

**UNCF Special Programs
Tertiary Education Linkage**

**Semi-Annual
Institutional Progress Report**

January 2001 – June 2001

**Presented to
United States Agency for International Development**

June 2001



**UNITED NEGRO COLLEGE FUND
SPECIAL PROGRAMS CORPORATION**

Author :

Thandiwe January McLean (Chief of Party, UNCFSP South Africa)

Descriptive Title :

TELP : Semi-Annual Institutional Progress Report Jan – Jun 2001

Project Number :

674-315

Strategic Objective Number :

674-002

Sponsoring USAID Office & contract number :

SOUTH AFRICA 674-C-00-98-00030-000

Contractor Name ;

United Negro College Fund Special Program Corporation

Date of publication :

Jun 2001

Indication of procurement sensitive information :

None

Semi-Annual Report of Institutional Progress June 2001

Executive Summary

Introduction

This report covers the period of January 2001 through June 2001. The Report focuses on two aspects: 1) individual institutional progress reports and 2) steps taken since January 2001 to address critical programmatic and administrative areas. The Report assesses institutional progress within the five TELP focus areas: curriculum and program development; student academic and social development; management and administrative development; staff development; and research.

The Executive Summary makes an attempt to provide a comprehensive understanding of the activities that have taken place since January 2001 and, as such, discusses the strategic interventions that have taken place in order to ensure sustainable capacity-building in the five focus areas. It will conclude with a discussion of The Way Forward for Year 4, with an identification of those programmatic and administrative steps UNCFSP believes are necessary in order to realize measurable benefits at TELP institutions.

As with the December 2000 Institutional Progress Report, a three-pronged approach was used to gather data that would allow for a comprehensive analysis of the achievements and challenges that took place during the reporting period. First, TELP Coordinators (TCs) were required to collect the necessary data in a format that was designed by UNCFSP. Each institution was to provide the following information for each TELP focus area: status at last reporting period; intervention activities; results, including differences made, barriers encountered; lessons learned; and recommendations for addressing outstanding issues.

This report writing exercise has proven to be very empowering for TELP Coordinators as it has given them the opportunity to learn more about TELP activities and to more effectively interact with other TELP players at the institution. The quality of all reports have significantly improved since the December 2000 reporting period, the TELP Coordinators first experience with progress report writing. The process is on-going and many TCs are still in the process of developing an appropriate reporting system. TELP Coordinators use institutional program managers reports, TELP committee reports, PIL reports, and discussions and/or reports from workshop participants to complete their reports that are submitted to UNCFSP. Nonetheless, UNCFSP will provide additional technical assistance in data gathering and report writing at its annual workshops for TELP Coordinators in October 2001. Critical to this process, is the solicitation of broad participation in the assessment of institutional activities. These steps will be elaborated upon in The Way Forward section in this Executive Summary.

Second, the UNCFSP Chief of Party and the Deputy Chief of Party (and in some cases the Director of the Resource Centre) conducted their annual institutional visits to speak directly with TELP players to obtain first-hand information on the achievements and challenges related to all TELP components. Discussions were held with TELP Coordinators, representatives of TELP program focus areas; PIL activity leaders; linkage coordinators, researchers, participant trainees; and Vice Chancellors. These visits were always instructive, as they not only provided an opportunity for institutions to showcase their achievements, but they also provided an opportunity to provide further assistance to TELP Coordinators in identifying other kinds of information that should also be included in their progress reports. Most importantly, UNCFSP was able to more accurately gauge the depths of the challenges and to probe where the institution still needs capacity-building.

Third, UNCFSP gathered information from PIL semi-annual reports and workshop, technical assistance, and milestone reports. This has proven to be the most effective method of supplementing data collected by TCs from

the institutions. Also, this provides Program Managers with the opportunity to compare and contrast data in the various reports, to draw more relevant conclusions, and to design follow-up strategies. Information was obtained from the two primary subcontractors who provided additional information that helped to present more inclusive illustrations that required anecdotal accounts in order to accurately portray various activities. The Chief of Party consulted with the Program Managers in order to ensure that all aspects of the report reflected continuity and accordingly, to make recommendations for addressing outstanding issues during the next reporting period.

The June-December 2000 reporting period began with a mid-term evaluation of progress towards achieving TELP's intended results. Coupled with this evaluation, were critical concerns expressed by USAID related to implementation, reporting processes, effectiveness, continuity, and communication. Some of these concerns were also reflected in the preliminary findings by the Academy for Educational Development, the firm that conducted the mid-term evaluation. UNCFSP was faced with addressing these concerns, as reported in the December 2000 Institutional Progress Report, and thus, did change its reporting system and the manner in which it worked with institutions.

While the USAID recommendation to move to individual institutional development plans did not prove to be feasible for the HDIs, UNCFSP has endeavored throughout Year 3 to incorporate suggested changes in quarterly progress reports by preparing institutional progress reports and requesting the submission of only semi-annual progress reports each June and December. Attempts have been made to communicate TELP's benefits and institutions have been directly involved in this process. UNCFSP also responded to the need to address institutional needs by revising its milestones for Year Three and the strategies for achieving them. The numbers of institutional visits and individual technical assistance activities have increased significantly in Year Three, particularly in Joint Activities and Institution Specific Activities. Examples for these are highlighted in the December 2000 Semi-Annual Institutional Progress Reports. These examples related to the manner in which the varying levels of institutional preparation for proposal writing were considered in terms of developing a strategy for training purposes.

Throughout Year 3, UNCFSP attempted to address the concerns raised by USAID and the AED Mid-term Evaluation Report. We believe that UNCFSP's willingness to address these concerns has figured highly in the level of success not only in reaching milestones, but improved strategic interventions, and in turn, the realisation of a higher level of sustainability in capacity-building activities.

I. Curriculum and Program Development

During the last reporting period, curriculum development activities focused on technical assistance to the 17 HDIs. Thus, UNCFSP had developed strategies for addressing subsequent activities beyond June 2000. Technical assistance targeted the five SAQA requirements for post-June 2000 implementation of the outcome-based learning programmes at the institutional level.

UNCFSP conducted evaluations from August to October 2000 to determine the progress made by the HDIs with curriculum revisions as mandated by the SAQA Act of 1995. In June 2000, the 17 HDIs were at different stages of the implementation process. The evaluation reports indicated that progress had been made in respect of the five SAQA implementation requirements. As such, evaluations looked at progress made towards the 30 June 2000 SAQA deadline for the registration of existing qualifications in outcome-based format, and subsequent institutional activities beyond June 2000 towards the design, development and implementation of

- Outcome-based learning programmes
- Outcome-based learning materials
- Outcome-based assessment practices
- Quality promotion and assurance programmes

The evaluation reports indicated that the Technikons were attempting to continue their common process of action during the second phase. This practice was viewed as disempowering for those technikons that were not convenor technikons for any of the qualifications that they offer. Most of them still believed that the convenor technikons need to do all the work. Nonetheless, some of the technikons were making independent progress in designing outcome-based learning programmes and assessment practices. Most notable were M L Sultan Technikon, Peninsula Technikon, and Mangosuthu Technikon with an unstructured centrally coordinated process.

The universities, on the other hand, unlike the first phase of reconfiguring qualifications, were well geared to fast-track activities in this phase. It is believed that the fact that they had to work independently right from the beginning of the first phase of the SAQA/NQF curriculum transformation process, enabled them to develop their own self-reliance and own initiative to move on with the process. All universities, with the exception of the University of the North, had a clear direction of how they wanted to take the process forward, with clear objectives to be achieved. While the University of the North has pockets of initiatives located in the faculties, there is a lot of uncertainty and lack of clarity about what the institutional objectives are with regard to the second phase of SAQA/NQF curriculum transformation

As of January 2001, all institutions had submitted their existing qualifications in accordance with outcome-based specifications for registration with SAQA. In addition, some institutions had also submitted new (outcome-based) qualifications and programmes through the Interim Joint Committee (IJC) of the CHE, SAQA, and the DoE, for registration by SAQA, accreditation by the CHE, and approval for funding by the DoE.

While the HDIs are still at different stages of the implementation process, all HDIs were able to achieve the Year 3 Result. The evidence of this is provided below.

Achievement of Result 1: Curriculum and Program Development

Fifteen HDIs have used curricula revisions in one department within the faculty of Science and one other identified Faculty that provides for credit accumulation and multiple entry and exit points for learners and conforms to the current NQF Guidance.

“Curriculum revisions” refer to the revision of qualifications in outcome-based format towards meeting the June 2000 NQF registration requirements, which stipulate that such qualifications must contain the following specifications:

- A statement of purpose
- Assumptions of learning already in place before the programme leading to the qualification is commenced
- Exit level outcomes (including both critical cross-field outcomes and specified outcomes) and their associated assessment criteria
- Total credits required
- Minimum credits required at specific levels or maximum credits when these exceed the minima specified in the regulations
- Integrated assessment to ensure that the purpose of the qualification is achieved
- Articulation possibilities with related qualifications
- Criteria for the registration of assessors
- Moderation options
- Such qualification complies with the stipulated requirements for the registration of qualifications as contemplated in regulations 8 and 9 of the Regulations.

Thus, as with the Result Reports for Year One and Year Two, “curriculum revision”, in this report, refers to “qualification specifications” as per regulation 11 (c) of the Regulations under the SAQA Act of 1995, and Form 1 and Form 2 of the Interim Joint Committee’s interim arrangements in the case of new qualifications/programmes submitted by universities by June 2000.

- The Year Three Result is thus, interpreted as specifying that the Fifteen HDIs have used the above revised “qualification specifications” that were made in Year One and Year Two. The use of these qualification specifications during the period July 2000 to June 2001 is in the form of the SAQA requirements listed above.

During Year Four and Year Five, the Results will target the actual implementation of the above curricula revision requirements, with eight HDIs targeted for Year Four, and the remaining Seven HDIs targeted for Year Five, which will bring the whole exercise to the SAQA target of June 2003.

Therefore, the use of the curricula revisions involves design and development work by institutions, (based on the qualification specifications submitted to SAQA by June 2000), to work towards the transformation of learning programmes, assessment practices, learning materials, delivery systems, and rules and regulations in order to give effect to the full implementation of the NQF system by June 2003.

The technical assistance that was provided for each institution during Year Three does not cover all of the SAQA requirements, but rather reflected where an institution is, or what the institution considers as a priority area for external technical support, in the above sequential implementation process. SAQA requires full implementation to be completed by all institutions by 30 June 2003. The HDIs are all at different stages of this design, development and implementation process.

ALL of the HDI Technikons have used the NQF qualification specifications during Year Three for all of their qualifications/programmes. Based on the intervention initiatives during Year-Three of the TELP II project, other use of curricula revisions made by the convenor HDI Technikons are as follows¹:

- **ML Sultan Technikon**

M L Sultan Technikon has embarked on a comprehensive Faculty-based programme development process after June 2000. As part of the above process of the Technkons, the following Departments are used as “indicator” departments because M L Sultan is also the Convenor Technikon for the Technikon programmes in these Departments.

- ✓ Analytical Chemistry
- ✓ Medical Technology
- ✓ Clinical Technology

- **Peninsula Technikon**

As a convenor Technikon for several programmes, Pentech has embarked on a comprehensive programme design and development process that is centrally driven by the institution’s Educational Development Centre. Examples of learning programmes in the following Departments are attached:

- ✓ Mechanical Engineering
- ✓ Dental Technology

- **Technikon Northern Gauteng**

TNG participated as part of all four Curriculum Working Groups for the CTM themes. In particular, TNG also participated (as the only HDI Technikon) in the analysis of selected technikon qualifications in order to explore all the possible links and implications of implementing the models of modularisation and assessment that had emerged from the four CTM themes. The analysis was aimed at interrogating curriculum design and development practice. This analysis resulted in the recommendations cited above². Qualification/programme specifications for programmes in the following Science and other “Departments” were used (See attached Project list³:

- ✓ Analytical Chemistry (B Tech programme)
- ✓ Credit Management (Certificate Programme)

Technikon Northern Gauteng is the Convenor Technikon for the programmes in the following TELP Curriculum “indicator” Departments:

- ✓ Natural Sciences Education

¹ Given the institution-wide generic nature of the NQF requirements, most of the UNCFSPC’s support during the period 1 July 2000 – 31 May 2001 has been institution-wide, with the result that most Faculties benefited from TELP support rather than just one Department in Science and one other Department. Consequently, the programmes that are mentioned here were not necessarily the sole beneficiaries of TELP support, almost all other programmes/qualifications benefited equally during this period.

² CTM-Curriculum Work Group, February 2001: The Implications of Implementing Outcomes-Based Education and Training in Technikons. CTM Quality Promotion Series: Curriculum Development Series No. 4.

³ Ibid. p. 30.

✓ Technical Education

- **Border Technikon**

Border Technikon is not a convenor Technikon for any Technikon programme. However, the institution has participated both regionally and nationally in the CTM design and development process, with contributions made to the CTM Report on concepts about, philosophy of, and criteria for Learning Guides. This activity will be followed up by a two-day externally facilitated workshop on 18 & 19 October 2001.

- **Mangosuthu Technikon**

Mangosuthu Technikon only participated regionally in the above CTM process. However, the institution has centrally driven design and development process that is spearheaded by the Head of the Academic Development Centre, who is a nationally recognised expert in the DACUM method of curriculum design.

- Surveying (in collaboration with the Convenor Technikon, namely, Cape Technikon)
- ✓ Community Extension (Mangosuthu Technikon is the Convenor Technikon for this programme)

- **Eastern Cape Technikon**

Eastern Cape Technikon is not a convenor Technikon for any Technikon programme. However, the institution has participated both regionally and nationally in the CTM design and development process, with contributions made to three CTM Reports on concepts about, philosophy of, and criteria for Modularisation, Assessment and Learning Guides. The institution has worked collaboratively with the convenor Technikon for the programmes in the following “indicator” Departments:

- ✓ Mechanical Engineering (Convened by Pentech)

Learner guides have been developed using the SAQA qualification specifications (See page 14 of the attached impact report).

- ✓ Technology Education (Convened by Pentech)

Work-in-progress attached for the programme enabling outcomes.

Universities

Based on the intervention initiatives during Year Three of the TELP II project, the following use of curricula revisions has been made by the nine HDI Universities⁴:

- **University of the Western Cape**

- ✓ Mathematics and Natural Sciences

Modularisation was implemented with effect from 2001, with appropriate credits per module. With effect from 2001, the institution has also made provision for the “Recognition of Prior Learning” (RPL). The rules specifically address exit levels (See Rules BB.2.2 –BB.6.3, which are attached).

- ✓ Accountancy & Public Administration

Modularisation was implemented with effect from 2001, with appropriate credits per module. With effect from 2001, the institution has also made provision for the “Recognition of Prior Learning” (RPL). The rules specifically address exit levels (See Rules D.9 – D.BB.6.3, which are attached).

