoretical content in real-world contexts. There is ample evidence that most of the critical cross-field outcomes (CCFOs) are enhanced by SL, such as their understanding of the world as a set of related systems, and on the value of working in diverse groups. Through carefully structured reflection, many students undergo a transformative learning experience causing them to appreciate the value of life-long learning through respectful engagement and collaborative meaning-making with others, including the most vulnerable members of society. Opportunities to share an awareness of our common humanity with “clients” are often a life-changing experience for students, especially for those who initially did not want to do SL!

The impact of service learning modules on community and service-sector constituencies

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, which 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 may have shrunk from 40 cm to 4 cm 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 was developed/adapted more recently concerns Optometry students who, since adapting the SL approach to their community-based education, 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.

Service learning capacity building for UFS staff and others

In order to equip lecturers with the knowledge, skills and disposition that they require to implement effective SL modules, a specialised 24-credit module in service learning (HOS717) 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. Additional staff development activities that were offered included invited speakers who are specialists in relevant fields. The latest person to be invited was Dr Antoinette Smith-Tolken from Stellenbosch University who recently completed her thesis in which she used

grounded theory methodology to investigate service-based scholarly student activities (such as SL).

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). During 2010 the SPSLCB was offered to twelve lecturers and two CE administrators at the University of Johannesburg (UJ). Dr Luzelle Naudé and Prof M Erasmus presented the programme during three two-day contact sessions on the UJ campuses.

International liaison

During March of this year, the SL Division, in collaboration with Appalachian State University (ASU) in North Carolina hosted the very successful "Global Perspectives Forum in Service Learning, Civic Engagement and Community-Based Research" on the main UFS campus. Funding from the SPSLCB was used for this initiative, in addition to the funding made available by ASU. Prof Timothy Stanton, an SL expert from Stanford University, who was a guest speaker at the Forum.

Dr Luzelle Naudé, one of our most active SL colleagues, is currently on study leave at Cornell University where she works with Prof. Richard Kiely, a scholar who focuses on the transformative qualities of SL as a pedagogy.

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 (IUPUI). In July 2010, Prof M Erasmus presented a joint paper on SL and the Third Sector (NPOs and civil society) with Prof Robert Bringle (IUPUI) and others at the annual conference of the International Society for Third Sector Research (ISTR) in Istanbul.

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.

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 Plan

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.

With inputs from faculty and support services subcommittees, the Employment Equity Division updated the Employment Equity Plan of the University during 2010. The plan (1 Oct 2010 – 30 September 2013) was approved by the University Management Committee on 29 October 2010.

Owing 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. In the previous EE plan, Management set the numerical targets at a minimum level of 50% representation for the designated groups as a whole in each UFS staff category and these targets had to be attained within five years (by 30 September 2012).

It, however, became apparent that the University will not be able to attain these numerical targets. In the updated plan, using the same criteria, more realistic numerical targets were set at a minimum of 40% representation for the designated groups as a whole in each UFS staff category. These targets of 40% must be attained by 30 September 2013)

Furthermore, every available opportunity should be utilised to appoint people with disabilities

During 2010 the UFS was also under review by the Department of Labour (DoL) and has complied with all of the recommendations concerning employment equity set by the DoL.

The Rector also held an Employment Equity Imbizo during 2010 to obtain opinions from staff members and to make staff members more aware of employment equity issues.

UFS HEMIS PROFILE 2009 (Refer to 2010 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	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
Permanent Total *	328	47	7	498	880	310	68	7	790	1175	2055
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
Temporary Total *	466	19	17	595	1097	329	32	16	712	1089	2186
UFS Total	794	66	24	1093	1977	639	100	23	1502	2264	4241

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 classified as having temporary employment status.

UFS HEMIS PROFILE 2010

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instruction/Research Professionals	83	17	8	316	424	43	8	3	317	371	795
Executive/Managerial Professionals	9	4	1	45	59	4	1	0	23	28	87
Special Support Professionals	3	1	0	17	21	12	1	0	73	86	107
Technical Staff	12	3	0	23	38	2	0	0	8	10	48
Non-Professional Admin Staff	93	7	0	93	193	95	56	7	390	548	741
Crafts & Trades Staff	2	1	0	11	14	1	0	0	1	2	16
Service Staff	147	16	0	9	172	160	10	0	4	174	346
Permanent Total *	349	49	9	514	921	317	76	10	816	1219	2140
Instruction/Research Professionals	256	11	10	394	671	161	23	4	362	549	1221
Executive/Managerial Professionals	5	0	1	7	13	7	0	0	7	14	27
Special Support Professionals	5	2	5	21	33	0	1	0	42	43	76
Technical Staff	64	4	4	73	145	53	2	5	109	169	314
Non-Professional Admin Staff	96	5	3	76	180	100	14	0	240	354	535
Service Staff	52	1	1	7	61	16	4	1	3	24	85
Temporary Total *	478	23	24	578	1103	336	44	10	763	1153	2258
UFS Total	827	72	33	1164	2024	653	120	20	1579	2372	4398

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 classified as having temporary employment status.

2009 to 2010 change in UFS EQUITY PERMANENT STAFF PROFILE

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	8	3	2	5	18
Executive/Managerial Professionals	0	-1	1	-5	-5
Special Support Professionals	5	-1	0	-6	-2
Technical Staff	3	0	0	4	7
Non-Professional Admin Staff	30	6	2	40	78
Crafts & Trades Staff	2	0	0	-1	1
Service Staff	-1	3	0	5	7
TOTAL	46	10	5	42	104

Percentage change in UFS EQUITY PERMANENT STAFF PROFILE: 2010 compared to 2009

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	7%	14%	22%	1%	2%
Executive/Managerial Professionals	0	-17%		-7%	-5%
Special Support Professionals	50%	-33%		-6%	-4%
Technical Staff	27%	0		15%	9%
Non-Professional Admin Staff	19%	11%	40%	9%	9%
Crafts & Trades Staff	200%	0		-8%	-6%
Service Staff	0%	13%		63%	3%
TOTAL	7,4%	8,7%	36%	3,3%	4,1%

- 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
2010	13 145 524,00	52 667 117,00

- 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
2010	11 380 000,00	49 280 000,00

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 extracurricular activities

Student engagement and co-curricular activities are guided by the following strategic statements:

'We envisage a vibrant student life and learning experience that guides students in becoming ethical, assertive and well-educated leaders.'

'We work to establish this vision through creating, in partnership with students, innovative and conducive platforms for and communities of optimal learning, development of value-driven leaders and holistic student life expression.'

'We seek diversity in all programmes to build integrated and vibrant environments and relentlessly provide inspiring mentorship, excellent delivery of support services and research-driven practice.'

Student engagement and co-curricular activities result from the collaboration between Student Affairs staff and student leaders, as mediated by the various offices and departments in Student Affairs, namely the office of the Dean of Student Affairs and the departments Student Life and Leadership, Housing and Residence Affairs, Counselling and Development, the Unit for Students with Disabilities and the Qwaqwa Student Affairs Directorate.

Student engagement and co-curricular activities in 2010 included, among others, the following:

- **Special projects**, such as the First-Year (F1) International Study Abroad programme (71 students participating), the Kopsie Dairy programme (11 000 diaries distributed), the student wellness review programme and the public feedback and open forum discussion programme, which saw the introduction of a series of Indabas on key programmes, such as Rag and Intervarsity, and specifically the inclusion of student representatives from the Qwaqwa Campus in such meetings.
- The **review and redesign of student governance** at the Bloemfontein campus following the suspension of the Student Representative Council and Student Parliament because of its role in fostering racial conflict on campus. A broad student transformation forum, with its own study groups and committees, was introduced to oversee the review of the SRC constitution, while an interim student committee was elected through secondary student representative structures to oversee the continuation of student life programmes.
- **Student leadership development programmes**, such as the Po10See programme, candidate training, elected leadership training of the SRC Qwaqwa and Bloemfontein ISC, residence committees and executive committees of associations, and focussed training of portfolio committees of the SRC and the editorial teams of the student newspaper and radio station, Irawa and KopsieFM. An estimated total of 800 student leaders participated in these programmes.
- **Rag fundraising and KopsCom community service programmes**, such as the year-long fundraising programmes culminating in the Rag floats programme and a multitude of community service programmes run by the Kopsie Community Service Organisation with participation by residences and student associations. An estimates total of 4 000 students participated in the Rag programme throughout the year, raising a total of R1,6 million distributed to Kopscom and community service

projects. A total of 50 community service projects were run by Kovsky with an estimated total of a 1 000 students participating.