- **University of Fort Hare**

The University of Fort Hare has modularised most of its programmes within the new Faculty Structure that was designed as part of the University's Strategic Plan (SP2000). The new faculty structure was implemented in 2001, moving from an eight-faculty structure to a four-faculty structure. Programme design and development towards meeting SAQA requirements by June 2003 is an ongoing process, with a number of new programmes designed to suit the visions and missions of the new faculties. Examples of the use of SAQA qualification specifications are attached for the following Departments:

✓ Pure and Applied Chemistry

The Pure and Applied Chemistry programme and qualifications are within the new Faculty of Science and Technology. The programme has been modularised, making provision for multiple exit levels, (See Rule ST.2 Duration), credit accumulation (See Rules ST.3 – ST.5), and module formative and summative assessment (Rule ST.8). A copy of the whole programme is attached for all Chemistry qualifications, together with the actual modules that were submitted to the CHE for accreditation in June 2001.

✓ Educational studies

The educational studies programme is housed in the new Faculty of Management, Development and Commerce. The programme as implemented in 2001, is guided by the Norms and Standards for Educators, 2000, Vol. 423 No. 21565, developed in accordance with SAQA requirements by the Education Standards Generating Body. A copy of the programme design and the rules for the Bachelor of Education (Honours) degree in Mathematics and Science Education is attached.

• **University of Transkei**

The institution embarked on an institution-wide modularisation project after June 2000, with the result that all existing and new programmes were modularised by the end of 2000. Examples of modularised programmes are attached for the following "Departments":

- ✓ Biological Sciences
- ✓ Accountancy

• **University of Durban-Westville**

The University of Durban Westville has modularised all its existing and new programmes in accordance with SAQA requirements. A copy of a "Template" for designing modules, which is used institution-wide, is attached. A copy of the University Rules, which address credits (in terms of notional hours) for modules and qualifications, and continuous assessment is also attached together with modules for programmes in the following "indicator" Departments:

- ✓ Environmental Studies
- ✓ Heritage Tourism

• **University of the North**

The University of the North has modularised all programmes, with the SAQA specifications for qualifications that were registered by June 2000 implemented in 2001 as part of the rules, regulations and curricula. Examples of the use of SAQA compliant qualification specifications are attached for the following Departments:

✓ Mathematics

The B. Sc. programme has been fully modularised, making provision for SAQA credits, NQF levels (See Rules C2.1.1-1.4). A copy of the rules modules for Mathematics is attached, specifying the associated credits, content and assessment criteria.

✓ Banking

A copy of the modules for the B Com (Banking) degree is attached., specifying core(C) and fundamental(F) modules together with the required notional hours (A), credits(C), content and assessment criteria.

- **University of North West**

The University of North West embarked on an ongoing modularisation project after June 2000, whereby all existing and new programmes were modularised, with implementation taking effect in 2001. A copy of the Faculty Rules, which address modules, programmes and credits, together with modularised programmes for the following programmes are attached:

- ✓ Biological Sciences
- ✓ Commerce and Administration

- **University of Venda**

In an effort to design and develop learning programmes that comply with the SAQA qualification specifications of the qualifications offered, UNIVEN has thus far modularised all programmes with effect from 2001. Such modules address the Recognition of Prior Learning (RPL) (See admission Requirement S2.2.3 for the School of Mathematics and Natural Sciences, and ES3.2.1 in the School of Environmental Sciences); module credits that comply with SAQA specifications, (S5. 5.1-5.4 & ES3.3), core modules, fundamental modules, elective modules, NQF levels and competencies (See attached Curricula for the “indicator” departments below)

- ✓ Biochemistry
- ✓ Ecology and Resource Management

- **University of Zululand**

The institution embarked on an institution-wide ongoing modularisation project after June 2000, with the result that all existing and new programmes were modularised by the end of 2000, and implemented in 2001. Examples of modularised programmes, with appropriate credits, core modules, elective modules and foundation modules, are attached for the following “Departments” (General rules that reflect multiple entry and exit points, transition to modules, and assessment are also attached):

- ✓ Chemistry
- ✓ Consumer Science

- **Medical University of Southern Africa (MEDUNSA)**

The Medical University of Southern Africa has concentrated the design and development effort through TELP support within the Faculty of Dentistry, and the Chemistry Department (Faculty of Science). The design and development process, which will be concluded by June 2003, started with the development of Templates for the module design process and the module outcomes component. These templates will be used for Faculty-wide design and development for both existing and new SAQA compliant qualifications.

Recommendations for Curriculum and Program Development

1. Design activities to assist implementation of 30 June 2000 curricular programmes

Actions Taken: Workshops and technical assistance have been conducted related to modularisation, programme design and development, assessments, and materials development.

2. Design more discipline specific assistance in program and materials development.

Actions Taken: In progress and will be finalised by 2003.

3. Design discipline specific assistance for meeting requirements of professional and policy bodies simultaneously.

Actions Taken: In progress and will be finalised by 2003.

4. Design discipline specific assistance in assessment criteria and processes

Actions Taken: In progress and will be finalised by 2003

II. Management and Administrative Development

The June-December 2000 reporting period saw the evaluation of the three-year rolling plans taking place at the 17 HDIs. UNCFSP conducted evaluations that sought to gauge the independent progress made by institutions in revising the 2000-2002 three-year rolling plans. The evaluation not only looked at progress with regard to the three-year rolling plans, but also looked at the overall institutional strategic planning activities. The findings of the evaluation revealed that most TELP institutions displayed the capacity to develop plans that were acceptable to the DoE, however, some institutions required minor capacity improvement or modifications to their plans, and a few institutions still displayed a number of process and structural deficiencies.

The 2000 academic year (TELP's Year 3) was supposed to result in the third round of the three-year rolling planning exercise for purposes of making these submissions to the DoE. This third round of planning exercises for three-year rolling plans never took place because the process was affected by a call for the reconfiguration of higher education by the Minister of Education. Due to this reconfiguration exercise, DoE did not provide institutions with any feedback on their 1999-2001 three year rolling plan submissions, nor did it provide them with any guidelines and date for the submission of 2001-2003 three-year rolling plans. As a result, institutional planning initiatives were placed on hold and institutions were not expected to submit the third round of plans during 2000.

Since higher education institutions were not expected to submit third round plans during 2000, UNCFSP's efforts towards providing technical assistance for strategic and three-year rolling plans were also indirectly "paralysed" until the release of the National Plan for Higher Education in March 2001. In terms of the plan's implementation strategy, the following time frames are relevant for TELP interventions:

- Institutions to submit proposed teaching/research niche areas and programme/qualification mix for the next five years by 30 July 2001
- Institutional visits [by the DoE] to discuss proposed teaching/research niche areas and programme/qualification mix during September-October 2001
- Distribution of national guidelines for development of three-year "rolling" plans (2003-2005) by March 2002
- Submission of three-year "rolling" plans (2003-2005) by 30 July 2002

In order to help the HDIs to respond effectively to the challenges of the National Plan, UNCFSP engaged the services of the Centre for Higher Education Transformation (CHET) to jointly plan and implement a National training initiative. The purpose of this initiative was to provide the planners at the HDIs with adequate technical assistance that would enable them to

- Understand the strategic demands of the National Plan for Higher Education, and
- Comply with the more immediate requirements of the plan.

Thus, the initial technical assistance required from institutions was not specific, but rather related to all institutions as higher education institutions. As a result, all 17 HDIs benefited from this technical assistance. Furthermore, In order to enrich the HDI experience and allow for meaningful exchanges, the historically advantaged institutions were also accommodated as paying participants. All but two of the HDIs were represented at the workshop that was held on 18-20 April 2001.

The specific aims of the National Workshop were to:

- Clarify the requirements of the NPHE and its implications for institutional planning.

- Highlight key features and the potential impact of the proposed new funding model for public higher education institutions.
- Provide an opportunity for institutions to gain exposure to a range of institutional planning models and processes, particularly for the development of institutional submissions on proposed programmes and qualification mix for 2002-2006.
- Provide feedback on planning strengths and weaknesses at the institutional level based on an analysis of a capacity assessment checklist.

As a follow-up to this workshop, institution-specific follow-up sessions that were facilitated by external consultants together with the institutional planners were built into the National Workshop strategy. The purpose of the follow-ups was to facilitate institutional compliance with the National Planning requirements by exposing the broader strategic community of the institution to these requirements. These follow-up sessions were conducted during the first two weeks of May 2001.

UNCFSP's next step was to determine the impact of the existing national education and training legislation and policies on the HDIs and Institutional responses towards compliance. In order to accomplish this task, it was also necessary to conduct institutional assessment and to provide technical assistance in order to facilitate the enhancement or establishment of structural and policy compliance as needed. Because of the nature of this new challenge, this technical assistance was provided to all 17 HDIs instead of just minimally ten.

The National Plan on Higher Education (NPHE) "outlined the framework and mechanisms for implementing and realising the policy goals of the White Paper"⁵. The plan essentially establishes indicative targets for the size and shape of the higher education system. These targets are expressed in the form of sixteen intended outcomes, namely:

1. Increase participation rates by 15%-20%
2. Increased graduate outputs, with specific benchmarks set for the different qualification types
3. Broadened social base of students, with specific reference to non-traditional students such as mature learners, women, disabled people, and workers
4. Increased recruitment of students from the SADC region
5. Changed enrolments by fields of study, with a benchmark target ratio of 40%:30%:30% for enrolments in humanities, business and commerce, and science, engineering and technology respectively
6. Enhanced cognitive skills of graduates, with specific reference to technical skills and an array of analytical skills and a solid grounding in writing, communication, and presentation skills
7. Increased equity in access and success rates
8. Increased staff equity
9. Diversity through mission and programme differentiation
10. Regulation of distance education programmes
11. Establishment of a single dedicated distance education institution
12. Regulation of private higher education
13. Research concentration and funding linked to outputs
14. Increased graduate enrolments and outputs at the masters and doctoral levels
15. Programme and infrastructural collaboration
16. New institutional and organisational forms with specific reference to mergers

The NPHE places the following specific demands on higher education institutions:

- Institutions must analyse their student inflows and outflows, and must consider ways in which efficiencies in the production of graduates can be improved.
- Institutions must explore possibilities for programme and research collaboration with other public higher education institutions.
- Institutions must formulate proposals on their future programme mix and institutional niche, having taken account of (a) their own capacities and (b) possibilities for regional collaboration.

⁵ Minister of Education's Foreword in the National Plan for Higher Education, February 2001

- Institutions must find ways of sustaining their approved programme mix by improving institutional performance, for example, in terms of graduate and research outputs and of student and staff equity..

The Minister of Education also announced the establishment of the National Working Group that will investigate and advise the Minister on appropriate arrangements for the consolidation of higher education provision on a regional basis through establishing new institutional and organisation forms, including where feasible a reduction in the number of higher education institutions.

The following immediate requirements of the NPHE apply:

- Institutions to submit proposed teaching/research niche areas and programme mix to the DoE by 30 July 2001

In a capacity assessment conducted on behalf of UNCFSP/TELP by Ms Erica Gillard, a Consultant to the DoE, after the release of the NPHE, the following institutional responses were received:

- Overall there was evidence of healthy planning activity wherein respondents engaged critically with issues. There was also evidence of a substantial amount of planning; apart from three-year rolling plans, institutions had produced a range of strategic and academic plans, restructured faculties and overhauled curricula across the board. These activities had usually drawn in people from all parts of institutions.
- There was only one institution (among the respondents) where there was a complete breakdown of planning (and all other activities, in fact) [this situation referred to the University of the North]. There was also evidence of contestation about planning; apart from references to tensions between constituencies within institutions, there were two institutions where two different respondents had completed and returned questionnaires.
- Most of the institutions had permanent planning posts; only one or two had none (one was a vacancy); and one or two had people seconded to planning posts. There was a fair degree of stability within the system. Many incumbents had been in their jobs for a long period; without having all the responses, people had probably been in their jobs for a mean of around 2 years. There were various different models of planning departments:
 - Institutions that had strong management information systems (MIS) often added planning to these functions and planning departments grew from this.
 - Some planning departments appeared to have grown from a SAPSE function; these tended to have a lower status than the first type.
 - Some had been established with a more political tradition of planning linked to Senate committees.
 - A few had an overlap with Academic Development Departments.
 - A few were incorporated into the Vice-Chancellor's department.
- Status of planning incumbents varied depending on how long the planning department had existed, how many functions it performed, whether the planners were part of executive management (in a few cases only) and whether they had ready access to the Vice-Chancellor (if not part of the executive management team).
- Most reported to the Vice-Chancellor or Deputy Vice-Chancellor in charge of planning and most reported that they received good support from the executive. While some reported that planning demands irritated rank and file staff, it appeared that executive management took planning seriously.
- Sizes of planning departments varied from large (round about 6 people) to a single person. The single person versions were, however, seldom completely isolated. They tended to receive help from other sections (e.g., Information Technology [IT], SAPSE, student records, and registrar's department) or had ad hoc task teams to support them when appropriate. In all cases, except where these functions were incorporated into the planning department, planning departments drew data and information from IT, SAPSE, student records etc.
- Production of three-year rolling plans had invariably incorporated a vast array of people across the institution, either individually or in task teams. The planner, often together with a member of the

executive, usually wrote the three-year rolling plans. Other people, or teams, had also often written sections or a single planner received support from a secretariat set up for that purpose. Specially constituted task teams had sometimes written plans. There was generally wide discussion, gathering of information and incorporation of departmental and faculty plans. Most plans went through formal committee processes; there were only a few cases where plans were produced by the executive and then made available more broadly.

- Senate, Academic Board and Council usually approved three-year rolling plans. Sometimes there was also approval by the Institutional Forum, SRC and Staff Unions. Only 2 were approved by the Rectorate alone and one by the administrator because there was no Council. This mirrored the fact that most institutions had some form of planning committee – whether they were called this or not or whether they were incorporated into other committees’ functions. Only one or two said that planning decisions were the responsibility only of the executive.
- Responsibility for monitoring plans ranged between the executive, planners, line management – singly or in combination. Lack of clear monitoring responsibility was often seen as a problem.
- There were variations in data produced routinely. Exit and first destination surveys were the least likely to be produced (except for several technikons). Several institutions did not monitor drop out rates. In a few cases, even pass and throughput rates were not produced.
- Many respondents identified problems with getting reliable data. They also reported that they personally lacked statistical, modeling or financial skills. Others reported difficulties in getting support from the rest of the institution or complications arising from decentralisation for planning.
- Contact with other institutions, the region or consultants was too often non existent, but also strong in other cases. There was often mention of regional initiatives on planning matters.
- Institutions have clearly embraced the planning model introduced into South Africa after the NCHE. Many planning departments came from a data rich history, in which case they sometimes had to develop a strategic element to their planning (especially if they came from a SAPSE producing department). Several institutions had to establish both strategic ways of planning and databases to support this.

Ms. Gillard's own views are that:

- Many institutions will have to develop or strengthen a planning culture so that planning becomes a way of life. As an example, in the Australian model, requirements for annual institutional submissions are replicated in stable institutional processes. (This is used as an example because the Australian model had influenced requirements for the first three-year rolling plan. Guidelines are distributed in about April of each year and extensive submissions - covering enrolments, equity reports, financial and capital plans, as well as other policy requirements - from institutions produced by the end of June so that funding decisions can be made before the end of each year).
- Institutions should also become more adept at reading and pre-empting policy. This is where planners will have to provide leadership. For example, there should have been few surprises in the requirements of current profile submissions. Institutions had requested a return to the White Paper emphasis on planning by programmes and this had been reflected in the NPHE. Institutions could already have been giving thought to their programme strengths. Similarly, guidelines for the next three-year rolling plan will be read off the NPHE. Institutions can, therefore, already start to prepare themselves for what the next three-year rolling plan is likely to require.
- Few responses mentioned quality assurance. (Although one response mentioned a link to quality assurance and another had incorporated quality assurance functions into the planning department.) This absence could be why monitoring of plans was often noted as a problem.
- Quality assurance will have to be strengthened within our planning models and routines, especially if the Higher Education Quality Council (HEQC) incorporates some of its requirements into the annual planning cycle.

- A few respondents made oblique references to finance, although this area is probably strong in institutions with strong MIS. Financial aspects of planning will also have to be strengthened, especially in order to evaluate implications of a new funding formula. There are, however, inevitable tensions between people advocating financial priorities and those setting academic priorities and a way of managing these tensions will have to be found.
- Planners will have to find a balance between process and product. While there have been major initiatives over the last few years, they might also have exhausted the broader campus community. In making planning more routine, Ms. Gillard's own view is that planners should find a way to consult and draw in the broader community without passing on too much of the work.

What will be required in the future?

- Reliable data produced routinely so that, among other things, projections can be made, equity and efficiency targets monitored, and the implications of a new funding formula monitored.
- More importantly, however, ways of steering within each institution and setting priorities will have to be developed and strengthened. This is because the system as a whole is in transition and will have to respond to restructuring and transformation imperatives. For this, leadership is crucial. This should be at executive level, but also at planning levels because planners are the people who have to pre-empt policy initiatives, interpret policy requirements and help the institution plan within its own context and priorities.

Furthermore, in terms of the immediate requirements of the NPHE listed above, the following challenges were identified at the training National Workshop held in April 2001:

- **Capacity**
 - ✓ Capacity within institutions varies widely.
 - ✓ The divide between institutions of high and low capacity is likely to be perpetuated.
 - ✓ It is difficult to attract staff to increase capacity in many HDIs because they are located in poor areas and are geographically isolated.
 - ✓ The need for DoE support in terms of capacity development.
- **Instability**
 - ✓ The need to address instability in some institutions.
 - ✓ Instability militates against co-ordinated development of plans and meeting of submission requirements.
 - ✓ Leadership in some HDIs is unstable, which results in a lack of strategic direction for those institutions.
 - ✓ The DoE keeps its distance in a crisis until the situation becomes unmanageable.
- **Planning**
 - ✓ Institutions need to review their strategic plans in the light of the NPHE.
 - ✓ What for the DoE has been a planning process, for institutions is a series of disjointed events that do not coincide with institutional planning processes. The challenge is to make each event a learning process that can be part of the institutional planning toolbox.
 - ✓ Broader strategy needs to be separated from compliance with DoE submission requirements. In some institutions plans are simply ad hoc responses to crises. External consultants may develop the plan, with no buy-in.
 - ✓ The level of MIS varies across institutions. In some institutions MIS is highly problematic. In others capability is questionable. Capacity in the IT area is lacking, or vulnerable.
 - ✓ Planning activities need to be co-ordinated. In some institutions planning infrastructure is lacking. One person does everything in the absence of governance structures. In others, there is no link between the number crunchers and strategic planners. People are needed to bridge the gap, especially in HDIs.
 - ✓ The need for planning, finance and quality assurance to be co-ordinated within institutions.
 - ✓ It is not clear to institutions how regional co-operation will be facilitated in the context of the NPHE.

- ✓ There is some apprehension about the deliberations of the National Working Group and the role that it will play in the restructuring of higher education.

- **Programme Mix Exercise**

There is still a lack of clarity around:

- ✓ How to project graduate output as a measure of efficiency.
- ✓ Where do you position multi-disciplinary programmes on the CESM grid?
- ✓ Whether it is possible to accomplish the task within the stipulated time frame; given the time it takes to steer documents through the various approval bodies.

In terms of planning, most of the institutions display the capacity to develop plans that are acceptable to the DoE, however, some institutions require minor capacity improvements or modifications to their plans, and a few institutions still display a number of process and structural deficiencies. As discussed in the June-December 2000 Institutional Progress Report, HDIs can be grouped into three categories, namely:

- Institutions that have adequate capacity to develop acceptable plans and respond to the challenges of the NPHE:
 - ✓ University of Durban-Westville
 - ✓ University of Western Cape
 - ✓ University of Fort Hare
 - ✓ Peninsula Technikon
 - ✓ Technikon Northern Gauteng
 - ✓ M.L. Sultan Technikon
- Institutions that require minor capacity improvements:
 - ✓ University of Transkei
 - ✓ University of North West
 - ✓ University of Venda
 - ✓ University of Zululand
 - ✓ Border Technikon
 - ✓ Eastern Cape Technikon
 - ✓ Technikon North West
 - ✓ Mangosuthu Technikon
 - ✓ MEDUNSA
- Institutions that display process or structural deficiencies
 - ✓ VISTA University
 - ✓ University of the North

As discussed above, UNCFSP assistance was structured as a Project that involved a series of activities, which included a National Workshop for institutional Planners. This workshop was followed by institution-specific interventions that entailed institutional report-back workshops to strategic institutional constituencies and functionaries so as to facilitate institutional compliance with the requirements of the NPHE. External consultants together with the institutional planners, as part of the technical assistance towards initiating compliance and building the capacity to understand the strategic implications of the NPHE and meet its challenges, facilitated these workshops.

The technical assistance thus provided marked the “first step in a journey of a thousand miles” for the HDIs to “strategically reposition themselves” due to the critical processes that will take place based on their submissions and the subsequent recommendations that will be made by the National Working Group to the Minister. The process itself has the following immediate timelines:

- 30 July 2001: Institutions to make submissions on differentiated mission, niche, qualification/programme mix, and student profiles (Tables 1-5)

- August 2001: Analysis of submissions by Ministry of Education
- September/October 2001: Institutional visits to discuss proposed programme/qualification mixes for 2002-2006
- December 2001: National Working Group/Ministry of Education investigates appropriate institutional structures on a regional basis to meet regional and national higher education needs
- February 2002: Advice from CHE on proposed institutional qualification/programme mixes
- February 2002: Publication of approved qualification/programme mixes

Human Resource Development Planning Activities

During the period August – October 2000, UNCFSP conducted assessments at the HDIs that included the following activities:

- An assessment of overall institutional responsiveness and compliance to relevant applicable education and training legislation and policies with special attention to management and administrative structures, policies, and practices.

Assessment of the technical assistance needed by each HDI in order to facilitate compliance with applicable legislative and policy requirements, and enhance institutional responsiveness

- An assessment of human resource development (HRD) policies, and management/administrative structures and practices at each HDI. Assessment of HRD-planning functions, processes, and activities. Assessment of the integration of HRD-planning in the institution's strategic and three-year rolling plan processes; and an assessment of the technical assistance that will be required by each institution.

The technical assistance provided during this reporting period was based on the above assessments and the needs that were expressed by the institutions during these assessments. During the assessments it was discovered that many institutions are still grappling with the understanding of, and compliance with, new labour legislation. As a result, before they could actually pay attention to HR strategic planning, they would need to be provided with technical assistance to bring them on board with the requirements and implications of labour legislation that has an impact on HR planning such as the Employment Equity Act and the Skills Development Act. In one instance, namely, the University of Zululand, UNCFSP was requested to provide training for one member of the HR Department.

Follow-up assessments will be conducted by UNCFSP during June-July 2001 in order to track progress and collaboratively design follow-up interventions that will enable HR Departments within the HDIs to transform from their usual HR maintenance (Personnel Administration) function to a more strategic HR Management and Development function.

The following schedule of workshops were conducted during this reporting period.

Date	Institution	Focus Area
30 January 2001	M L Sultan Technikon	Mentoring Training
3 February 2001	UWC	EE and Skills Development Legislation
8-9 February 2001	UNIVEN	Employment Equity & Skills Development
12 February 2001	UNIN	Skills Development
16 February 2001	PENTECH	HR Strategic Planning
22 February 2001	UNITRA	HR Management

26 February 2001	Vista	Human Resource Practice
28 February 2001	UNW	Human Resource Strategy
2 March 2001	MEDUNSA	Transformation & Project Management
12 March 2001	UDW	Diversity Management
22 March 2001	TNW	Mentoring Training

Gender Policy Implementation

UNCFSP conducted three regional gender policy implementation workshops that took place in the Kwa-Zulu Natal Region (held in Durban); the Northern Metropolis: Gauteng, Northern, and North West Provinces (held in Pretoria); and the Western Cape and Eastern Cape Provinces (held in Cape Town). The workshops were designed such that

- they facilitated institutional compliance with the Employment Equity Act and the Skills Development Act; and
- they facilitated the development of strategic human resource development plans that will transform the HR function at the HDIs from a pure “maintenance” function to a broader human resource “management and development” function.

In order to achieve this, the workshop design focussed on “mentoring of women” as an HR development strategy that would facilitate the implementation of gender policies that are aimed at compliance with Employment Equity targets, Skills Development requirements, and DoE requirements; thus promoting overall gender equity and sensitivity at the HDIs.

As a result, the purpose of the workshops was to sensitise participants to mentoring as a strategy for gender equity implementation such that they can become institutional advocates for gender equity and mentoring as part of the institution’s broader equity and human resource development strategy by

- exposing participants to best practices in mentoring of women towards the achievement of gender equity targets;
- exposing participants to knowledge and skills to design, develop and implement mentoring programmes; and
- exposing participants to best practices in the development and implementation of policy to support mentoring and gender equity.

Four representatives per institution, representing the following categories attended the workshops:

- Senior human resource personnel who are responsible for HR policy development and implementation;
- Senior academic development and support personnel who are responsible for the design, development and implementation of academic staff development programmes;
- Relevant senior administrative personnel who influence resource allocation decisions for the implementation of policies such as the policies that form the subject of the workshops; and
- Relevant members of the institution’s institutional forum, gender forum, employment equity forum and skills development forum

The workshop reports and participant evaluations indicated a high level of satisfaction with the staff achievements, with 93% of the KZN participants, 100% of the Northern Metropolis participants, and 75% Western and Eastern Cape participants agreed that the workshop achieved the aim of exposing them to best practices in mentoring of women towards the achievement of gender equity targets. One hundred percent of the of the KZN participants, 91% of the Northern Metropolis participants, and 70% of the Western/Eastern Cape participants agreed that the workshop achieved the aim of exposing participants to knowledge and skills to design, develop and implement mentoring programmes for women. Similar statistics were also indications of exposing participants to best practices in the development and implementation of policy to support mentoring and gender equity.

It was agreed at each of the workshops that follow-up activities will include institution-based evaluations and technical assistance towards the development of policies and programmes that will dovetail with institutional employment equity, skills development and staff development strategies.

Leadership Development for Senior Administrators

Given the current national and global challenges of managerialism and privatisation in higher education and the rising need for the development of a professional academic-administration cadre, UNCFSP designed the leadership development workshops towards the development of Deans and Heads of Departments. Moreover, Deans and Heads of Departments will be playing a key strategic role in the repositioning of the HDIs for the 21st Century as dictated by the National Plan for Higher Education.

The leadership development workshops were held during the month of March 2001 in Durban, Benoni, and East London. Each training workshop was of two-day duration, and the content of each workshop consisted of at most five training modules that were selected by institutions from the following list of module topics:

- Leadership and transformational leadership
- Challenges and issues facing leadership in higher education
- Roles and responsibilities of heads of departments/deans
- Staff expectations of heads of departments/deans
- Setting direction for a department (strategic positioning)
- Aligning constituencies/stakeholders
- Motivating and inspiring staff
- Strategic planning
- Building capacity through staff development
- Orientating and mentoring new staff
- Quality promotion
- Programme development and assessment
- Evaluating and assessing departmental performance
- Staff performance appraisal
- Creating an environment for research and postgraduate study

Based on the institutional responses on the rankings of the module topics above, the purpose and objectives of each of the workshops was determined as follows:

Purpose: The proposed outcome of each of the workshops was to make a contribution to capacity building of departmental leaders in South African Higher Education institutions.

Objectives: After participating in the workshop, participants are able to:

- identify the top ten challenges facing departmental leaders in higher education institutions;
- generate possible strategies to cope with some of these challenges;
- apply basic principles of transformational leadership;
- develop and implement a strategic plan for a department;
- set direction for a department for the next five years;
- apply principles, processes and techniques to build the capacity of staff through staff development (East London only);
- apply principles, processes and techniques to motivate and inspire staff (KZN & Gauteng only); and
- apply principles, processes and techniques to evaluate and assess departmental performance.

The level of satisfaction with these workshops is indicated in the request by most institutional participants in having institution-based follow-up workshops of this nature that would have a wider coverage that includes members of executive management.

Mentoring Programmes for Women

As a result of the visits made to 17 HDIs during April and May 2000 with the purpose of assisting them to establish mentoring programmes for women, it was decided that regional and national workshops would be held to try to effect a breakthrough for gender equity at HDIs. The following topics would be included:

- A review of gender structures to promote women at HDIs. The outcome would be an analysis of how various structures such as gender forums, gender units, gender studies programmes relate to one another.
- A review of comparative approaches to sexual harassment in order to see what is working and what is not. The result would be a common policy and procedure approach, with community education materials.
- Unity on identifying barriers to women's advancement – Instead of every institution undertaking a climate survey and research the objective is to compare findings or to establish a combined list of barriers to academic and administrative women at HDIs. This could borrow from best practices on methodology and approach at the advantaged institutions and worldwide.
- Formulation of appropriate modules for mentoring programmes for HDIs, spelling out model policy guidelines, objectives and distinguishing between different packages of modules, i.e. for research skills versus a more generalised mentoring programme to build self esteem, leadership and career development skills, etc.
- Communication strategies – a look at best practices in communicating gender equity issues and overcoming misunderstandings and prejudices toward women.

Subsequently, in Year Three during the period August – October 2000, the following follow-up activities were undertaken by UNCFSP at the HDIs:

- An assessment of overall institutional responsiveness and compliance to relevant applicable education and training legislation and policies with special attention to management and administrative structures, policies, and practices.
 - Assessment of the technical assistance needed by each HDI in order to facilitate compliance with applicable legislative and policy requirements, and enhance institutional responsiveness
 - An assessment of human resource development (HRD) policies, and management/administrative structures and practices at each HDI. Assessment of HRD-planning functions, processes, and activities. Assessment of the integration of HRD-planning in the institution's strategic and three-year rolling plan processes.
 - Assessment of technical assistance needs in order to facilitate the incorporation of HRD-planning into strategic and three-year rolling plan development at each HDI.
 - An assessment of progress made at each HDI subsequent to the year-two assessment of gender policies, structures, practices, and the equity plans and the workshops that followed.
 - Evaluation of progress made at each HDI subsequent to the year-two assessment and technical assistance for mentoring-programme guidelines, with specific reference to gender policies, structures, practices, and the development and implementation of mentoring programmes.
 - Assessment of performance gaps and the technical assistance required for facilitating progress in the development and implementation of gender policies and plans, and mentoring programmes for women.