- **Orientation and learning communities programmes**, such as welcoming programmes for first-year students in residences and city residences, open day and recruitment programmes in collaboration with student associations and a social justice learning community pilot programme in collaboration with the departments of Philosophy and Occupational Therapy.
- A **projects and volunteers office** was established to respond to the needs of student associations for support in project and finance management and recruitment of volunteers. The office reviewed the policy on registration of students and negotiated the construction of association offices at the Bloemfontein campus with the Physical Planning department, to be completed in 2011.
- **Arts and culture programmes**, such as local and national a capella performance competitions, the annual Kovsky Idol competition, the annual Kovsky Extravaganza, which saw, for the first time, a full representation of diverse cultural genres and national artists performing therein, and a variety of choral, dance and debating teams participating in various events during the year. An estimated total of 2 000 students participated in various arts and culture programmes.
- **Student media programmes** through the student newspaper, Irawa, which published a number of editions throughout the year, and the student radio station, KovskyFM, which broadcasts as local community radio station. The Irawa had an editorial staff of 15 and 40 student journalists, while KovskyFM had five editorial staff members with 25 DJs and boasted a listenership (RAM) of 47 000 listeners.
- **Administration and finance programmes**, such as sponsorship support to student associations and the SRC, procedural guidance and support in co-operation with the administrative systems of the University and guidance in fundraising events. Some SRC events supported by these programmes include the academic honours event, recognition of sponsors event, the Freshers Ball, Soccer promotion campaign for Soccer World Cup 2010, international students welcoming event and a number of awareness campaigns at the Bloemfontein campus. The estimated total number of students participating in these events exceeds 3 000 students.
- **Social work Office** programmes, such as the Future Kovsky project that works with students in recruiting work opportunities such as, in particular, volunteering at the Soccer World Cup (SWC) 2010 and student volunteering in advertising campaigns on campus. Close to 100 students were employed or volunteered during the SWC 2010.
- Introduction of a **new placement policy in residences** at the Bloemfontein campus, that involved all placements being done by the department itself and not by students, and a focus on 50:50 placement of black and white first-year students. The majority of undergraduate residences were able to also maintain this ratio of

integration throughout the year, which represented a significant achievement for integration and transformation at the University.

- Introduction of **impact studies to monitor student experience** and attitudes in residences at the Bloemfontein campus, which showed a remarkable improvement in racial attitudes and overall positive student engagement in residence communities, such as 76% agreement that the residence environment supports integration and diversity.
- Introduction of **continuous professional development** of residence heads and departmental staff, including the attendance of international conferences, such as for IT support and residence life (ACUHO-I).
- **Review of student disciplinary codes** and the implementation of proper management of the disciplinary procedures.
- Introduction of diversity categories to the **Best Managed Residence Award programme**, with all 17 undergraduate residences participating.
- Further development of the peer mentoring programme towards the introduction of a **peer educators programme** in residences to support and guide specifically first-year students.
- **Intensive training of residence committees** regarding portfolio responsibilities and diversity management and cultural renewal. A total of 250 student leaders participated in these trainings, while a number of residence-specific training events were also hosted.
- Introduction of the first **Go Green Project** with a solar heating system for water usage in two residences, light motion sensors in the bathrooms and the public areas to save energy and programmes run for electricity awareness in residences.
- Opening of **computer labs** in all residences and extraordinary upgrading of seven residences that were in dire need of support.
- **Review of policies**, such as the placement of prospective students and the replacement of current students for 2011, with a greater focus on academic achievement.
- **Individual psychotherapy** with a total of 10 592 sessions (1 513 sessions per therapist), with a further 60 prospective students making use of career counselling.
- **Development workshops** focussing on study skills, learning styles, self esteem, stress management, emotional intelligence and interpersonal relationships, career planning in the 21st century and CV-writing and job-hunting skills. Reading development workshops were also presented in Nursing, Social Work, Health Sciences, Education and Law. A total of 926 students attended these workshops.

- **Career development programmes** with general and focussed career fairs (law and accounting), company presentations to students and assistance with company assessments of prospective students for recruitment. More than 60 companies participated in these programmes.
- **Service marketing programmes**, such as "Counselling at the Square" and assigning a psychologist to each faculty, which resulted in a marked increase in the numbers of group and individual appointments for career counselling and psychotherapy.
- **Student orientation presentations**, such as 'How to become a Relationship Idol 3' and Career Planning.
- **Establishment of student support groups**, such a support group for lesbian students and an HIV and Aids support group in collaboration with the HIV and Aids centre.
- **Sustained specialist disability support** to a total of 124 students with disabilities through learning support materials and services, assistive devices, tutoring and negotiations with service departments for improved services, such as the provision of invigilators for all alternative tests and exams that will be conducted at the USD, making the USD an official test and exam venue.
- **Disability financial aid support** through negotiation with the Bursaries and Loans Division of the University.
- **Disability accessibility programmes** such as a research project investigating the accessibility of Blackboard to students with disabilities, the promotion of Casual Day which recorded a number of 2 500 stickers sold in support of persons with disabilities, the first ever production of the Irawa student newspaper in Braille and a major accessibility project at the Bloemfontein campus focused on the installation of ramps across campus and a new elevator in the Psychology Building.
- **National disability collaboration programmes**, such as the hosting of the inaugural annual conference of Higher Education Disability South Africa (HEDSA) hosted at the Bloemfontein Campus and addressed, among others, by the Minister of Higher Education and Training.
- **Disability research programmes**, such as participation in a third-year psychology study investigating the coping skills of students with disabilities at the University, which is extended to postgraduate level.
- **Disability sport support**, such as inclusion of national disability sport team members celebrated at sport award ceremonies and support as far as possible, for our students with disabilities who participated in the Free State Athletics trials and for Sarah Shannon who remains a member of the OPEX high performance programme of the South African Sports Confederation and Olympic Committee (SASCOC).

- **Disability student representation**, through the establishment of the first association for students with disabilities at the Bloemfontein campus and its participation in student governance processes, such as the Broad Student Transformation Forum at the Bloemfontein campus.
- **Qwaqwa orientation programmes of first-time entering students**, such as presentations on life skills, tips for the transition of entering tertiary institutions, HIV/Aids and advising and branded materials of the university.
- **Qwaqwa student leadership development programmes**, such as the training provided by, and attendance of the SRC President and the Desmond Tutu Diversity Trust Leadership Programme and participation of five first-year students in the inaugural International First-Year Study Abroad leadership development programmes.
- **Qwaqwa student volunteer programmes**, such as the student volunteer week, which celebrated volunteerism together with organisations from the public and private sectors, by allowing students to volunteer to clean their residences and to pick up litter around the campus. Thirty-three students visited children at Bopanang Stimulation Centre and participated in cleaning the centre, cooking, washing and entertaining the children. A delegation of 48 students and peer educators volunteered at the *Pheko-Ka-Kopanelo Hospice* in Phuthaditjhaba, helped with the feeding of HIV/Aids patients, washed the laundry and helped to make the facility homely for all inmates.
- **Qwaqwa student governance programmes**, such as the review of the SRC constitution, the drafting of policies and procedures on protest marches in collaboration with the SRC and hosting of the SRC elections 2010, which were completed without any acts of violence and intimidation and a record voter turnout of 51%.
- **The introduction of Qwaqwa student transport support** to non-resident students, which was agreed to by student representatives and the taxi industry and outsourced to the Taxi Association. Four hundred students registered to make use of the service, which is run on a coupon system.
- **Qwaqwa student facilities and services**, such as the installation of two ATMs of ABSA and Standard Bank and additional printing services for student usage, while an additional officer was made available in the reading lab to assist the 60 students in the programme in 2010 and the resolving of conflicts regarding the catering services at the student dining hall.
- **Qwaqwa student housing programmes**, such as the construction of new residences providing 200 more beds, improvements to the residence managers facilities and the resolving of issues of safety and quality of housing at off-campus facilities.