The overall assessment that can be made for all 17 HDIs is that the concept of Mentoring as an HR strategy towards equity and training and development has not been on the HDIs' agenda until it got introduced through TELP in 1999. As a result, even if there enthusiasm was indicated at that stage, very little progress has been made at all the HDIs. This is mainly because none of the HDIs have been able to locate Mentoring within a broader institutional Human Resource Development and Transformation Strategy that is linked to the overall institutional strategic plan.

To this end, based on these assessments together with the recommendations of the Year-Two initial visits, UNCFSP designed a structured programme in the form of three regional two-day gender policy implementation workshops. The workshops focused on one specific policy strategy for gender equity, namely, mentoring. These workshops took place during February 2001. Each of the workshops focused on the strategic aspects of mentoring on day one and the technical aspects of mentoring on day two.

The targeted staff included :

- Senior Human Resources Management personnel who have responsibility for HR policy development and implementation;
- senior Staff Development and Support personnel who have responsibility for the design, development and implementation of relevant staff development programmes;
- other relevant senior administrative personnel who influence resource allocation decisions in the implementation of HR development policies; and
- relevant members of the institution's Institutional Forum, and/or Gender Forum, and/or Employment Equity Forum.

Achievement of Year Three Result : Ten HDIs have the management, administrative and leadership capacity to effectively draft three-year rolling institutional plans.

At most ten HDIs who meet Result 3 for Year 3 by displaying management, administrative and leadership capacity to effectively draft three-year rolling plans:

- University of Durban-Westville
- Technikon Northern Gauteng
- Peninsula Technikon
- University of Western Cape
- M L Sultan Technikon
- University of the North
- University of Transkei
- University of North west
- Eastern Cape Technikon
- University of Venda

All these institutions have the following capacities in common, all considered necessary for purposes of establishing the result:

- ✓ The existence of a strong planning team led by a Planning Team. The team boasts the strong support and vision provided by the Vice-Chancellor.
- ✓ An institutional strategic plan
- ✓ Sophisticated utilisation of data using modeling techniques
- ✓ An institution-wide process endorsed by management
- ✓ Full participation of stakeholders throughout the process
- ✓ Strong, decisive leadership from the Vice-Chancellor
- ✓ The institutional Three-Year Rolling Plan is institutional policy endorsed by Council
- ✓ On the overall, strong technical managerial capacity, technical administrative capacity, and strong, visionary leadership capacity

During the Year 2000 no Three-Year rolling plans were required, pending the completion of the National Plan for Higher Education. In March 2001, the Ministry released the National Plan for Higher Education (NPHE). The NPHE provides the implementation framework and mechanisms for higher education transformation as articulated in the vision, goals and principles of the White Paper. Thus, the first planning submissions to be made by institutions since the 1999 three-year rolling plans was for institutions to submit, by the end of July 2001, an overall framework indicating their proposed mission and niche, and their programme and qualification

mix for the next five years, i.e. 2002-2006 together with specific tables containing enrolments and graduation projections for the same period⁶.

Recommendations for Resolving Outstanding Issues

1. That UNCFSP provides assistance in the development of a more strategic approach by institutions in utilising TELP support through well-structured combinations of Joint Activities, PILs and Linkages.

Action Taken: TA could not be provided pending the release of the National Plan for Higher Education on 5 March 2001. TA was provided during April/May 2001.

2. That UNCFSP provides assistance in the implementation of gender and employment plans.

Action Taken: Institution-based HR workshops were conducted in the three regions and gender policy implementation workshops completed in February 2001.

3. That UNCFSP provides assistance in building the capacity for planning at the departmental level, particularly as related to the financial implications of planning decisions.

Action Taken: TA was provided during April/May 2001 after the release of the National Plan for Higher Education.

4. That more leadership training for management and support personnel, be provided, particularly as related to motivation, performance management, human relations, conflict resolution, and diversity management.

Action Taken: Leadership training were completed in February 2001.

5. That UNCFSP provides assistance in the development of implementation plans and processes

Action Taken: Included in the National Plan follow-up interventions.

6. That UNCFSP provides assistance in the integration of programme development for NQF compliance into three-year rolling plans.

Action Taken: Included in the National Plan follow-up interventions.

7. That UNCFSP provides assistance in the development and implementation of Faculty business planning.

Action Taken: Included in the National Plan follow-up activities.

8. That UNCFSP continues to provide further assistance in the development of enrolment planning models and information analysis.

Action Taken: Included in the National Plan follow-up interventions.

9. That UNCFSP provides assistance in faculty development planning.

Action Taken: Included in the National Plan follow-up interventions.

IV. Student Academic and Social Development

UNCFSP interventions for student academic and social development are being conducted by the Desmond Tutu Educational Trust (DTET), located in Cape Town. Interventions have included five basic activities: facilitation of the development of student development plans; development, administration, and validation of student

⁶ Ministry of Education, March 2001: Guidelines for Institutional Submissions on Proposed Programme and Qualification Mix for 2002-2006.

assessment testing; training of staff for establishment and administering of bridging programs; development and assessment of work study programs; and training in aspects of student leadership.

During the last reporting period, HDI institutions continued to receive training in test development, test design and validation, frameworks for implementing student assessment testing, designing and implementing bridging programmes, student and staff leadership training and work-study program assistance. Institutions have benefited tremendously from these interventions.

By the end June 2000, six HDIs were judged to be assessing all first-year students and providing an appropriate compensatory program for at least 40 percent of those students requiring help in key strategic areas of Math, English, and Science. These institutions included M L Sultan, Peninsula Technikon, University of Durban-Westville, University of the North, University of the North West and University of Transkei.

The evaluation of the progress towards the implementation of Student Development Plans, during the last reporting period, indicated that significant progress had been made since the evaluation conducted in Year Two of these same plans. At a majority of the institutions, the level of implementation had increased in spite of the number of historical and institutional constraints. There were clear indications that significant moves had been made toward the adoption and shared ownership of the Plans. Institutions had made attempts to link the student development plans with the three-year rolling plans.

The development of the third version of TELP Standardised Tests was completed in December 2000. This intervention took place within the form of a three-day intensive workshop that was designed to clarify the uses of the diagnostic test; clarify how the tests were being developed administered, and validated, familiarise participants with the basics of test design and use; incorporate insights from participants into Version 3 of the diagnostic tests; and provide a basis for the work of the institutional TELP Student Academic Development groups. Representatives from each of the 17 HDIs participated in the workshop. Appropriate follow-up strategies were to be incorporated during the next reporting period.

Thus, during the current reporting period, DTET's primary interventions focused on providing follow-up technical assistance for areas identified in the evaluation conducted of the Five-Year Student Development Plans. Evaluations conducted early in Year 3 indicated that while institutions had made substantial progress in implementing the various components of their respective Five Year Plans, there existed some critical needs. These needs related to the critical areas of implementation, such as lack of funding for the different areas of Student Academic Development and lack of institutional capacity to implement programmes. Therefore, technical assistance aimed at addressing these challenges.

The interventions covered the following areas:

- Academic Development → Programme evaluation
 - Systems Design
 - Proposal Writing
 - Planning

- Work Study Programme → Developing the programme
 - Planning
 - Proposal Writing

- Student Leadership and Enrichment → Strategic Planning
 - Policy Development
 - Leadership Development
 - Funding Proposal
 - Programme Design

The needs identified and the interventions provided to HDIs were aimed at creating a significant shift towards efficiency and acceptance of ownership of the Student Academic Development activities at the respective institutions. Institutions also demonstrated a desire for excellence in the kind of support students received. Both staff and students participated in most of the interventions. This is a significant and positive shift which indicates a shared commitment to accepting responsibility for the development of the institution. In this manner

the interventions assisted institutions to regain the locus of control from a staff and student perspective. Both empowerment and train-the-trainer methodologies were employed.

The interventions were a great success and contributed positively in developing the necessary capacity enabling participants to effectively contribute to the implementation of the Student Academic Development Programmes, thus enhancing the capacity of the institutions to successfully implement their respective Five Year Plans. In addition to the positive responses to the evaluation of the workshops, the successes of the intervention can be seen in the commitment of participants forming task teams to oversee the implementation of the activities. In some workshops documents were developed that formed the basis for the implementation of the programmes.

Some of the issues covered in the recommendations are: the need for greater participation and closer collaboration among the different stakeholders in developing and implementing the plans; presenting workshops, providing support and assistance for implementation of the programmes; and evaluation of teamwork and programmes. The level of staff and student participation does not only create common experiences between them, but also helps to build trust and co-operation.

The matter of further training workshops features strongly. This demonstrates the need for further training but also the institutional will, via the participants, for further growth and capacity development. The nature of all the technical assistance interventions makes it possible for participants to replicate workshops for the areas covered by the intervention and for other areas of Student Academic Development. Also, external evaluation and monitoring of programmes and processes as well as mentorship need to be put in place to ensure success in the implementation of the programmes developed through the technical assistance.

Participants also need mentoring as they take up the responsibility to train others. Thus, future technical assistance needs to be designed so that participants of TELP interventions would play a role in preparing and presenting future interventions, albeit with guidance and mentorship from an experienced facilitator.

Finally, there exists the need to network and collaborate with other institutions. When these projects are set up, at first with the help of an outside agency, it will be the final sign of the competency of institutions to function alongside historically advantaged institutions as peers and equals. Institutions have clearly demonstrated the institutional will and tenacity to engage and co-operate with TELP in the development of their capacity as they chip away at the legacy of the past and create parity with all other institutions in South Africa.

HDI's have made good progress in the area of Student Academic Development. In student leadership and enrichment, for example, there is development of skills and knowledge in a wide range of areas, from meeting procedures to strategic planning and policy development. In Academic Development and Work Study, institutions have developed systems that would ensure the success and sustainability of the programmes. In all the workshops participants committed themselves to share skills and knowledge with their colleagues at the institutions.

Bridging Programme Activities

While, most HDIs still face substantial problems in developing and sustaining bridging programmes linked to effective placement mechanisms. These problems relate particularly to the availability of sustainable funding and to the low (and in some cases still declining) student enrolments in HDIs. While Government has committed itself to providing funding for "extended curricula" (incorporating bridging courses) through Redress Funding for 2001, there is no indication that this funding will be available in 2002 and beyond. Again, while there is a commitment in the discussion document released in March 2001 entitled Funding of Public Higher Education: A New Framework, the actual implementation of such funding depends on the introduction of a new Public Higher Education funding formula, which may still be two years away. In these circumstances, institutions, especially HDIs that are relatively poorly resourced, find it difficult to fund bridging and other compensatory programmes from internal resources. The position is exacerbated by the enrolment difficulties currently being experienced by most HDIs, which make them wary of diverting students from mainstream first-year courses into bridging programmes and thus compounding their subsidy problem. It is significant that some institutions have used the test data to assess baseline competencies and to identify and monitor the academic progress of students identified as "at risk". In addition, all institutions have indicated that they are using the results to inform educational development in both bridging and mainstream programmes.

Challenges

There are a number of factors that continue to impact on the progress of the student development activities:

1. Most higher education institutions, particularly Historically Disadvantaged Institutions (HDIs), continue to experience problems with student enrolments. HDIs are often institutions of last choice and cater for the disadvantaged students who are least likely to have the results and the finances to gain admission into the Historically Advantaged Institutions. Hence, HDIs have to put in place flexible admission and registration systems to accommodate their target group. This has resulted in, *inter alia*, substantial lengthening of the registration period (in many cases by several weeks) to allow for additional student recruitment, and a consequent disrupted start to the academic year. The testing operations, as well as institutional efforts to use the test results for educational development, continue to be adversely affected by these circumstances.
2. Many of the current academic development interventions are not integrated into the mainstream curricula, and the emphasis of many programmes remains on access rather than long-term success and graduation. It is clear that much work needs to be done to assist institutions in making strategic decisions to shift the focus of its AD to extended curricula models. It is critical that consultation at the level of senior management, including Deans, Heads of Schools and Programme Co-ordinators takes place to ensure buy-in of the extended curricula models and implementation thereof. In many cases AD staff remains largely marginalized and outside decision-making processes and hence, are frustrated in their efforts to implement such models.
3. Another serious constraint is the lack of resources to implement the appropriate interventions to address the needs of disadvantaged students. The Government has committed itself to funding for "extended curricula", in the 1997 HE White Paper, again in the National Plan for Higher Education released in February 2001 and in the discussion document Funding of Public Higher Education: A New Framework, released March 2001. However, this is yet to be implemented and even when it is, some institutions are yet to implement extended curricula models that would qualify for this funding. Nonetheless, the financial constraints were somewhat relieved when many institutions received ear-marked funding from the Redress Funds allocated for Academic Development Programmes in 2001.

Achievement of Year Three Result 2:

Eight HDIs assessing all first-year students and providing an appropriate compensatory(bridging) program for at least 50 % of those students requiring help in key strategic areas of Math, English, and Science.

The eight institutions that participated comprehensively in the project in 2001 were

- University of Durban-Westville
- Mangosuthu Technikon
- ML Sultan Technikon
- Medunsa
- Peninsula Technikon
- University of the North
- University of the North-West
- Technikon North West

Three other who were committed to participating as pilot projects preparing for full participation in 2002 were

- University of the Western Cape
- Vista (PE campus)
- University of Fort Hare

As the eight fully participating institutions have attested through verification of letters and other documentation to DTET and presented to USAID, the relevant tests were applied to all the students who were registered by the cut-off dates for testing. Also, the institutions have attested that more than 50% of the students tested and assessed as being “at-risk” were provided with relevant bridging/compensatory instruction.

The following table shows the number of students tested at each of the participating institutions for Version 3 of each test in 2001:

Institution	Language	Mathematics	Science
Mangosuthu Technikon	521	514	509
Medunsa	471	470	485
ML Sultan Technikon	962	452	48
Peninsula Technikon	1608	929	510
Technikon North West.	619	259	184
University of Durban-Westville	1514	568	592
University of the North	792	497	363
University of the North-West	613	265	171
University of the Western Cape	2121	277	205

Nonetheless, it is encouraging to note that many institutions have demonstrated their commitment to addressing the needs of their students through ongoing involvement in the project and the provision of resources to maintain bridging and compensatory programmes. Outlines of these programmes are given below.

Mangosuthu Technikon

The Pretech bridging programme offered by Mantech consists of four compulsory subjects, namely English (Communication Skills), Physics, Mathematics and Science, and other subjects specific to particular streams, such as Electrical Engineering or Drawing. It provides alternative access for students who do not meet the criteria for direct entry into first year. The programme currently focuses on Engineering students. A proposal has been developed for a Bridging/Foundation Programme for all students entering Mantech. It includes a Foundation Phase for all relevant Engineering and Natural Science students, and a Bridging Programme for all relevant Management Sciences students.

The Academic Support Unit has a Learning Assistance Centre that aims to develop independent learning skills and systematic approaches to the acquisition of knowledge. It provides a drop-in service for individual students, modularised study skills courses, and Computer Aided Instruction to develop study skills, listening, reading and writing skills. Communication is a campus-wide compulsory component of any diploma, as it is at any other technikon. However, the courses have different names in keeping with their different focus areas. The general aim of the course is to develop effective communication skills through practical application. This is done through group activities, problem solving and research. The Communication Department is working closely with the ASU to integrate the development of the language skills tested in the Language SATs into the courses.