- **Qwaqwa student sport programmes** such as initiating integration of the campus in sport programmes of the Bloemfontein campus such as Intervarsity, improving the sport facilities at the campus such as converting a soccer field to a cricket field and addressing difficulties relating to the absence of sport bursaries, as in the case of bursaries for leadership and culture.
- **Qwaqwa Student Affairs Excellence Awards** which were hosted with great success and gained a sponsorship pledge from Salemane Holdings to sponsor the Awards with R150 000 per annum for three years running.

5.7 Relationships with the community, both academic and services

5.7.1 Strategic international linkages and initiatives at the University of the Free State

Within a short space of time of being formalised, the Office for International Affairs has made noticeable progress through the development and implementation of initiatives which realise the goal of the University of the Free State's *internationalisation strategy*. The internationalisation strategy, revised in 2010, is now supplemented by an implementation plan which has given impetus to institutional policies which are informed by the strategic objectives. Aligned to the University's mission to become a research intensive university, the internationalisation strategy of the University of the Free State (UFS) has at its core research and teaching excellence. Staff and student mobility form a critical component of the strategy.

Although the UFS has always valued the establishment of alliances and agreements, the approach to strategic management for effective enhancement and positioning of the institution through these partnerships has not been optimal. More recently, however, significant changes in the management structure and strategic objectives of the institution have resulted in an increasingly important focus on this area.

In support of a broader institutional goal to develop and service quality partnerships, linkages and networks, an expanded vision for internationalisation was established to strategically select partners with whom to develop relationships, including the investigation into the possibility of innovative collaborations with emerging economies, such as South-East Asia. An external assessment was also conducted to explore the international ranking model(s) for the UFS to participate in as we reposition ourselves globally.

The UFS has developed a transformation strategy that will culminate in the University re-emerging as a proud and transformed South African national asset. A key part of this process is to reinvent the public image of the institution locally, nationally and globally through a variety of initiatives. One such project is the F1 Student Leadership Development Study Abroad programme which affords first-year students an opportunity to form part of the diverse social, cultural and academic lives of students at universities abroad, as well as join student leadership programmes. The programme's overall goal is "to build a new class of UFS students who become leaders over their four years of study and who commit to building a non-racial society during and beyond their university years" and also to responsible citizenship. Leaders who will want to take initiative as

individuals and citizens to contribute positively to a peaceful and non-discriminatory South Africa and world. The experience afforded the students an opportunity to learn from environments facing similar challenges to South Africa.

The Vice Chancellor's Prestige Scholarship Programme was launched in 2010 to address the University's capacity challenges. The goal of the programme is to select no more than 100 of the most promising young scholars (typically holding lecturer status) and to make substantial investments in their development towards becoming full professors who will have international exposure to work alongside international experts from reputable universities in their disciplines. Capacity challenges faced by the University are not unique to UFS only. Universities produce very low numbers of scholars who are expected to replace senior academics exiting the academia due to retirement. The participation of the University in the Erasmus Mundus scholarship programme facilitated by the National Department of Higher Education and Training funded by the European Union, has provided another avenue through which external financial resources in support of capacity development can be accessed.

The initiative to invite international scholars from across the globe for short- and long-term visits, teaching and research purposes has enhanced the learning environment for students and staff at the UFS. Almost every one of the seven faculties at UFS is host to a number of international academics who are also linked to various research centres such as the Institute for Studies in Race, Reconciliation and Social Justice. The Faculty of Natural and Agricultural Sciences hosted the 1991 Nobel Laureate in Chemistry, Prof Richard Ernst, as a guest lecture as part of his national tour of higher education institutions on the invitation of the National Research Foundation.

The University was privileged to have Mr Donald Gips, United States of America (USA) Ambassador to South Africa as a guest speaker during the official welcoming of all first-year students. Ambassador Gips encouraged the students to make the best of their university life by balancing their academic and social experiences. The Institute for Studies in Race, Reconciliation and Social Justice hosted four academics from various universities in the USA, who visited the UFS through the Fulbright Senior Specialist Programme. The scholars' research, which focused on issues of diversity and transformation, contributed to the formation of goals and objectives which will inform the Institute's research agenda. The Institute continues to engage with the Fulbright scholars beyond their visit in respect of various research projects.

An official visit to the University and the city of Bloemfontein by the Japanese Ambassador to South Africa, Mr Toshiro Ozawa, was significant enough to strengthen the Japan-South Africa relations, not just for the UFS, but for the local community of Bloemfontein as well. In collaboration with the Jonathan Edwards Centre at Yale University, USA, the UFS inaugurated the Jonathan Edwards Centre in Africa last year. The Jonathan Edwards Centre in Africa is part of a network of international research centres which aim to enhance Edwards' research and scholarship in Africa.

An International Advisory Council (IAC) was established to support and guide the university leadership in their efforts to reposition the University locally, nationally and globally. It is intended that the IAC will advise the University on its future positioning

strategies, especially in relation to its international ambitions as a place of scholarship and service among the leading universities in the world.

Internationalisation at the UFS followed a multidimensional approach to strategic partnerships and alliances, especially during the past four years. Guided by university mission and vision, and the internationalisation strategy, the Office for International Affairs is responsible for co-ordinating, facilitating and supporting the University's international engagements. The progress achieved in 2010 is a strong indication that implementation of the internationalisation goal at the UFS is taking place in an innovative manner to gain maximum impetus, while resources are being improved to achieve even better results.

5.7.2 Community engagement at the UFS: Centre for Health and Wellness (and HIV/Aids), UFS

At the beginning of 2010, the Kovies HIV/Aids Centre, Kovie Health and Staff Wellness were amalgamated with the new Health and Wellness Centre for staff and student focus. The three heads of divisions are:

Mrs Estelle Heideman (HIV/Aids);
Dr Annette Prins (Staff Wellness); and
Sister Riana Johnson (Health)

Both Estelle Heideman (Manager of the HIV/Aids Centre) and Tarryn Nell (Prevention Officer, HIV/Aids Centre) were recipients of the prestigious Mac Aids Fellowship offered by Mac Aids in partnership with University of Columbia, UCLA and the HSRC. Estelle Heideman successfully implemented her prevention plan in the Southern Free State among farm workers and has since secured additional funding to duplicate the programme on the campus of the UFS for 100 service workers. Tarryn Nell, on the other hand, chose students from Dr Blok School in Heidedal, Bloemfontein for her prevention plan which she also completed successfully. A description of her programme follows below:

Using emotional intelligence in HIV prevention work with adolescents:

Emotional intelligence is the ability to recognise, understand, control and communicate emotions, to have empathy for others (De Klerk & Le Roux, 2006:8). Developing emotional intelligence can lead to people knowing themselves better and feeling positive about their lives, accepting and controlling their emotions, communicating meaningfully with others, thinking carefully about decisions and motivating themselves (De Klerk & Le Roux, 2006:8). Emotional intelligence focuses on the following competencies: self-awareness, social-awareness, self-management skills and social skills, and, by developing these competencies, we could enable adolescents to make choices that are best suited to them and to find the motivation within themselves to carry out these choices. Increasing emotional intelligence could result in our youth being confident enough to stand up for their rights, to overcome the stigma and discrimination associated with HIV/Aids, to be able to empathise with those infected and affected, and to cope with the effects of HIV in their communities.

The programme was offered to 22 Grade 10 and 11 students from the community of Heidedal in Bloemfontein. The group was composed of both male and female school children. 'Cool Kids' was implemented in partnership with a community upliftment NGO, *Reach*, where the weekly sessions took place.

The six-week activity-based programme was first implemented with nine school children participating scholars from May to July 2010, and after this with 13 boys and girls participating from August to September 2010. The weekly sessions were approximately two hours each and aimed at addressing the following topics within a context of HIV/Aids:

- Testing existing attitudes, perceptions and knowledge of HIV/Aids
- Self-knowledge, who am I and how does HIV/Aids affect my world?
- Having empathy in a time of HIV/Aids
- Gender roles and self-knowledge in being a 'Cool Kid'
- Values: knowing mine and respecting yours
- Recognising emotions that are evoked by the HIV epidemic
- Knowing sources of resilience when my community is affected by HIV

A variety of creative and engaging activities were used within in the sessions, to create opportunities for discussion and to increase their knowledge on HIV/Aids.

After this, a workbook was compiled on activities for using emotional intelligence in HIV prevention work with adolescents. A workshop was also held for 17 employees and volunteers from *Reach* on emotional intelligence with the aim of enabling them to offer the programme in the future.

Wellness:

The Wellness Division previously mainly focused on UFS staff. We do, however, have one community outreach per year during which we invite community members to attend a presentation of interest. When requested to do so, we also do presentations in regard to workplace wellness.

On 15 May 2010, Dr Annette Prins (Head: Staff Wellness) initiated such a presentation for the Bloemfontein community on the topic "**Coping with troubled youth**". Professionals in the fields of alcohol and drug abuse, juvenile delinquency and homosexuality, took part in the event and 155 attended. Dr Prins also acted as a guest speaker at numerous organisations, including EAP Free State, the Department of Education and Radio Oranje.

5.7.3 Service learning

(Community) service learning (SL), as a curriculum for community engagement, is embedded in a context of continuously negotiated, respectful partnerships that involve relevant community-based organisations, as well as local and provincial triple-helix stakeholders. During 2010, the UFS Directorate: Community Engagement largely took

responsibility for broader partnership formations and community engagement in the more general sense of the concept, and the **Service Learning Division** of CHESD continued to focus more on aspects specifically related to SL as a curricular form of engagement and educational approach. The Division endeavoured to liaise closely with the Community Engagement Portfolio Committees in the various faculties and on the Qwaqwa Campus.

In addition to its co-ordination and staff development tasks, the Division has, during 2010, also focused more on capacity building for some of the non-profit organisations (NPOs) that provide SL opportunities for UFS students. Funding made available by a "charitable trust" was utilised for the UFS-NPO Research and Development Project.

SL-related research outputs have been increasing over the past five years (one PhD awarded; several master's studies completed and underway; a broad variety of scholarly articles were published; and many conference papers delivered). In October 2010 the NRF extended its first call for submission of applications for funding within their new Community Engagement programme. The Head of the Service Learning Division submitted a proposal for a three-year research project, entitled "Knowledge as enablement – NPO focus". Twenty-three persons from the UFS, other universities and the NPO sector collaborated in developing the proposal and will form part of the research team. The proposal was submitted on 27 October 2010 and approved in December of the same year.

The following is offered as a snapshot of service learning in 2010:

- The number of SL modules or modules with an SL component offered has been growing steadily (e.g. from 34 in 2007, to 48 in 2008, and **58 were offered in 2010**).
- The estimated **number of students** who enrolled for service learning modules during the course of 2010 is **3 000**. At a minimum of 10 active hours spent in the community, this equals at least **30 000 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 15 000.
- The number of **academic staff involved** was a minimum of **65 full-time** and several more staff members employed part time or on contract basis.
- **Partnership formations and sites (over 100)** where SL implementation took place range from urban (Bloemfontein, Mangaung, Heidedal), peri-urban (informal settlements) to rural (sites around the Qwaqwa campus and within the Xhariep district). These partners/participants comprise a variety of NPOs; faith-based organisations; municipal health clinics, old-age homes; primary and secondary schools; pre-school centres; local libraries; small businesses (SMME sector); and community development sites.

The UFS made an amount of R1 000 000,00 available for the implementation of SL modules during 2010. The funding was utilised for transportation of students; hours worked by additional staff on contract basis to accompany students; smaller amounts per student group for community project funding; training materials; refreshments; and a concluding joint celebration ceremony per module. Several of the modules also

received smaller amounts of project funding from the business sector as enthusiastic students involved them in their community service endeavours.

Evidence collected regarding the impact that SL experiences had on students points to the fact that well-structured SL modules 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, regional and global communities. In many instances the creativity and care that students exhibit when they undertake their community-based work are quite breath-taking. For the majority of students these experiences have a profound influence on the meaning-making process with regard to application of theoretical content in real-world contexts. Opportunities to share an awareness of our common humanity with “clients” are often a life-changing experience for students, especially for those who initially did not want to do SL!

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, which 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 Division 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). During 2010, the SPSLCB was offered to twelve lecturers and two CE administrators at the University of Johannesburg (UJ). 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. UFS staff members involved in SL participate in these endeavours whole-heartedly.

5.7.4 Community engagement

WINTER SCHOOLS SUPPORT PROGRAMME

The University, through the Faculty of Education, worked with the Free State Department of Education to offer supplementary tuition to Grade 12 learners in Bloemfontein, Thaba Nchu, Jacobsdal and Zastron. About 1 600 learners participated and the Faculty made its senior students available as tutors, while lecturers provided support to the tutors and teachers.

JACOBSDAL RURAL DEVELOPMENT ORGANISATION

The community is being assisted in establishing a community-based organisation which will facilitate development in their area. A strategic planning session is planned to assist in developing a business plan.

KHULA XHARIEP

The University has entered into a partnership with the communities of Tromsburg, Phillipolis and Springfontein in the rural part of the eastern Free State. Four of the University's community service learning modules are being offered in these towns. A new business plan is being developed to assist the organisation to move towards financial independence.

DIHLABENG MUNICIPALITY

The University has signing a memorandum of understanding with the municipality, which will facilitate the development of the area. Two consultative workshops have been held with stakeholders in the municipality. A business plan is being drawn up by group of experts and will focus on immediate and long-term interventions.

BEYERS NAUDE SCHOOL DEVELOPMENT PROGRAMME

The Beyers Naude Schools Development Programme (BNSDP) was established as a response to the challenges facing our national education system, with the aim of restoring the culture of learning and teaching in schools, while at the same time developing functional and sustainable relationships between key stakeholders within the school community. The following projects were undertaken:

- Debate: competitions by the local high schools, as well as university students are held on the premises of the University and winners are encouraged by receiving prizes.
- Infrastructure: The University jointly with Kagiso Trust, the MEC for Education in Free State and Kagiso Trust refurbished a library and a computer lab in the Qwaqwa area.
- Sports: The aim of the partnership between UFS and Kagiso Trust through the Beyers Naude Schools Development Programme is to sustain and promote local schools to be among the top achievers in the country. This again aims to promote creativity and innovative ideas amongst our Grade 12 learners in local schools. As part of the infrastructural launch, a sports tournament also took place. The sport tournament was held at the University of the Free State, Qwaqwa Campus sports grounds; with the ten Kagiso Trust schools participating.

Lokolohang and Beisang Mabewana Day Care Centres' Basic Computer Training

The University has formed a partnership with a day care centre to provide our IT students with an opportunity to implement their community service training. The training provides a three-day basic computer training for the children who will be joining the schools' system next year. The training will be followed by a graduation ceremony for the day care centres at the University's facilities, which, in turn, provides motivation for the parents of the kids to start preparing for their children's future.

CAREER ADVISORY PROJECT: INDUSTRIAL PSYCHOLOGY DEPARTMENT

This is a CSL project run in collaboration with TRG314 students. The basic aim is for students to develop a training programme that is career related. The idea is to skill

students in the development of training programmes while, on the other hand, we skill in making proper career choices and informed career decisions.