MEDUNSA

The Faculty of Science offers a number of departmentally based foundation courses in Chemistry, Mathematics, and Physics. The three foundation courses aim to develop the required skills in the students to cope with the 'normal' first year courses in those subjects (and others). Apart from theoretical and practical course work, the foundation courses aim to develop thinking, reasoning, problem solving, communication, writing, and study skills. The work is presented by way of formal lectures, demonstrations, practical sessions in the laboratories, discussion classes, and tutorial and 'exercise' sessions. In each department a suitably qualified person is responsible for presenting the course content; and student assistants are appointed to assist as demonstrators, tutors, and S1 facilitators. All first year students are required to register for the English Language/Language Learning and Communication course which aims to develop communication skills, study skills and scientific writing.

M L Sultan Technikon

The Tutorial programme consists of peer-facilitated tutorials in English Language Development, Mathematics Physics and Chemistry, which have been identified as traditionally difficult subjects (mainly for first years). It integrates a range of academic literacy skills into the mainstream disciplines through group-based activities. The Core Curriculum Module was introduced this year in eight instructional programmes spread over the four faculties. Staff from Curriculum Development, Educational Development, the library and the academic departments involved in the pilot programme developed the modules. The intended outcomes of the module for first year students are the development of effective learning, communication, thinking, problem solving and decision-making, personal values and interpersonal relationships, collaborative skills, and information

management. In each programme, the core module is linked to a first year subject and students are given a project that constitutes a portion of the year mark for that subject. The Department of Chemistry in the Faculty of Science offers an augmented programme to students who do not meet the standard admission requirements. These are normally Science students who did not meet the mainstream entry requirements (points). The augmented programme extends the curriculum by one year - normally students spend two years at the Technikon and one year in industry (mandatory in-service training), but the "augmented" students spend three years at the Technikon.

Peninsula Technikon

The Education Development Centre at Peninsula Technikon monitors and evaluates an integrated programme of skills and language development at departmental level for all first level students. A deliberate policy of "concurrent" compensatory programmes rather than traditional bridging/foundation programmes drives its development and implementation. The compensatory programmes are integrated into the academic offering of the department thus facilitating the continuous monitoring of learners. All departments offer one or more of the following interventions that are compulsory for students identified as "at risk".

- CALL Computer Based Language Learning
- Supplemental Instruction or Tutorial Support
- Language Development Tutorials
- Academic Consultations

Technikon North West

The Foundation Year Programme was introduced for the first time in 2001 and funded by Redress Funds. It is a university-wide programme aimed at increasing the access and success of students who do not meet the admission criteria for entrance into first year programmes offered by the Science and Technology, Accounting and Management Sciences, and Humanities Faculties. It offers students a number of access routes including Analytical Chemistry, Computer Studies, Mechatronics and Management Studies. The courses offered include a number of core courses in Mathematics, English and Life Skills, as well as choices based on the particular track into which students are placed.

University of Durban-Westville

The English Language Development lecturers offer a number of modules that aim to develop language skills in all first level students. This includes The English Language Development Module for all students in the Humanities, Law and Management Sciences, and Health Sciences. It is credit bearing and aims to provide disadvantaged students, particularly those for whom English is a second language, with basic language-related academic skills needed for success in Higher Education, and to improve the confidence and ability of students to use the English language in the university context. The module is compulsory for those students identified as at risk by the SATs. This is a year-long intervention based in the Science and Engineering Faculty that offers alternative access for students who do not meet the criteria for entry into the first level. It aims to bridge the gap between matric and first level, and to lay the foundations for study at university. It consists of courses in Mathematics, Physics, Chemistry and Communications. Students have a choice to register for Biology or Applied Mathematics in the second semester.

University of the North

The University of the North at Turfloop has a well-established and successful Science bridging programme known as the UNIFY Programme. It comprises courses in Mathematics, Physics, Chemistry, Study Skills, and a Language in Science course offered by the Department of English. The primary purpose of UNIFY is to widen access to Science degrees for disadvantaged students. The Department of English offers a credit-bearing English language development course for students in Arts, Law and Management. The course is run in cooperation with a range of academic departments in these faculties. The course is the main vehicle for addressing the language development needs of all students identified as requiring assistance in this area.

University of the North-West

The Science Foundation Programme is located within the Faculty of Science. It is a one year programme that aims to bridge the gap between school and university study, prepare students for undergraduate study in science, mathematics and technology, and prepare students for the first year of the BSc Programme.

All first year science and management sciences students are required to register for the English and Academic Skills Programme which is presented by the Department of English with assistance from the Academic Development staff. The programme is year-long and focuses on the development of communication and academic skills.

University of the Western Cape

UWC offers a Language Development Foundation course, namely English for Educational Development (EED). This course is offered in the Arts, Commerce and Science streams, and students in these courses are also referred to the Writing Centre for additional academic support. The EED course focuses on developing students' academic literacy with an emphasis on English communication, and serves students across faculties through lectures and tutorials. The Writing Centre project is an academic student support service that gives students specific academic assistance in terms of literacy through one-to-one consultations, workshops and other assisted educational development.

Faculty-based tutorials, which integrate skills and discipline specific content, are offered in a number of departments.

Recommendations for resolving outstanding issues in Year 3

1. That UNCFSP address the issue of determining reliable sources of funding or the various programs introduced by DTET

Action Taken: According to the DTET Program Manager, DTET has taken adequate steps to inform HDIs that it does not have the necessary funding to implement the interventions for which it is building capacity. UNCFSP is continuing to advise HDIs on alternative sources of funding.

2. That student leadership training workshops be developed for staff

Action Taken: DTET has designed and implemented a workshop for student development officers in December 2000.

3. That issues relating to cultural biases of tests and placement of students be addressed at the various institutions.

Action Taken: These issues were discussed in detail during the SATs workshop and are continuing to be dealt with at the institutions. Progress has been made in terms of bringing on board some staff who have been concerned with these issues.

4. That UNCFSP conduct a more in depth analysis of the result of DTET interventions.

Action Taken: The activities for Year Three with DTET were more carefully scrutinized and discussed with its managers. We have also asked for more regular updates on progress made toward the milestones and the Year Three Result.

5. That direct discussions be held with Vice Chancellors concerning those internal circumstances that prohibit the full realisation of testing and bridging programmes for all first year students.

Action Taken: Completed on various campuses with Vice Chancellors and those responsible for testing administration and policy making.

Year 4 Recommendations

1. Appoint of Student Development Co-ordinators as a matter of urgency
2. Negotiate monitoring and evaluation systems with clear key performance indicators and timelines with all participating institutions.

3. Create opportunities for inter-institutional skills sharing
4. Develop critical skills at institutions, e.g. writing of funding proposals and programme evaluation

III. Staff Development

Staff development is one of the cross-cutting activities that involve each of the TELP Components. Thus, interventions are discussed throughout the focus areas discussions of the individual progress reports. This section of the Executive Summary, however, will focus on the Institution Specific Activities Component and its objective to build capacity in proposal writing and project implementation.

During the last reporting period, proposal writing and project implementation of PILs had received a great deal of attention. While most of the participation in proposal writing workshops previously focused primarily on TELP Coordinators and others at the institutions who were expected to transfer this knowledge at their institutions, the intervention activities related to the proposal writing, implementation and reporting for PILs were seen as in need of revision.

Proposal Writing

Because proposal writing workshops posed several challenges in Years 1 and 2, UNCFSP designed an intervention that was aimed at providing greater institution specific assistance. Most significantly, institutions were continuing to make constant requests for proposal writing assistance. This signaled to UNCFSP that a new strategy was required. Thus, the proposal writing technical assistance for Year Three emphasised project development, proposal writing, and host country contracting requirements.

Because this is the third year of offering proposal writing workshops and because institutions have consistently asked for more technical assistance, a new strategy was developed that would allow for more institution specific assistance. Numerous requests had been made to start the PIL proposal writing process for 1 March 2001 submission.

UNCFSP considered the fact that TELP institutions were at different levels of capacity as related to project development, proposal writing, and host country contracting. Therefore, eleven HDIs were divided into two regional groupings for consideration of the three regional workshops. Group Three was comprised of institutions considered not to need technical assistance in proposal writing. They were invited to inform UNCFSP of the nature of the technical assistance in proposal development that might be needed for submission of Round 5 PIL proposals.

At the beginning of this reporting period, HDIs were preparing to submit Draft #3 of their proposals, in anticipation of the 1 March 2001 deadline for submission of Round 5 PIL proposals. Subsequently, seventeen proposals, one from each HDI, were submitted in the Round 5 Competition by the 1 March 2001 deadline. This is the first time that UNCFSP received a proposal from each of the HDIs.

Unfortunately, three of these were disqualified. While two proposals were excluded from the competition because of failure to meet the requirement of having made adequate progress towards the claiming of expenditures, the other was withdrawn by the Vice Chancellor because of failure of the TELP Coordinator to follow institutional procedures for submission of PILs to USAID.

As indicated above, a different strategy was employed for the development of proposals for PILs for Round Five. A three-phase process was employed in November 2000 in order to solicit a higher quality of proposal from the institutions. Phase One included eleven institution-based project conceptualization workshops. Phase Two involved two regional proposal writing capacity-building workshops and a review of Draft #1. Phase Three involved regional feedback workshops for Draft #2 of the proposals and individual feedback of Draft #3, if necessary.

The evaluations from the November/December regional workshops indicated that the participants believed they gained substantial knowledge from the new strategy employed by UNCFSP. In the past, HDIs had been requested to come to the workshops with draft proposals and the proposal writing workshop was a "once off" activity. The result was that institutional teams arrived without a proposal in hand, but they did not understand that this was central to successful participation in the workshop. Thus, proposal submissions were not of a very high quality for most of the institutions.

The final recommendations for Round 5 PIL awards were made in June 2001. included the following eight institutions: Peninsula Technikon; University of the North; University of Transkei; University of Venda; Mangosuthu Technikon; Technikon Northern Gauteng; Border Technikon; and University of Fort Hare.

Semi-Annual Reports

Reporting back on actual implementation of PILs has increased the level of accountability for implementation practices. UNCFSP in collaboration with USAID, has developed guidelines and a standard format in order to increase HDI capacity to develop reporting skills. The Semi-Annual Report is an important monitoring and evaluation mechanism for the Institution Specific Activities Component. Institutions are required to submit semi-annual reports by 30 April for the period 1 October to 31 March and 30 October for the period 1 April to 30 September of each year.

Four interventions in Year Three focused on providing assistance on PIL implementation and semi-annual reporting. The first provided TA on PIL Implementation to Mangosuthu Technikon and the University of Zululand, two institutions who had recently appointed TELP Coordinators. The second activity provided TA on semi-annual reporting to the University of Fort Hare and the University of Zululand. Fort Hare had a recently appointed TELP Coordinator and a new PIL activity leader. The University of Zululand continued to experience difficult problems related to the submission of appropriate information and requested additional assistance. The third provided training to TELP Coordinators at a two-day workshop where all aspects of the PIL process were discussed. The fourth activity provided training to four project leaders of new PILs, including those at Eastern Cape Technikon, M L Sultan Technikon, University of the Western Cape, and the University of Venda. Thus, all institutions received some form of specific training in semi-annual reporting during the current reporting period.

Problems experienced with the semi-annual reporting in Years 1 and 2 included non-submission of reports, delays in the submission of reports, information provided in the reports were not comprehensive enough such that it provided sufficient detail to assist stakeholders in determining the quality of project activities and/or to identify the need for additional assistance. Other problems related to inadequate report writing styles and the inability to determine those aspects of project development that should be included in Semi-Annual Reports.

During Year 3, UNCFSP noted some improvements in semi-annual reporting. Nonetheless, UNCFSP revised its feedback mechanism and provided a more detailed report that specifically indicates the problems with the reporting mechanism used by the institution.

A comparison between the feedback provided for the October 2000 submission and the April 2001 submissions indicates that institutions paid attention to the feedback provided and attempted to address the issues and problems raised. One of the problems identified during the October 2000 submission was that institutions did not follow the standard format for semi-annual reporting. This was addressed to a large extent in the April 2001 submission. Another problem identified in the last reporting period was that the Financial Management Section was either poorly completed or not completed at all. In the April reporting cycle, except for one institution, all others completed this section of the report.

A continuing problem in reporting is the quality of information provided in Section C. Project activity leaders and TELP Coordinators are not providing the required information in the Implementation and Monitoring Plans. They are not breaking down the subactivities into date specific activities and the name and the individual/s responsible for an activity is not provided. These kinds of issues will be addressed in the PIL implementation workshop and the TELP Coordinators annual workshop.

Implementation and Monitoring Plans

UNCFSP developed a set of guidelines on how to develop implementation and monitoring plans in 1999. There are still too many problems, particularly associated with submitting claims, purchasing materials and equipment, and generally adhering to host country contracting requirements, in spite of the fact that TELP Coordinators and Activity leaders have received training on any number of occasions.

There have been any number of problems associated with the successful implementation and monitoring of PIL activities. These problems have included lack of a project leader, narrow interpretation of successful implementation, and inadequate attention being paid to the programmatic aspects of projects. Claiming procedures and other financial management problems have also prevented projects from being successfully implemented.

An update on claims expenditures shows that institutions are slowly trying to improve their performance. For example, by April 2000 among the active PILs, R 8,060,898.07 (\$ 1,343,483.00) was actually disbursed as opposed to R 10,021 796.79 (\$ 1,671,299.30) that should have been disbursed. This represented an 80 percent disbursement.

By the end of February 2001, these figures changed to R 12,756,976 (\$ 2,126,163) actually disbursed as opposed to R 16,686,560 (\$3,136,853) that should have been disbursed, representing a 76 percent disbursement. This means that institutions were disbursing 4 percent lower in February 2001 than in April 2000. Please see Chart 1 in the Appendix. UNCFSP has provided February figures because no figures were available by December, 2000 since the review of Semi-Annual Reports was not completed.

Among the expired PILs, there was a 75 percent disbursement. These figures reveal that at the end of February 2001, R 19,852,976 (\$3,308,829) was actually disbursed on expired PILs as opposed to R 26,356,621 (\$5,521,525) that should have been disbursed.

As at February 28, 2001, institutions showed a marked improvement in the time it took them to submit claims compared to the data compiled during April 2000, with most institutions having actually submitted claims to USAID during February 2001. The main reason for this could however be attributed to them ensuring their claims are up to date to enable them to qualify for the round 5 PILs. Please see chart 2 in Appendix.

South African Rands (ZAR):	ACTUAL	SHOULD BE
	DISBURSED	DISBURSED
ACTIVE PILs	R12,756,976	R16,686,560
EXPIRED PILs	R19,852,976	R 6,356,621
TOTAL	R32,609,952	R43,043,181
United States Dollars (US\$):	ACTUAL	SHOULD BE
	DISBURSED	DISBURSED
ACTIVE PILs	\$ 2,126,163	\$ 3,136,853
EXPIRED PILs	\$ 3,308,829	\$ 5,521,525
TOTAL	\$ 5,434,992	\$ 8,658,378

Achievement Towards Year Three Result 1: Five (5) additional (15 cumulative) well-developed proposals from HDIs that are approved for USAID direct funding and successfully implemented.