BASA MAGOGO

The Basa Magogo is a project that was named after a community member of eMbalenhle near Secunda, South Africa, Granny Nebelungu Mashini. She perfected the method when Nova introduced and tested it on a small scale. *Basa Magogo* means: Light up, grandmother! In Zamdela near Sasolburg, South Africa, the method was called: *Basa Mama*, which means: Light up, Mama!

The Basa Magogo Method:

As a method, Basa Magogo is quite simple: instead of starting the fire with paper and wood at the bottom and then adding coal on top, the opposite procedure is followed. That is, the paper and wood are placed on top of the coal, and the fire burns from the top downwards. It must, however, be done correctly.

Students are taught the difference between the old method and the new method which is Basa Magogo. They are taught of all the reasons why there is a need for the community to convert to the Basa Magogo method. As part of monitoring and evaluation, the students were then instructed to visit different households in the areas where the fieldworkers had demonstrated the method. The students were given a set of question to ask the respondent whom they found as per household. This then helped to evaluate the result of the work done by the fieldworkers. It also gave students the opportunity to get to know the community better, because the questions that they had to ask the households were structured in such a way that the answers would enable them to understand the household current way of living. The students participated in this project with great enthusiasm and 84 students participated.

BASIC ENTREPRENEURIAL SKILLS DEVELOPMENT

The Basic Entrepreneurial Skills Development (BESD) approach forms part of the work undertaken with the Department of Labour (DoL) within the framework of the Active Labour Market Strategy (ALMS) to address current skills shortages in South Africa with special reference to the informal economy. It is an innovative approach to skills development targeting small and micro-enterprises (emerging entrepreneurs) and is geared to contribute to making business more sustainable and creating more jobs.

Key features of the approach include the following:

- Demand-led training and support
- Integration of business, technical and other skills
- Long-term non-disruptive on-site training and situational learning
- Mentorship support
- Networks and co-operation with other organisations (private and public)
- Utilising local resources.

At the core of the application of the BESD concept at the operational (site) level, are the Entrepreneurial Development Practitioners (EDPs). They are previously unemployed

young people from local communities who are trained (combining theory and workplace experience) by a training provider (TP-EDP) as coaches in basic business skills. After having finished their training, they are to be employed by a different provider (TP-EE) which then has the overall responsibility for organising and co-ordinating the business skills transfer by the EDPs to emerging entrepreneurs (EEs) in the informal economy. The EDPs implement a flexible and needs-oriented training course for EEs following a one-on-one coaching methodology in their on-site (at the business premises) delivery. The first fully fledged BESD pilot site where a trial run of this approach was implemented is the Mangaung Municipality in the Free State.

Given the fact that the majority of the persons who will be trained as EDPs have no or only very limited specific industry knowledge or business experience or specific technical skills, mentoring by experienced active or retired business people with local knowledge can be an important second line of support to the EEs if properly managed and co-ordinated by the TP-EE. To this effect, a mentoring service (based on a group mentorship model) to EEs by members of the established business community was tested with five small groups of EEs and is currently being reviewed.

Lack of sufficient technical skills of many EEs in their respective core business areas is inhibiting further business growth, and the development of an appropriate model for delivery of technical training that does not disrupt, but rather attempts to enhance normal business operations is currently also under way.

The aim of the BESD approach is not confined to contributing to the growth of existing informal businesses. The concept also foresees training delivery (short courses) to unemployed would-be or potential entrepreneurs- providing a platform for confidence and competence building, and empowering participants to identify economic opportunities in order to start their own micro-enterprises. In all three cases (mentorship, training in technical skills and of potential EEs), the TP-EE/EDPs have a facilitating and supporting role to play, even though the training itself will be delivered by other service providers.

DEVELOPING FAMILIES PROJECT

This a collaborative project between the UFS, MUCPP and the Columbia University, Bank Street College.

Project Objectives

- Improve quality of group care for infants and toddlers.
- Integrate HIV prevention, education, and stigma reduction strategies with training in “under 3s” development, education, and care.
- Strengthen community capacity to train and support practitioners and parents in respect of issues pertaining to very young children and HIV/Aids.
- Motivate health and NGO staff, preschool practitioners, parents, and the wider community to advocate policy changes.
- Strengthen the link between MUCPP Health Centre and preschools in the Mangaung community.

MUCPP STANDARD BANK COMMUNITY BANK

The MUCPP Standard Bank Community initiative endeavours to do the following:

- Provide and pay for a fund manager for the establishment and management of the Fund for the duration of the pilot.
- The Fund Manager will be responsible for, *inter alia*, the following:
 - Marketing of the Fund.
 - The establishment of the Fund.
 - The loan initiation process.
 - Final loan assessment.
 - Developing a viable financial model post the fund pilots.
 - Developing and reporting via an appropriate management information system (MIS) that reports both necessary bank information and business intelligence.
 - Engaging outside investments from local business and large corporations.
 - Providing seed capital funding of up to a maximum amount of R500 000 per annum for 2007/2008 as funds to be used to provide loans.
- Reimburse Mangaung Community Loan Committee members for all reasonable travel costs incurred by them whilst attending any meetings convened by SBSA and/or the community partner related to the Project.
- Mangaung – University of the Free State Partnership Programme Trust will endeavour to do the following:
 - Fulfil certain roles in order for the Project to operate effectively, and to achieve the maximum benefit for the community in question.
 - Take ownership of the Project.
 - Assist in the marketing and building credibility of the Project.
 - Participate in the process of explaining the aims and objectives of the Project to the broader community.
 - Receive and process initial applications and conduct the first short-listing process on the basis of an agreed set of selection criteria, mainly honest personal knowledge and opinions regarding the character/integrity of the applicant.
 - Be present to witness loan disbursement and acknowledgement by recipients.
 - Take responsibility for monitoring financed projects and ensuring that loan repayments are made by loan recipients in good time.
 - Jointly with SBSA, develop the lessons to be extracted from this Project.
 - Participate in corporate fundraising campaigns if and when necessary.

Lengau Agricultural Development Centre

The Lengau Agricultural Development Centre's Agricultural Skills Development, Training and Mentorship Programme is an initiative aimed at being an engaged faculty of the UFS by utilising its academic capacity and facilities to face the challenges of a sustainable agriculture in the region, country and continent.

Human resource development is being realised in all sectors of the economy, but a particular need exists within the agricultural sector, since black farmers were excluded from participating in mainstream agriculture for many decades. Prospective black

farmers engaged in subsistence farming on communal land and had limited access to the commercial sector. The development and growth from subsistence to commercial farming is difficult in a highly competitive sector. It requires innovative skills and knowledge and diverse inputs to be successful.

One of the three experimental farms of the UFS is earmarked for agricultural skills development and training of emerging farmers, farm workers and entrepreneurs in agricultural business. The buildings, facilities and a portion of the land of the Sydenham Experimental Farm are used for animal and crop production and alternative natural and agricultural skills development opportunities in value-adding and marketing.

The UFS, Mangaung Local Municipality, Free State Provincial Department of Agriculture and National African Farmers Union embraced the programme as partners in agricultural transformation. The facilities at Lengau Development Centre are utilised in an extensive manner to address the needs of newly settled and prospective emerging and commercial black farmers. Services range from livestock auctioneering, herd improvement, branding, dehorning, castration, primary herd, ordinary and advanced food gardening. The centre also serves as a centre for education of under- and postgraduates, mentors, farmers and black entrepreneurs in many aspects of livestock, crop farming and agribusiness.

The Centre aims to undertake systematic small farmer training, tackle local development issues and enrich the curriculum in terms of research and training at the UFS on a simultaneous basis. Some of the agricultural know-how and skills training are in the form of:

- using the facilities as an apprenticeship for prospective farmers, with a mentorship and support system in place to facilitate “learning by doing” before moving on to a commercial farm. Prospective trainee farmers will select a programme in beef cattle farming, dairy farming, small stock farming, pig farming, poultry farming and vegetable production.
- providing skills training for agricultural entrepreneurs, farm workers, young people wanting to make a livelihood in the agricultural sector, farmers in the farmer trainee programme and recently settled farmers. This is done by means of short courses at the Centre, a mobile training capacity to serve municipalities in the Free State Province, educational tours to key centres relevant to ongoing projects and designing and soliciting accreditation of appropriate learnership courses.
- support emergent farmers/entrepreneurs through livestock auctions every Friday at the Centre, linkages to input suppliers and markets, aftercare of newly settled farmers and start-up entrepreneurs. The Centre provides appropriate infrastructure on municipal land for small-scale farming entrepreneurs. The Centre enhances lobbying capacity by establishing commodity groups with linkages to regional and national farmer organisations. Assistance is also given to process applications to the Land Redistribution for Agricultural Development (LRAD) programme.
- an outreach programme through partnerships to extend the clientele through a “hub-and-spokes” framework to different parts of the country.
- establishing an HIV/Aids prevention, care and support initiative amongst farmers, farm workers and associated communities.

5.8 Changing patterns in providing academic courses

Programme Planning, the HEQF and Programme Development

Achievements:

- A critical analysis of the UFS Qualification and Programme Mix, indicating the configuration PQM-Calendar-PeopleSoft-SAQA.
- Development of a systemic tool for curriculum analysis and a streamlined approach to curriculum design.
- The office for Programme Development is focused on not only adhering to all the HEQF requirements but also on building academic integrity and coherence and the consolidation of electives and alternatives into the recurriculation of programmes.
- Registration and management, academic advising, review and quality assurance processes.

Table 1: Report on programme approval, accreditation and registration 2010

PROGRAMME	DoHET			CHE			SAQA		
	Sub- mit- ted	Ap- proved	Re- jecte d	Sub- mit- ted	Ap- proved	Re- jected	Sub- mit- ted	Ap- prove d	Re- jected
Adv Dipl in Sustainable Agriculture in Rural Development	✓	✓		✓			✓		
Bachelor of Divinity	✓	✓		✓			✓		
Postgraduate Diploma in Higher Education Studies	✓								
Master of Medicine in Paediatric Surgery	✓	✓		✓			✓		
Master of Medical Science in Transfusion Medicine	✓	✓		✓			✓		
Postgraduate Diploma in Nursing in Forensic Nursing	✓								
Postgraduate Diploma in Nursing in Nursing Education	✓								
Postgraduate Diploma in Nursing in Child and Adolescent Psychiatric Nursing	✓								
Postgraduate Diploma in Nursing in Community Health Care	✓								
Postgraduate Diploma in Nursing in Nursing and Health Services Management	✓								
Postgraduate Diploma in Nursing in Occupational Health	✓								

Postgraduate Diploma in Nursing in Paediatric Nursing	✓								
Postgraduate Diploma in Nursing in Psychiatric Nursing	✓								
Postgraduate Diploma in Nursing in Child and Adolescent Critical Care Nursing	✓								
Postgraduate Diploma in Nursing in Adult Critical Care	✓								
Postgraduate Diploma in Nursing in Wound Care	✓								

Table 2: Programmes approved by DIRAP for institutional approval

Master of Medicine in Trauma Surgery
Master of Social Science in Nursing: Child and Adolescent Critical Care
Master of Arts in Indigenous Studies
Master in Integrated Environmental Management
Master in Integrated Water Management
Postgraduate Diploma in Environmental Management
Postgraduate Diploma in Integrated Water Management
BSc in Ecotourism
Postgraduate Diploma: Financial Planning in Employee Benefits
Postgraduate Diploma: Financial Planning in Estate Planning
Postgraduate Diploma: Financial Planning in Investment Planning
Postgraduate Diploma: Financial Planning in Risk Management
Postgraduate Diploma: Financial Planning

Table 3: Recurriculated Programmes

Faculty of Economic and Management Sciences
BAdmin
BPub
BCom (General Management)
BCom (Economics)
BCom (Agricultural Economics)
Master in Public Administration
Faculty of Health Sciences
B Optometry
B Occupational Therapy
BSc. (Dietetics)
BSocSc. (Nursing)
Postgraduate Diploma in Nursing
MMed (Paediatric Surgery)

MSc (Transfusion Medicine)
Faculty of the Humanities
BA (General)
BA (Music)
MA (Indigenous Studies)
Faculty of Law
BLuris (Occupational Risk Law)
Postgraduate Diploma in Financial Planning Law
Faculty of Natural and Agricultural Sciences
Advanced Diploma (Sustainable Agriculture and Rural Development)
BSc (Botany)
BSc (Plant Health)
BSc (Plant Molecular Biology)
BSc (Animal Science)
BSc (Animal Science and Agronomy)
BSc (Animal Science and Agricultural Economics)
BSc (Animal Science and Food Science)
BSc (Animal Science and Grassland Science)
BSc (Information Technology and Language Technology)
MSc (Nanoscience)
Master in Integrated Water Management
Postgraduate Diploma (Integrated Water Management)
Master in Environmental Management
Postgraduate Diploma (Environmental Management)
Faculty of Theology
B Divinitas

Challenges

- **PQM review:** The current PQM is a merged compilation of qualifications and programmes of the UFS, VISTA and UNIQWA. This PQM portrays the profile of a teaching rather than a research university. The new HEQF-2007 aligned PQM should silhouette a teaching and research university. We visualise a consolidated undergraduate package, servicing 60% of the total population of our students. This will provide the platform for a sustainable inflow of qualified students into postgraduate qualifications.
- **Programme and module consolidation:** The UFS offers 751 qualifications (1 185 programmes) linked to a total of 23 160 active modules. PeopleSoft holds 6 760 active modules for 2010, while students were registered for 3 728 of these modules. This fragmentation of programmes and curricula presents an administrative burden that impacts negatively on teaching and research. We are working towards a digitally managed offer of 300 qualifications based on 3 500 modules. It is foreseen that the entire PQM review of the UFS will be completed by 2013.

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)

The University of the Free State (UFS) set as its key strategic priorities for 2010 the advancement of its two core goals, the academic project and the human project.

With respect to the academic project, the UFS implemented the following key interventions:

- a) The introduction of compulsory class attendance in those courses and modules with the highest failure rates. In the first year there was already an increase of between 35-40% improved pass rates.
- b) The introduction of increased admission scores for students entering the first-year undergraduate class. In the first-year this drew increased enrolments of more top quality students, black and white, from across South Africa.
- c) The expansion of opportunities for alternative admissions to the University so that more students can bridge to success in one- or two- or three-year extended academic support classes. The student success rate in the extended classes has improved and this group of students has a better chance of success in the mainstream programme simply because of the strengthening of foundational learning after high school.
- d) The intensification of multimedia teaching support in university classes especially where throughput rates are low. These teaching support interventions will be taken up in the new Centre for Teaching and Learning.
- e) The introduction of more demanding criteria for promotion to senior academic positions, especially at the level of the professoriate.
- f) The recruitment of top academics from around South Africa, Africa and beyond to address issues of both equity and quality in the academic ranks.

With regard to the human project, the following interventions were introduced in 2010:

- a) The implementation of full racial and cultural integration in the residences of the University on the Main Campus in Bloemfontein.
- b) The introduction of an undergraduate study abroad programme to build a new class of student leadership with the capacity for leading in diverse campus contexts.
- c) The building of a new student leadership that includes political, social, cultural, academic and sporting commitments on the agenda. A new SRC constitution will reflect these broadened commitments in student life and leadership.
- d) The pursuit of campus equity across the three campuses so that all students experience the same level of education quality as well as residence and campus life.

The two projects and their key interventions are built on a new management and administrative platform that enables their achievement, for example, regarding the following:

- a) A new institutional statute that reflects more fully the values and diversity embedded within the Constitution of South Africa
- b) A new academic and marketing brand that is much more inclusive and democratic in its reach and values
- c) A new management and administrative structure that enables more effective and efficient methods and processes for achieving the new institutional goals



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Prof JD Jansen
Rector and Vice-Chancellor

6. REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS

The University maintains systems of internal control over financial reporting and safeguarding of assets against unauthorised 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 organisational 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 utilising modern information technology are in use throughout the University. All of them 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 utilising electronic technology to conduct transactions with staff and third parties, the control aspects are given close scrutiny and procedures designed and implemented to minimise the risk of fraud or error.