UNCFSP has made tremendous progress in assisting HDIs to build capacity in proposal writing. Thus, the attainment of 15 well developed and successfully implemented proposals from HDIs required for the achievement of Result 1, was exceeded by five (5). UNCFSP has also confirmed that the twenty (20) PILs are being successfully implemented. While there have been a number of challenges with project start-up and implementation activities, a review of the institutional Semi-Annual Reports, Host Country Contracting Activities, and/or institutional site visit reports will reveal that these PILs have made valuable contributions to the strengthening of the TELP focus areas. The development of this capacity has shown steady progress since Year One of the UNCFSP contract.

Year One Awards: Round 2 (1998)

- Mangosuthu Technikon PIL 82
Subject: Human Research Development
- University of Fort Hare PIL 81
Subject: Education development through computer literacy
- University of Venda PIL 80
Subject: English Language Practical Course
- ML Sultan Technikon PIL 79
Subject: Leadership Training
- University of Transkei PIL 77
Subject: Foundation Program
- University of Zululand PIL 76
Subject: Foundation Program
- Technikon Northern Gauteng PIL 78
Subject: Research Capacity

Subject: Quality Assurance

Achievement of Institution Specific Activities Result 2: Two (2) additional HDIs (6 cumulative) submitting at least 75% of TELP accounts payable to USAID for reimbursement on a quarterly basis.

HDI's have received technical assistance during Year Three in order to help enhance capacity for submitting accounts payable to USAID for reimbursement on a quarterly basis. This TA has included institution-based assistance and in regional proposal writing workshops. Technical assistance was provided to TELP Coordinators, institutional financial managers, project leaders and their team members. This assistance has resulted in seven HDIs meeting the requirement in Year Three of the TELP Project.

In Year One USAID and UNCFSP agreed to use basically the same formula to determine if 75% of TELP accounts payable have been submitted as the formula used to determine institution's eligibility to submit proposals. This implies that the Rand amount that should be disbursed is determined at the exchange rate that was in place on the PIL's commitment date.

In Year One the following institutions submitted at least 75 per cent of TELP accounts payable to USAID for reimbursement on a quarterly basis:

- Peninsula Technikon
- Medical University of South Africa

In Year Two the following HDIs submitted at least 75 per cent of TELP accounts payable for reimbursement on a quarterly basis:

- Peninsula Technikon
- Medical University of South Africa
- University of Transkei
- University of Venda

In Year Three the following HDIs submitted at least 75 per cent of the TELP accounts payable for reimbursement on a quarterly basis:

- Border Technikon
- University of Durban-Westville
- MEDUNSA
- M L Sultan Technikon
- University of the North West
- Peninsula Technikon
- University of the Western Cape

Year 3 Recommendations

1. That USAID Proposal Submission Guidelines be revisited and revised for each round of PILs so that improvements to the proposal writing process can be incorporated.

Action Taken: Guidelines for Round 5 PILs were discussed in detail with the institutional teams during Phase 1 of the proposal writing processes. No substantive changes were made because it was realised that the most critical need was the provision of assistance in understanding the proposal guidelines. Nonetheless, guidelines are being revised for Round 6 of the PILs, primarily to account for necessary changes in the criteria for the review of proposals.

2. That UNCFSPC revert back to a two-day regional workshop on proposal writing.

Action Taken: Two-day regional workshops were held in November and December

3. That the eligibility criteria based on disbursement claims be revisited such that disbursement claims not be tied in with a straight line to time expired.

Action Taken: The Result is directly related to the claiming process, thus this provides UNCFSP with the leverage to force HDIs to submit the claims in a timely manner. No action taken.

4. That institutions be made aware of the importance of having a concept when participating in proposal writing workshop.

Action Taken: Institutional workshops were conducted for ten institutions that focused on project conceptualisation. The primary purpose of the workshops was to ensure that Draft one proposals were prepared before arrival at the second set of proposal writing workshops.

5. That when an institutional team is constituted, that all members should participate in the full duration of the event.

Action Taken: With few exceptions, institutional teams were identified before the proposal writing process began and each team member participated in all three phases of the proposal writing strategic plan for Year Three, including the prospective Activity Leader. This was requested at the first stage of the proposal writing process.

6. That semi-annual reports be submitted in a timely manner (April and October of each year) to allow UNCFSPC to provide feedback on the report and to assess progress in the implementation of the project.

Action Taken: Circumstances beyond the control of UNCFSP prohibited the provision of feedback reports before February 2001. The illness of the Program Manager and the subsequent assignment of this task to the Director of the Resource Centre was a primary factor. Feedback for the April submissions was provided in June 2001.

7. That UNCFSPC pays urgent attention to those PILs that reached their end date and therefore need to be closed out.

Action Taken: UNCFSP has determined the status of all PILs and has made the necessary changes. A listing of PILs to be closed was received from USAID and HDIs were informed of the procedure for close-out of the PILs.

8. That UNCFSPC develops a short course on project management and public relations for TELP Coordinators.

Action Taken: UNCFSP designed and conducted such a course with TELP Coordinators in September 2000.

9. That UNCFSP pays more attention to the achievement of the project's substantive goals and problems encountered in achieving them.

Action Taken: Attempts are being made to ensure that the programmatic aspects of all PILs are well known by the UNCFSP staff and that Activity Leaders prepare Semi-Annual Reports that clearly delineate problems.

10. That the UNCFSP Financial Manager conducts an institution-specific needs analysis for the financial management of PILs.

Action Taken: The Financial Manager has proceeded with this plan.

Recommendations for Year Four

1. Conduct a more extensive workshop for Activity Leaders and TELP Coordinators on Implementation and Monitoring Plans and Semi-Annual Reporting. This will also include close follow-up procedures to ensure that the Semi-Annual Report is informed by weekly and monthly monitoring procedures. This workshop will also include aspects of Project management and leadership.
2. Institutions who submitted poorly completed or did not complete the Financial Management part of the Semi-Annual Report will be requested in the feedback letters to provide further explanations in writing. UNCFSP will use the information received from the institutions to identify problems with the financial management of the PILs and develop a strategy for addressing problems.
3. The Financial Manager at UNCFSP will also communicate with TELP Co-ordinators and advise a more regular submission of claim reports and seek to address problems before the submission of the Semi-Annual Reports.

V. Research

Research interventions were originally designed as cross-cutting activities that would be shared across Joint Activities, Institution Specific, and Linkages Activities. UNCFSP continues to make significant gains toward enhancing a research culture through the project implementation letters and the linkage activities.

The most significant and the most prominent role in research has rested in the PILs. Various institutions have developed their research units through PILs. In the past, these institutions have included MEDUNSA, Technikon Northern Gauteng, and M L Sultan Technikon. A number of PILs awarded in 2000 also focus on the development of research capacities at their institutions. These include the University of the Western Cape, who has liaised with the Education Policy Unit for research purposes and Peninsula Technikon who is focusing on the development of institutional research capacity. Various of the PIL activities involve the development of research skills. Several Round 5 (2001) PILs will also focus on research capacity building. Some of Year 3 achievements of these research projects funded through PILs are as follows:

Technikon Northern Gauteng: The project is designed to expose staff to different research methods and techniques through a “hands-on approach.” Achievements include: production of ten research reports; seven papers presented at national and international conferences (Botswana, Germany, and Canada); a female researcher made a poster presentation at a conference in Cape Town where she was honored as one of the leading researchers in South Africa; and the institution funded three volumes of monographs (Education, Health, and Environment) will include research findings of 15 staff.

University of Durban-Westville: The purpose of the PIL is to establish a Postgraduate Research Centre. Achievements include: a Directorate of Research Management and Administration established with longer term appointments in the positions of Deputy Vice-Chancellor for Academic and Research and the Chief Director of Research; creation of a new staff structure for Research Administration; the completion of several workshops for the training of researchers; and several visiting scholars across disciplines have been invited and provided with resources.

M L Sultan Technikon: The purpose of the PIL is to establish a School of Post-Graduate Studies and a research skills development programme for the staff and post-graduate students. Achievements include: registration and examination rules for Masters and Doctoral Studies have been approved by the Senate and implemented; Volume 1 of the Journal of the School of Postgraduate Studies was published in February 2001; completion of three research skills workshops for staff and postgraduate students; and completion of the final draft of guidelines for supervisors and postgraduate students.

University of the Western Cape: The purpose of the PIL is to increase the number of masters and doctoral enrolments and throughput numbers and to encourage time-to-completion rates. This project involves several research objectives that involve research training programmes for post-graduate coordinators; enhancing the writing and communication skills of postgraduate research students; gathering data of existing students' achievement for baseline data; updating generic guidelines for masters and doctoral theses; organizing post-graduate studies conferences and publishing research by students; conducting a survey of perceptions and practices pertaining to postgraduate retention and throughput rates; and establishing a database and acquiring Research Toolbox software. Achievements include: the procurement of the research toolbox software; and research questionnaires have distributed; identification of all masters and doctoral students.

Peninsula Technikon: The purpose of the PIL is to advance the institution's management information system. Achievements include: completion of the needs analysis; development of static queries; completion of the test project to assess the feasibility of an Oracle-based development route; web design position filled; training provided to the project implementation team on basic Standard Query Language and the structure of a relational database; training provided for the Finance System and the Student System; and some follow-up training regarding strategic planning and management information has been completed.

Also, various research projects dealing with gender discrimination are being conducted at some institutions by different departments and academics. Gender research projects have been embarked upon by the University of Venda, University of Transkei, Technikon Northern Gauteng, and MEDUNSA.

A number of the Linkages Activities are focusing on enhancing research capacities. These include M L Sultan Technikon, Peninsula Technikon, University of the Western Cape, Eastern Cape Technikon and Mangosuthu

Technikon. Linkage Partners have completed joint research projects, launched research journals, and have developed research training programmes for staff completing advanced degrees and for postgraduate students.

Linkage Researchers have become more actively involved in Year Three activities and linkage research is currently being conducted at all HDIs. While many Linkage Researchers are still grappling with the linkage research process, capacity is being built and a keener awareness of the importance of research is being developed. Linkage Researchers will still need more extensive training and opportunities to share their findings at workshops and conferences.

The greatest challenges for the research component remains that of funding for research activities. Because the research focus area was subsumed under the other project activity components, its importance has somehow evaded some of the institutions. More activities need to be forged that bring attention to the important role that research plays in curriculum development, management and administration, and student academic development.

Recommendations for Year 3

1. That UNCFSP pays significant attention to the need to more seriously incorporate research into each of the project components.

Action Taken: Increasingly, HDIs have introduced and implemented research capacity-building activities into TELP focus areas. This is also being driven by the 2001 National Plan for Higher Education that require greater development in research capacity.

2. That attempts be made to provide linkage researchers with more guidance and knowledge about the research process.

Action Taken: Linkage research constituted an important section of the 2000 Linkage workshop. Linkage researchers have been provided with specific guidelines and are required to submit research reports twice a year.

Recommendation for Year 4

1. That a TELP Research Forum be held in Year Four that will highlight research that has emanated from PILs, linkages and joint activities.

VI. The Way Forward

This section will seek to address those changes that UNCFSP believes should receive its highest priority in Year 4 in order to improve upon basic programmatic and administrative changes. Focus will primarily be placed on the needs and recommendations to be undertaken in Year 4, as a result of an assessment of the relevant needs of HDIs. UNCFSP has been able to resolve some of these issues during Year 3 that were raised by the AED Evaluation and those expressed by USAID. As the way forward envisioned in June 2001, recommendations are provided for dealing with outstanding issues. Year Three recommendations are also shown to provide a more comprehensive understanding of recommendations for Year 4.

A. Joint Activities

Recognizing the complexities of Joint Activities and the need for stricter controls over consultants, contractual obligations with subcontractors, and the great variety of issues within the focus areas, the following administrative changes will take place:

1. An administrative assistant will be assigned to Joint Activities whose primary responsibility will be to provide a higher level of assistance to the Project Manager

Action Taken: An administrative assistant was assigned to the Program Manager, but resigned at the beginning of December 2000. Currently, the tasks that were undertaken by the administrative assistant have been absorbed by the TELP Resource Center.

2. The Project Manager will no longer manage the student academic and social development focus area. This focus area will now be managed by the Deputy Chief of Party whose primary responsibility will be not only to ensure the highest level of assistance, but to help work through the myriad of policy problems that have been associated with the success of this focus area.

Action Taken: The Deputy Chief of Party has assumed responsibility for management of the student development focus areas and has worked with DTET to develop strategies to assist in the development of more institution specific strategies. This arrangement met with significant success during Year 3 and will continue during Year 4. Problems have been identified in the DTET reports and were discussed with institutional representatives on various occasions. A number of institutions have now instituted testing policies and have begun to realize the importance of testing to the academic success of students. Discussions were also held with institutional representatives during on-site visits by the Chief of Party and the Deputy Chief of Party. For example, during this year's visits, the issue of testing and foundation courses were discussed at each stop. Most institutions continue to grapple with the time testing takes place, i.e., after the student arrives at the institution. This poses a number of problems with student expectations and the placement of students after they are admitted. In light of some of the outstanding problems that continue to exist relative to this issue, recommendations were made to institutions to begin to think of more of testing students before their arrival. This would entail working with local school authorities to develop testing procedures and setting up testing support centers throughout the country. This may become necessary, particular in light of the fact that some institutions are already using the test for admissions placements and advising departments based on the matric scores. This should not be viewed as unqualified support of testing as a tool for admissions selection.

3. The Director of the Resource Center will now provide more direct assistance to the Joint Activities Project Manager. She will be charged with managing the consultants and subcontractors, ensuring adherence to their scopes of work and that work that is contracted out meets UNCFSP requirements and the expectations of the HDIs. The Director will be responsible for developing reporting requirements for workshop follow-up activities at the institutions. The director will also be responsible for evaluating these activities to ensure that they support the particular focus area.

Action taken: The Director of the Resource Centre manages consultants and subcontractors. A database of consultants with expertise in the five focus areas has been established and is updated on an ongoing basis. The Director of the Resource Centre and the Joint Activities Project Manager began Year Three by jointly conducting assessments at all the HDIs to inform interventions. Detailed Scopes of Work with the purpose, activities to be undertaken, outcomes, timeframes for deliverables, and format for the deliverables have been developed for consultants and subcontractors. Draft reports are e-mailed ahead of the due date by the consultant for scrutiny by the Joint Activities Project Manager and the Director of the Resource Centre. Feedback is given on reports to ensure that the final product meets UNCFSP requirements and the expectations of the HDIs.

Attempts are still being made to ensure that a workable follow-up system for workshops and technical assistance is put in place at each institution. Post-workshop follow-up reporting forms have been developed by UNCFSP. In order to introduce the post-work reporting requirements to TELP participants, forms were provided by TELP Co-ordinators prior to the workshop, at the workshop by the workshop facilitator or e-mailed directly to participants by UNCFSP. Completed forms are sent to UNCFSP via the TELP Co-

ordinators' offices. UNCFSP maintains a summary list of workshops held, date of the workshop, list of participants and aims of the workshop. This information is provided to TELP Co-ordinators on a quarterly basis to ensure that all forms are returned. At UNCFSP's offices, a file system has been started where all correspondence into follow-up reporting are logged against a reference system and then provided to the administrative assistant for data capturing. Electronic files have been created for each HDI into which all data for that specific HDI is collected. On receiving documentation from the administrative assistant, original documents are filed per HDI, respondents are marked off from the HDI summary lists and workshop data is captured into the Trainet System. Workshops will be held in Year Four to assist TELP Co-ordinators in the post-workshop/technical assistance follow-up and evaluation process.

4. All workshop contents, structure, and implementation will be scrutinized by the UNCFSP Management Team. Decisions affecting workshops whether national, regional, or institutional will be joint decisions and will depend on the subject matter and the number of individual institutions trying to address the same problem. Likewise, workshop schedules will be given to institutions in time for them to discuss the implications of their involvement and so that representatives can design learning plans that will include how they intend to follow up and document their activities after participating in the workshop.

Action Taken: Weekly management meetings have focused squarely on workshop organization and implementation. Every attempt has been made to ensure that workshop notices are received at least three-four weeks ahead of schedule. Nonetheless, institutions still do not respond in the required amount of time to ensure timely preparation for workshop proceedings.

5. All efforts will be made to improve upon the fiscal management of Joint Activities. New travel and accommodations regulations will be established that will bring about substantial cost savings.

Action Taken: Meetings have been held with a number of travel agents in the Pretoria area. We have developed a close working relationship with one agency and recently held a meeting to discuss further ways in which the company can assist us in reducing travel costs. Attempts have been made to ensure that travel is booked as far in advance as possible and institutions have been informed that last minutes changes in air travel are for their own accounts. A number of internal checks have been instituted that produced savings in Year 3. These include a review of per diems against actual payments; a requirement that consultants and participants claim for air tickets; a requirement that consultants and participants pay for last minute changes to air reservations; and the rule that ground transportation will not be reimbursed for more than an economy class air ticket.

B. Institution Specific Activities Component

Recognizing that many of the problems associated with Institution Specific Activities are related to institutional project management, financial management, and general project activities, UNCFSP will endeavor to change the way this component views its involvement in project implementation.

1. The Project Manager will be required to conduct an inventory of all problems associated with the successful implementation of each project.

Action Taken: Many of the problems that were reported in the Semi-Annual Reports are being more appropriately outlined and PIL activity leaders and TELP Coordinators are being provided with the identification of specific problems. A more comprehensive inventory of these problems will be discussed at a workshop for PIL activity leaders and others that we hope to implement in Year Four.

2. The Financial Manager will play a much greater role in designing institutional workshops and technical assistance for claiming expenditures, closing out projects, and assisting institutions in devising methods for ensuring a better credit ratings.

Action Taken: The Financial Manager has become more actively involved in workshop presentations for host country contracting and in institution specific technical assistance. The Financial Manager will continue to work closely with the PIL process and conduct institutional visits with the PIL financial teams.

3. Special attention will be given to the development of leadership and managerial skills among TELP Coordinators.

Action Taken: A highly successful workshop was held with the TELP coordinators that focused on leadership skills and project management. They have requested that another such workshop be held in Year Four. This workshop is currently planned for October 2001.

Year 4 Recommendation

TELP Coordinators should be given training in developing a broader approach in data collection and report writing for the semi-annual institutional report of progress. This should include conducting focus group evaluations and the institution of monitoring and evaluation strategies. These activities will be explained in detail at the October 2001 TELP Coordinators' workshop.

C. Linkages Component

Recognizing that HDIs have entered agreements with U.S. institutions that do not fully understand how they should work, UNCFSP will endeavor to provide more clarity to ensure the effective operation of linkage arrangements.

1. Technical assistance should be provided on an on-going basis for Linkage Coordinators, linkage researchers, and TELP Coordinators in order to help provide them with tools for understanding the linkage arrangement and for dealing with the activities more effectively.

Action Taken: The November workshop of 2000 was conducted and Year 4 TA will build upon this workshop with more interactive exercises on how to assist in developing the Annual Work Plan, with special attention paid to the development of the annual budget. Attention must also be focussed on research design and evaluation of project activities. During the annual institutional visits, UNCFSP also conducted indepth discussions with Linkage Activities teams and offered advice on dealing with the most persistent issues.

2. The Pretoria Office will assume a more active role in the implementation of linkage activities among the HDIs. A new reporting system will be put in place to keep UNCFSP abreast of all activities, including visits by U.S. partners and their plans for the activity.

Action Taken: The Program Manager for Linkages has assumed a more active role in linkage implementation activities. Linkage research reports are now required to be submitted twice a year. Linkage evaluations were conducted by the Pretoria Office for Cycle One awards in February-June 2001. These evaluations, as well as the informal evaluations of all institutional linkages during the annual site visits, revealed that HDIs still do not understand their role in the partnership and do not understand many of the objectives of the arrangement. U.S. partners have been requested to make visits with the program manager whenever possible during their visits to South Africa. As a result, a number of the U.S. partners have visited with UNCFSP offices during their visits in country. Discussions held during these visits have been instructive and assisted the U.S. partners to view linkages activities more fairly and holistically.

3. UNCFSP will facilitate a sharing of expertise with visiting professionals from the United States Linkage Partners at the regional and national levels, where possible, and will seek to solicit the assistance of other visiting professors who happen to be visiting South Africa on other business but have expertise in TELP focus areas and are willing to help strengthen linkage arrangements.

Action Taken: A few attempts have been made to get HDIs to collaborate in certain areas. For example, in the matter pertaining to English as a Second Language, attempts have been made to get institutions to share the expertise of U.S. visitors who are conducting workshops. Very little success has been realised and this is obviously an area where more decisive actions are needed on the part of UNCFSP. Clearly, HDIs will be assisted in developing a reporting mechanism to ensure that UNCFSP is aware of U.S. visitors well in advance of their arrival.

4. The 2002 Annual Linkage Conference will seek to incorporate the suggestions made by the 2001 participants. These comments included such statements as: more time is needed on experiences and lessons learned; seating arrangements need to encourage more interactions; a social function should be added to give conference participants more time to get to know one another; plan a special session for

exhibit presentations; plan for more small group discussions; involve partners in the planning process; expand session on linkage research in order to share more success stories; more time is needed to deal with problems of program administration; and include more workshops on impact analysis.

5. Based on the analysis of the list of achievements of U.S. faculty and consultants, U.S. visitors to South Africa will be requested to prepare more comprehensive site visit reports in order to formalize a feedback strategy. These reports should be sent to HDIs within five days of the return to the U.S. U.S. institutions will be requested to more clearly indicate in their annual and quarterly reports the specific trips and the outcomes of the interventions.
6. Based on the analysis of lists of achievement of HDIs visits to U.S. partnering institutions, HDIs will be requested to be more diligent in terms of obtaining feedback and receiving the site visit reports from U.S. faculty and consultants. Also, linkage research reports need to incorporate information gleaned from the U.S. faculty and consultants visits.
7. For those institutions who have barely moved beyond the project planning and assessment period, UNCFSP will seek to provide assistance in identifying critical problems by interrogating the reasons and move expeditiously to implement linkage activities.

BORDER TECHNIKON
Vice-Chancellor: Prof. L. Brunyee
TELP Coordinator: Asavela Ndabankulu

I. Curriculum Development

A. Status at last reporting period

For the first time in its history Border Technikon has employed a Curriculum Specialist as per recommendation in TELP Semi- Annual Report of May to December 2000. She assumed her duties in January 2001. One of the conditions on accepting the position was being fully trained in curriculum development. She is undergoing mentorship at ML Sultan Technikon's Academic Development Unit mentored by Mrs. Lesley Cooke from February to May 2001.

B. Intervention Activities

A two day TELP Regional workshop on 2 – 3 April 2001 on the following:

- Learning guides
- Assessment
- Modularisation
- Quality Assurance was attended by some Border Technikon staff

C. Results

1. Differences made

- Faculty of Human Science has a faculty Curriculum Committee. The staff who attended the workshop were enthusiastic to disseminate the information amongst colleagues and departments by means of workshops.
- Through knowledge gained from the workshop staff were able to prepare study guides that are in line with OBE, in assessing students and in ensuring quality teaching.

2. Barriers encountered

Academic staff in the Faculty of Applied Technology do not understand and see the need of forming faculty Curriculum committee as they believe that curriculum issues should be discussed in Academic development.

3. Lessons learned

As Border's Curriculum specialist is at ML Sultan Technikon there are no activities at Border Technikon at the moment

4. Recommendations for addressing outstanding issues

A compulsory staff development programme concentrating on curriculum development is necessary. This could address the non-cooperation by the Faculty of Applied Technology.

II. Research

A. Status at last reporting period

An Acting Research Officer is sustaining the research function at Border Technikon with assistance of two faculty research committees that report to the Technikon Research Committee.

B. Intervention Activities

- Research capacity building workshop took place in December 2000; the focus of the workshop was research design and proposal writing in preparation for Round 5 of PIL applications.
- Border Technikon has appointed a Research Officer to assume duties on or about 1 June 2001.

C. Results

1. Differences made

- Border Technikon managed to follow the required format for the submission of the PIL proposal for Round 5.
- It is anticipated that the staff will be better equipped to supervise B.Tech students and sustain students projects

2. Barriers encountered

- The efficiency and effectiveness as well as the enhancement of the research function at the Technikon is greatly inhibited by the lack of capacity of academic staff to accommodate heavy teaching loads, academic managerial activities as well as high level research.
- Some staff on a continuous basis seem to lack insight into the function of research at the institutional level

3. Lessons learned

The importance of regular communication to staff regarding policy issues, internal and external funding structures, TELP funding structures.

4. Recommendations for addressing outstanding issues

- The institutionalisation of research methodology across the disciplinary differences between the two faculties is still the problem. An effort to continue with this process will have to be sustained.
- The establishment of an office for international programmes/ affairs/ relations will have to be considered to accommodate and facilitate research student exchange systems.
- Staff should undergo intensive training on the preparation of research as well as scholarly publications
- Departments should receive assistance to enhance their capacity to accommodate students on Masters level as well as receiving training on assessment of research proposals.
- Higher Degree Committee should be established within faculties to assess post graduate applications
- Urgent opportunity should be created for the Research Officer to discuss possible TELP funding for research at the Technikon.

III. Management and Administrative Development

A. Status at last reporting period

- The Strategic Planning Project (PIL 52) had just ended on February 29, 2000 but the activities have to continue especially in the light of the CHE Task Team on Size and Shape and the preparation of the Institutional Strategic Plan 2001-2005.
- TELP and USAID had just approved a Linkage Grant between Border Technikon (BT) and the University of Maryland Eastern Shore (UMES) in which the Focus area is “ Management and Administrative Capacity Building of Border Technikon.

B. Intervention Activities

- In order to address and co-ordinate institutional responses to the CHE Task Team documents on Size and Shape of the South African Higher Education system, Border Technikon Council nominated a four member Council Size and Shape Task Team with two members from internal officials and two external councillors.
- The TELP linkage Grant between BT and UMES has helped a great deal in addressing Strategic Planning and Policy Development, Human Resources Policy Development, Student Recruitment, Enrollment and Retention Strategies etc. all as efforts to enhance the Management and Administrative capacity of Border Technikon.
- The Institutional Strategic Plan 2001-2005 document is under construction as a result of the BT/UMES Linkage Grant Funding.
- The Border Technikon management has engaged in several activities to address:
 - The Gender issues in the Employment Equity Plan
 - The proposals associated with the DoE National Plan to define the future of BT.
 - The promotion of Performance Improvement and Policy Development on Quality Assurance.
 - The development and nurturing of centres on excellence and niche areas.
 - Two senior managers from the Institution attended the UNCF/CHET workshop on National Plan for Higher Education.

C. Results

1. Differences made

- Border Technikon still has more than 5000 head count and more than 4000 FTE students enrolled. There is a steady increase in student enrollment. The Rectorate (normally comprising of Vice Chancellor, Vice Rector and Registrar) has been expanded to include senior and middle managers in order to increase participation and the level of expertise in the monthly “Rectorate” meetings.
- The TELP Linkage grant with more than \$ 670 000 for three years has gone a long way within its first year to address key management and administrative issues at Border Technikon.

2. Barriers encountered

There are no barriers we can think of at this stage.

3. Lessons learned

- Management has to be proactive in addressing survival issues like enrolment, retention and budgeting.
- Issues like planning and size and shape submissions should be handled with participation of all stakeholders and Council approval.
- Capacity for writing documents and debating serious issues should be expanded to all key managers at Border Technikon.

4. Progress towards achieving results

- Seven key Managers including the Registrar, Two Deans, Strategic Planner, Director: Student Affairs, Administration Manager and the Deputy Registrar Finance were trained at UMES under TELP Linkage grant as “ Trainers” in Strategic Planning and Policy Development. They, in turn, trained the rest of Border Technikon on what they learnt at UMES.
- The Registrar, Director Human Resources and the Deputy Director HR Training and Development were also trained at UMES under TELP Linkage Grant on HR Policy Development.
- The Public Relations Officer for Community and Schools Liason was also trained at UMES on Student Recruitment, Enrolment and Retention Strategies under TELP Linkage Grant.
- This is good progress considering that all the above activities took place within the first ten months of the three-year TELP project.

5. Recommendation for Addressing Outstanding Issues

- Technical assistance is needed for all key personnel at Border Technikon for:
 - Institutional and departmental enrolment modeling and retention strategies.
 - Proposal writing and budgeting/ fund raising strategies.
 - Preparation of power point presentation/ slide show.

IV. Student Academic Development

A. Status at last reporting period

A Student Development Five-Year Plan was developed with assistance from Desmond Tutu Educational Trust.

B. Intervention Activities

- Desmond Tutu Educational Trust offered technical assistance for policy formulation on Student Leadership Component. Students from various student bodies, SRC members and staff from Student Affairs attended the workshop.
- Two staff members who attended “ training to be trainers” organised by DTET organised an HIV/ AIDS training for both staff and students

C. Results

1. Differences made

- Technical Assistance helped in developing a draft policy for Student Leadership
- It assisted the Student Affairs in ensuring that students leaders have clearly defined roles.
- It encouraged students and their leaders to refer to policies, which they formulated.
- Residence officer was appointed
- The Border Technikon is not participating in the TELP SAT project as yet.
- The institution continues to have a number of academic development programmes in place.
- Supplemental Instruction and Peer Help continue as programmes
- The Access Programme has been discontinued
- During the first semester of 2001 the institution received technical assistance in the form of a workshop for student leaders. The aim of the workshop was to train the student leaders in policy development This was done with the purpose of developing a policy document for student leadership.
- A draft policy document for student leadership is in place and student leaders now have a clearly defined role.
- Following the train the trainer workshop, the student development practitioners who were trained at the TELP national workshop held a workshop for student leaders. The focus of these workshops was on induction, budgeting and HIV/AIDS. They are planning to hold more workshops on this topic.
- A student Development officer has now been appointed.
- Students are trained in First Aid skills. There will be a winter school organised by the computer society. Participants are envisaged to be those students who come from disadvantaged schools.
- The Student Learner Driver Academy has developed a policy document that is operational.