The Internal Auditor monitors the operation of the internal control systems and report findings and submit 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 2010 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, on 31 December 2010, its systems of internal control over financial reporting and safeguarding of assets against unauthorised 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 strives to comply with the recommendations of the King III report.

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.

A handwritten signature in dark ink, appearing to read 'F de K Kotze', is positioned above the printed name.

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

The University Council and Management are committed to good corporate governance and compliance with King III. In King III there is a renewed focus on risk management.

Effective risk management is imperative to the University with reference to its risk profile. The realisation of our strategy depends on our ability to take calculated risks in a manner that does not jeopardise the direct interests of stakeholders. Sound management of risk will enable us to anticipate and respond to changes in our environment, as well as to make informed decisions under conditions of uncertainty.

In line with the above, a new risk management process and policy was developed and approved by Council on 12 March 2010.

The policy includes an embedded risk management model, which implies that the management of risk is the responsibility of every manager at the University. It is understood that all faculties, schools, support functions, processes, projects and entities under the control of the University are subject to this process.

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

The University's assessment and management of risk is briefly described by the following highlighted risks and actions taken (also refer to par. 6 of the Report).

CATEGORY	RESPONSIBILITY	RISK ASSESSMENT AND MANAGEMENT
▪ Financial category i) Financial instruments: - Interest rate risk - Unanticipated loss of capital	Senior Director: Finance, Vice Rector: Operations and Audit Committee of the Council	Interest rates attributed to new loans are reviewed and approved in accordance with policies approved by Council to ensure interest rate exposure will not exceed levels acceptable to the Council. Interest rates of all current loan agreements are fixed for their full term, except for an ABSA overdraft facility. The latter refers to operating cash flows which

		are substantially independent of changes in market interest rates. Investments are managed by independent fund managers. A multimanager approach is followed in appointing investment managers to limit investment risk exposures. These fund managers are overseen by and report to the Investment Committee of the University.
ii) Currency and foreign exchange risk	Senior Director: Finance.	Monitored on a daily basis and considered on a transaction by transaction basis. Also refer to the management of investments under risk i) regarding foreign currency risk exposure related to foreign investments.
iii) Effect of fee increases	Senior Director: Finance	Reconciliation and internal budgetary reallocations if necessary.
iv) Physical disaster – fire, flood	Vice Rector 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	Vice-Rector: Operations and Managers: Physical Resources and Physical Planning	Risks covered by specific clauses included in contracts entered into by the UFS.
vi) Liquidity – inability to raise funds or manage available funds effectively.	Director: Budgets Senior Director: Finance and Vice-Rector: Operations	Various controls are in place to ensure that liquidity of the UFS is managed proactively. Some of these controls include: 1. A formal three-year rolling budget process. 2. Managing reserves and target levels of reserves. 3. Various budgetary controls, such as electronic budget controls to prevent overspending and timely reconciliation of actual

		spending with the budget.
vii) Intake – declining student numbers	Vice-Rector: Academic and the Registrar	Refer to par. 1.1 of the Report regarding proactive 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	Senior Director: Finance and Director: Internal Audit and his Unit.	<p>Various preventive and monitoring controls are in place and policies of the University were recently updated to ensure a strong control environment.</p> <p>Audits on internal financial procedures/controls and forensic investigations are executed when necessary.</p> <p>Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council. Senior Director: Finance monitors effectiveness and adequacy of controls continuously.</p>
ix) Credit risk	Senior Director: Finance	<p>Management of non-payment through different debt collection strategies. Some of these strategies include:</p> <ol style="list-style-type: none"> 1. blocking of access to academic record and results, excluding re-examinations; 2. a formal collection process that focuses on proactive engagement, for example, text messages, letters and telephonic follow-up; 3. not allowing students to register if fees are in arrears; 4. a provisional registration process and the deregistration of unsuccessful

		<p>candidates;</p> <p>5. handing over of accounts for collection if accounts are in arrear, and students who are not registered.</p>
x)	Inadequate or lapsed insurance cover	<p>Senior Director: Finance Vice-Rector: Operations</p> <p>Continuous assessment of insurance cover versus capital risk areas. An insurance committee was established and meets at least four times per year. The compilation of the Committee caters for sufficient representation to ensure the level of skill required to operate as an efficient committee.</p>
xi)	Change: structural	<p>Vice-Rector: Operations; Executive Committees and Council</p> <p>Refer to par. 1.4.6 on "changes in the permanent infrastructure, for example, plant and buildings". The Structural Plan aims at optimal utilisation 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.</p>
xii)	Change: operational (internal and external imperatives)	<p>Vice-Rector: Operations and Executive Management</p> <p>Implementation of recommendations of a management capacity audit. Internal reorganisation 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.</p>
xiii)	Maintaining increase in research outputs	<p>Senior Director: Research Development</p> <p>Revised incentive system to increase research outputs and</p>

		support NRF-rated researchers.
▪ Non-financial category		
i) Competitive attractiveness	UFS Marketing, deans of faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans.
ii) Campus unrest	Vice-Rector: Academic and Dean of Students; Rector and Executive Management Committee (when necessary)	Monitoring Committee, consisting of Management and student leaders, defusing potentially explosive situations.
iii) Reputation – damage to image	Rector, Executive Committee of Senate, Executive Management Committee, Council and every staff member and student of the UFS	The Department of Strategic Communication is the professional advisory unit to Management and Council on such risks.
iv) Health, Safety and Environmental risks	Vice Rector: Operations	The OHS Act and applicable university policies are applied to ensure that the likelihood of these risks occurring are limited. Specific attention is given to crime prevention and more effective security systems
v) Operational – process inadequacies	Vice-Rector: Academic	Regular quality assurance audits on institutional policies, procedures and events, such as student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self-evaluation and professional boards (where applicable).
vi) Operational – security inadequacies	Vice-Rector: Operations and Deputy Director: Protection Services	Specific attention is given to crime prevention and more effective security systems receive priority attention .
vii) Staff: Incompetent staff	Senior 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)	Staff: retention and recruitment of well-qualified academic personnel	Senior Director: Human Resources and relevant line managers	Various initiatives are working together here. Repositioning the UFS as a quality research and academic institution to attract quality academic staff, improve our international ranking and focus on international partners. Focus on comparative remuneration packages in the industry.
ix)	Compliance – laws, regulation, policies and procedures	Registrar, Executive Management	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).
x)	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 regarding 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.
xi)	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.
xii)	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.
xiii)	Operational – adequate information technology infrastructure and a strong control environment	Vice-Rector: Operations; Senior Director: Information and Communication Technology Services; Registrar	Various projects and systems have been, or are currently being upgraded to ensure that the technology infrastructure can provide in the UFS's needs. IT policies and procedures were established to enforce a strong control environment. This department was

		strategically funded to ensure that competent and sufficient staff members were appointed to service the UFS and a security and compliance officer was appointed.
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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 Kovsie Alumni Trust, the Lila Theron Trust, SunMedia (Pty) Ltd, Shimla Foundation and an associate, Farmovs Paraxel.

Budget process

Drawing up of the University's budget for 2010 started two years ago and was finalised towards the end of 2009 to ensure the availability of funding at the beginning of the academic year. The University Management Committee, as a result of identified strategic priorities, challenges, projects and actions, approved the budget parameters for 2010. This part of the budget process also takes the Minister of Higher Education and Training's annual statement on the financing of higher education into account. Owing to a lack of information about long-term government support, it is, however, not possible to compile meaningful budgets for any period longer than the medium (three year) term.

Following the approval of budget parameters, deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the 2010 calendar year. Specific attention was given to the strategic plan and objectives, the ability of the University to make financial resources available, and an indication of how the activities of their faculties/departments would contribute towards achieving the University's objectives was included.

In considering the applications for funding and the allocation of the financial resources, a significant part of the expected unrestricted income from tuition fees and government subsidy are reserved for specific strategic application, with the aim of ensuring, among others, the long-term sustainability of the University.

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

Budgetary control

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

Capital Expenditure

Virtually all the University's buildings and land improvements (the former Vista and Qwaqwa Campuses excluded) are thirty years and older and are in a cycle of renovation. The capital budget is under extreme pressure owing to the continuous steep increase in student numbers over the last eight years. It is deemed to be extremely difficult to

finance this out-of-normal operating income. The Department of Higher Education and Training implemented infrastructure funding again in 2009 and the University received R40 million in 2009, R53 million in 2010 and will be receiving R54 million in 2011. It is a requirement that the University makes a contribution to fund the balance.

Since 1976, when the residence now known as Roosmaryn was erected, no new student housing projects have been initiated, except for a residence currently being built on the Qwaqwa Campus with state infrastructure funding assistance. It can be concluded that the UFS has reached a stage where strategic priorities demand large investments in housing facilities and that the expected allocations from operational income during the next few years will not address these needs.

In March 2011 permission was granted by Council to ask the Minister's permission to raise long-term loans up to a maximum of R300 million to finance the following essential strategic capital projects of the UFS:

1. The erection of four residences (250 beds each) on the Main Campus (R188 million).
2. The erection of one residence (250 beds) on the Qwaqwa Campus (R47 million).
3. The construction of a high-performance centre and sports village (R65 million).

Investment policy

Funds available for investment were invested in accordance with the University's investment policy, in essence, in accordance with the Theory of Irrational Markets and with the long-term objective of exceeding headline inflation by a net return of 4,5% per annum. Although there was a decline in investment income since the Global Financial Crises, the five-year result is still in line with the investment policy.

Statement of comprehensive income

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

Total income increased by 13%, costs by 15%, investment income, including investment in associate, declined by 2% and, resulting from this, the total net surplus before transfers decreased by R14,923 million. It must, however, be pointed out that of the total surplus after transfers of R196 732 million, only R172,9 million is unrestricted. This has been allocated and the allocation approved by Council.

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 R14,923 million compared to 2009. This decrease is mainly attributable to the following:

Income

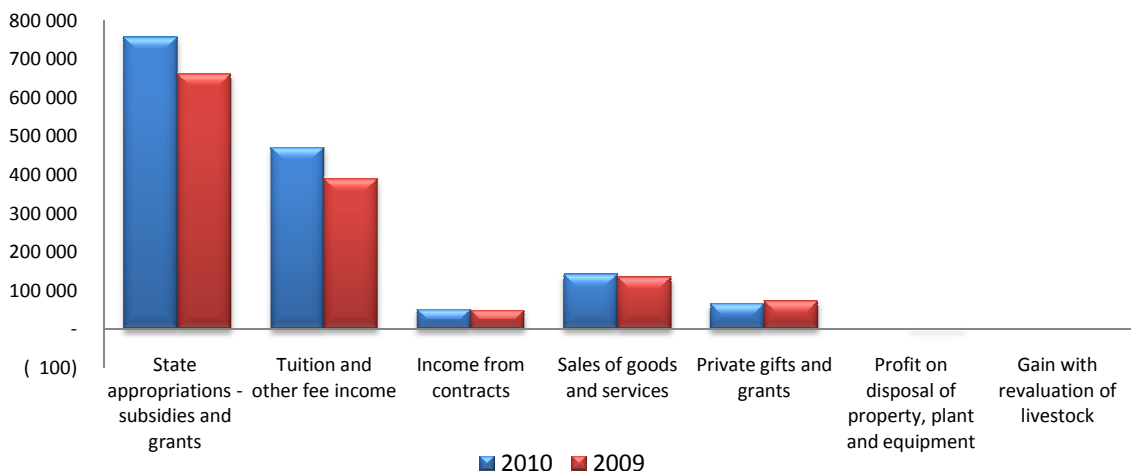
The composition of the University's income per main component in terms of value and percentage share is shown in Figure 1 and Table 1, with comparable figures for previous years.

The average growth in the traditional income base of subsidies, grants and fees was 17%. This is mostly attributable to an increase in student numbers and inflationary increase in grants. The approved increase in tuition and other fee income for 2010 was between 6% and 10%. The remaining balance of the increase is made up by a mix of modules and number of enrolments.

Table1: Total income per main component (excluding investment income)

	2010 R '000	2009 R '000	Deviation R '000	Deviation %
State appropriations - subsidies and grants	756 456	661 800	94 656	14%
Tuition and other fee income	471 455	389 786	81 669	21%
Income from contracts	51 675	49 152	2 524	5%
Sales of goods and services	142 539	135 471	7 069	5%
Private gifts and grants	65 897	73 324	(7 426)	-10%
Profit on disposal of property, plant and equipment	(654)	1 948	(2 602)	-134%
Gain with revaluation of livestock	973	902	71	8%
TOTAL INCOME	1 488 342	1 312 382	175 960	13%

Figure 1: Total income (excluding investment income) per main component (R1,488 million)



Expenditure

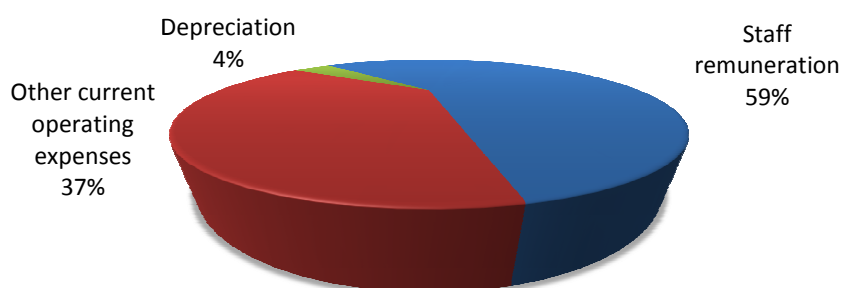
The composition of the University's expenditure per main component in terms of value and percentage share is shown in Figure 2 and Table 2, with comparative figures for previous years.

The increase in the staff costs, which accounts for the biggest rand value fluctuation, includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and an increase in the staff establishment.

Table 2: Total expenditure

	2010	2009	Movement	Deviation
Staff remuneration	844 664	727 709	116 955	16%
Other current operating expenses	535 300	482 692	52 609	11%
Depreciation	56 332	38 949	17 383	45%
Loss owing to revaluation of inventory	775	159	617	389%
TOTAL EXPENDITURE	1 437 071	1 249 508	187 563	15%

Figure 2 : Total expenditure 2010 (R1,437 million)



Investment income and expenditure

Table 3: Investment income and expenditure

	2010 R'000	2009 R'000	Deviation R'000	Deviation %
Investment income	156 661	159 608	(2 947)	-2%
Finance cost	4 519	3 811	708	19%
Interest paid on loans	1 887	2 221	(335)	-15%
Total	150 067	154 640	(2 574)	-2%

The return on investments is a combination of interest received, dividend income and profit on realisation of investments. The decrease in investment income is due to the downturn in investment markets and lower interest rates. The latter also contributed to a decline in the interest paid on loans and comparative finance cost in the previous year.

Cash flows

The net cash inflow from operating activities is R210,976 million and includes investment income to the amount of R106,784 million.

The net cash outflow from investing activities is R294,652 million. This includes investment in mostly academic infrastructure, such as property, plant and equipment of R176,324 million. Investments to the amount of R120,783 million were 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 R114,993 million being available at year-end.

Statement of financial position

The asset base strengthened by R362,9 million to R2,9 billion.

The demand for additional property, plant and equipment requires a significant annual investment to provide for the growth in student numbers and the upkeep of infrastructure.

A good liquidity position is maintained with a liquidity ratio (excluding current investments) of 1.24:1



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Prof NI Morgan
Vice-Rector: Operations

Approved by UFS Council on 3 June 2011.



Chairman of Council

Mr Justice CHG van der Merwe