2. Barriers encountered

- SI's covered in PIL 102 have expanded as listed in the year by year plan but SI supervisor is not yet appointed
- Access programme from PIL 102 has been discontinued as administration felt that it was not cost effective.
- There is no institutional policy on testing.
- There is insufficient communication between the relevant departments.

- The Access Programme has been discontinued due to the fact that it was not cost effective.
- There is insufficient staff
- There is a need for training for HIV/AIDS counseling
- There is lack of funding for facilitators who assist in programmes like Peer Counseling.
- The student development officer will only commence duties in August.
- There is a shortage of Human Resources, documentation on procedure and policy manuals.

3. Lessons learned

Technical assistance is needed for the development of counseling skills for HIV/AIDS

4. Recommendation for outstanding issues

There is an urgent need for the employment of a Student Development Officer for co-ordination of Student activities.

5. Progress towards achieving results

Despite the existence of a number of Academic Development programmes, the Border Technikon is still not yet participating in the TELP SAT project.

V. Staff Development

A. Status at last reporting period

Teaching and Curriculum Specialist was appointed

B. Intervention Activities

- A proposal was submitted for Round 5 of TELP grants. The aspect of the proposal is:
 - The provision of mentor to support the Teaching and Curriculum Specialist and help her to develop Staff Development programme.
 - Training of staff in computer- assisted education.
 - Training of staff in developing students English proficiency
 - Leadership skills workshop was attended by the Heads of Department of the institution.
 - Gender implementation workshop was attended by some of Border Technikon staff.
- Staff members who were trained as trainers at UMES under the TELP Linkage Grant organised team-building workshops for all departments

C. Results

1. Differences made

- A letter of approval for Round 5 has been received
- Through leadership workshop HOD's become committed to capacity building by developing staff and assess department performance.
- Gender Committee is in place

2. Barriers encountered

None at this stage

3. Lessons learned

Cooperation between the activity leaders, finance officer responsible for the PIL and the TELP co-ordinator will benefit the institution in submitting reports and claims timeously.

4. Recommendation for outstanding issues

- UNCFSP to assist Border Technikon Finance department and TELP
- Co-ordinator with PIL financial management including the preparation of claims and disbursement report to USAID.
- Technical assistance is needed for PIL activity leaders and Telp co-ordinator on the preparation of the semi annual report
- TELP/SAIRR bursary/ scholarship is needed for capacity building of both academic and administrative staff

LIST OF MAJOR ACHIEVEMENTS FOR THE PERIOD

- a) Proposal writing workshop :
December 2001
- b) Appointment of a TELP Co-ordinator : January 2001
- c) Student Leadership Enrichment Workshop : February 2001
- d) Gender workshop :
February 2001
- e) Leadership Skills Workshop : March 2001
- f) Curriculum Development Workshop : April 2001
- g) National Plan for Higher Education Workshop: April 2001
- h) Compilation of Institutional Strategic Plan : May 2001
- i) Approval of Round 5 PIL Application : May 2001
- k) HIV/AIDS training :
May 2001

MAJOR CHALLENGES, UNUSUAL ACTIVITIES AND SPECIAL PROBLEMS

The continued uncertainty about a possible merger with one of the neighbouring institutions of higher learning could result in more staff turnover.

Eastern Cape Technikon

Vice Chancellor Temba Mjoli
Telp Co-Ordinator: F N Sigaba

A. Curriculum Development

1. Status At Last Reporting Period

The staff lacked background in curriculum development matters. A number of short courses had been introduced and delivered to meet the needs of local government. Cooperative education was limited by lack of staff and by opportunities for the placement of students in industry and commerce. There was a concern that theory and practice needed to be more closely integrated. Life skills courses have been offered to Faculty of engineering Students - officially (as part time-table) since January 1995, critical thinking and enterprise education. There was no overall language policy apart from the recognition of English as the language of instruction. The Faculty of Engineering had reduced the communications requirement to a single semester. Modularization of courses appeared to be sporadic and ad hoc, however, there was a general acceptance of the need to modularize courses. The Business Sciences faculty had taken the lead in course development. There remained, a lack of strategic planning and much depended on individual initiative. Course review only operated within the Business Faculty. Courses such as those in information technology were reviewed annually.

2. Intervention Activities

- Helped in understanding the role of SAQA and NQF requirements.
- Built capacity towards a uniform understanding of NQF requirements.
- Assisted in the assessment of the status of institutional progress toward June 2000 and strategies to get there.
- Facilitated an understanding of the interplay of procedural and technical requirements of DoE, SAQA, and CHE.
- Assisted in the development of skills in curriculum development, assessment and instructional design in Business Science, Applied Technology and Engineering (PIL 72).

3. Results

a. Differences Made

- ECT staff was exposed to SAQA NQF requirements for the design, development and registration of qualifications / programmes.
- ECT has developed training the trainer approach for curriculum development. Materials development has taken place.
- The Website is being developed for continuing education in curriculum resources development.
- A workshop was conducted on learner-focused competency-based instructional practices, attended by 30 academics, with three from outside, one from Rhodes University and one from the University of Fort Hare.
- A workshop was conducted on personal mastery, i.e., emotional management, time management, conflict resolutions, values, and work ethic.
- Laptops for engineering technology equipment needs have been purchased.
- A newsletter is being used to convey information about what was occurring in curriculum development.
- The Linkage grant from TSU has been used to support on-going curriculum development activities, thereby strengthening the partnership.
- Linkage partners have applied for funding for a supporting community development project on renewable energy and micro enterprise activities to train people to become entrepreneurs.
- A workshop was conducted on the DACUM and Alverno models for curriculum and programme design.

b. Barriers Encountered

- The curriculum development activities are seen as only TELP activity. There is no institutional curriculum development policy. There is a culture of avoiding curriculum reform in order to protect one's own domain. There is a lack of central coordination, leadership, and advocacy for SAQA NQF requirements.
- Selection of participants for curriculum training at the Linkage partner institution in the U.S. posed a problem as the method of selection (secret ballot) yielded the selection of the junior academics, those who are not senior enough to influence curriculum decisions.
- Dwindling continuous attendance by the same participants at workshop has hampered progress. Twenty-five teachers are undergoing training, but their loads have not been reduced so it is difficult for people to keep their commitment to the project. Departments are also not very supportive to make time for training and help colleagues out. It is not compulsory for the teachers to attend workshops, neither are they asked for any feedback by H.O.D 's.

c. Recommendation For Addressing Outstanding Issues

- In-depth discussions with Deans of various faculties regarding faculty curriculum development needs.
- Discussion with the HOD'S concerning accountability from departmental representatives and a questionnaire to each participant to gauge and monitor the process.
- Deans need to come up with a curriculum policy at the faculty level.
- Teacher qualifications and a Staff Development Policy should be instituted.

II. Administrative and Management Development

a. Status At Last Reporting Period

- Helped in process of reflection on three-year rolling plan process, identified the problem areas, and developed capacity for building strategies.
- Sensitized management to gender issues and evaluated gender equity policies and plans.
- Promoted awareness of national planning process and facilitated the process of developing a planning framework.
- Raised awareness of approaches to and role of leadership in institutional change.
- Raised awareness of approaches to enrolment management.

b. Intervention Activities

- Strategic planning promotion of gender awareness through a regional gender workshop, held in February 2001
- Leadership development workshop held in March 2001
- Human resources development workshop held in November 2000.
- Workshop on the National Plan on Higher Education held in April 2001.

c. Results

1. Differences Made

- The formulation of the institutional strategic plan in line with National Plan on Higher Education
- Awareness of the importance of strategic planning at departmental level for overall institutional planning.
- Through the guidance of the Institutional Planning Department, the institution has adopted "break even" points for each academic department in order to assess institutional viability.

- The institution has adopted a process of restructuring academic departments based on the results of financial modeling.
- “Process reengineering” has been adopted to review administrative departments in order to arrive at new and improved operational processes that support the institution's core academic processes.
- Formulation of the staff development committee as a sub-committee of the Technikon council where the TELP co-ordinator is a member.
- Prioritization of gender equity and planning thereof by the staff development committee.

2. Barriers Encountered

- Poor co-ordination of some of the intervention activities at institutional level.
- Lack of commitment by participating members in these workshops and this tends to affect any follow up activities.

3. Lessons Learned

The Institution Needs These Intervention Activities For Sustainability Purposes

4. Recommendation For Addressing Outstanding Issues

- There is an urgent need to draw the terms of reference of the newly erected co-ordinating structure for the staff development committee such that better coordination is realized.
- The need to select members on the basis of observable commitment and set up mechanism to ensure commitment and visibility of follow up activities that will benefit the institution and those attending the workshops.

III. Student Academic Development

a. Status At Last Reporting Period

The technical assistance workshop was successful and has resulted in the development of a funding proposal, which incorporates some elements of S.A.D. This is indicative of the planning that was reported to "kick-start" Student Development in the year 2000.

The following activities are currently operating: -

- Student Leadership And Enrichment
 - The time frames have not been met, however, workshops were held. These were, leadership training for students in Engineering and training with the SRC and other structures. The reported benefits are the development of "student capacity to deal with institutional governance" and the creation of an "enabling environment to participate effectively in matters of leadership"
 - It was reported that the regional workshop was instrumental in developing essential life skills of the participating students. However, a lack of commitment on the part of students regarding the implementation of the plan developed at the workshop was noted.
- Standardised Assessment Tests
 - Staff members attended the sat workshop but the institution has not participated in the pilot. The task team expressed the intention to participate in version 3 of the SAT tests.
- Work Study Programme
 - The peer-helper programme is still running on the old mode.

- There were no new appointments reported for the 2000 academic year.
- Work study activities focused on the planning of a policy framework and a new remuneration structure for students. These developments were direct results of the participation in the technical awareness programme.
- Technical Assistance Needed

The following needs were identified

- Workshop on bridging/foundation programmes
- Assistance with development of a module for student leadership training.
- Staff training in test usage
- Assistance with marketing of work study programme

b. Intervention Activities

- Student Academic Development (S.A.D.) is an ECT-based TELP (Tertiary Education Linkages Project) Activity which is funded by USAID for the next two years for R1 million. The program is currently providing Learner – Support Service to First Year/ Semester students in the following six key Academic Development Areas:
 - Tutorials in specific courses help students with mastery of subject content. Tutorial sessions follow a learner-centered approach to teaching informal lectures. Senior Students provide a conducive environment for live interaction, maximum participation for all and more individual attention. Appointed Tutors with the assistance of Departmental Representatives (nominated academic staff member) are responsible for managing Tutorials per departments. Course Instructors prescribe the subject matter to be covered.
 - Supplemental Instruction (SI) in specific courses integrates How to learn (Study Skills) with what to learn (Content). Target learners are empowered with such study skills as note taking, lecture review, exam preparation, essay writing, etc. Appointed and qualified SI Leaders are responsible for organizing and running SI sessions. SI Leaders apply such SI strategies as Probing questions, Mnemonic devices, Models of organization, and Group Problem Solving to mention just a few (Read more about SI under Project Activities). Nominated Academic staff members assist SI Leaders. Course Instructor provides support service to SI leader.
 - A Writing Center situated in the Department of Communication provides Language Development activities to all First Year/Semester Learners. Learners' reading and writing skills are developed using a computer assisted (interactive) methodology. Five qualified Laboratory Assistants supervise the Center and each group per Technikon Program spends at least two hours per week.
 - Peer Help targets students who are at risk and in their first year of study. Peer Helpers are not only academic mentors but are also senior and mature students who help junior learners with their emotional and social needs. A maximum of ten students per helper are coached and mentored, during a time at their own discretion, on social and emotional issues that can hinder the new students' adaptability and ability to cope with their studies.
 - Student Guidance Officer and Counsellor provides professional assistance to the peer helpers.
- The Literacy Program & Digital library administered by the Technikon Library Services introduces Technikon Students to Computer-based Learning and exposes these students to the Internet as better and more effective ways of access to global information.
- Work-Study Program A centralized and formalized Work – study program has been developed whereby student assistants supplement the human resources element of the institution that can never be sufficient. For academic development purposes, qualified and competent senior students are hired for specific periods on nominal hourly rates to participate in activities outlined in 1 to 4. The work-study model ensures that target students are able to receive individualized instruction 50% -100% of the students stipend pays off the fee debt while 50% is retained for students personal use.

c. Results

1. Differences Made

- Although it could be argued that the project is still at an embryonic stage, the project has thus far managed to complete the following project activities:
- Appointment and Training of Project Leader.
- Establishing a Project Home in the Administration Building.
- Appointment of Admin Assistant by Student Affairs.
- Nomination of 14 academic staff members to serve as Departmental Representatives for project activities
- Appointment of 30 Tutors and 30 SI Leaders by Academic Departments in all identified subjects for intervention.
- Intensive Training of nominated academic staff, Student Development Officers and SI Leaders on The methodology of SI by University of Port Elizabeth on 22 & 23 February 2001.
- Purchase and installation of 47 Computers for the Writing Center. 15 of these computers have been made available by the Dept of Communication.
- Purchase and installation of Language Development Software at the value of R120, 000 – 00. A big chunk of this amount has been made available by the Department of Communication: Languages.
- Appointment of 5 Lab Assistants for the management of the activities of the Writing Center. Department of Communication assisted with the training of Lab Assistants.
- Appointment and training of 10 Peer Helpers for student guidance and counseling.
- Commencement of Tutorials and SI Sessions on 05 March 2001.
- S.A.D. Activities have been extended to satellite campuses from the beginning of the second term.
- Writing Center has been developed into a fully active Language Development Center.
- Project Team has conducted a benchmarking exercise by visiting Higher Education Institutions that have well-established Academic Development activities.
- Project Team is embarking on a vigorous internal marketing and monitoring of academic development activities.
- Project Team is currently developing S.A.D. as a comprehensive and well-articulated component of the institutional 5-year rolling plan as prescribed by the National Plan on Higher Education.
- Awareness of the need for testing using the TELP SATs has been created at faculty level.
- There is support of the idea.
- The registration office also supports the idea and has started preparing for it by putting in place the logistics necessary to make the process successful.
- They realise the tests are necessary tools for placement.
- Need more support on the implementation and administration of the SATs.
- The Technikon has received R1 million from USAID for Academic Development programmes.
- The funding extends over two years.
- A comprehensive Student Academic Development Programme has been developed
- The following programmes form part of the AD programme: Tutorials, Supplemental Instruction, the Writing Centre, Peer Help, literacy programme & digital library and a Work Study Programme.
- The Student Development practitioners trained at the national workshop started conducting further training programmes at the institution. They trained two other practitioners. In addition, they held two workshops for student leaders from all the different campuses.
- A train the trainer approach has proved itself a great success.
- Through the USAID funding, the institution has been able to put in place a centralised Work Study Programme.
- Student assistants supplement the Human Resource component of the institution e.g. for Student Academic Development, qualified and competent senior students are employed as tutors.
- Between 50 % and 100% of the student remuneration goes to the student fee account.

2. Barriers Encountered

- The current and immediate obstacle to the effective implementation of S.A.D activities has to do with the existing infrastructure. At S.A.D. we are seriously facing lack of accommodation and time constraints whereby Tutorials and SI sessions can be effectively run. Resistance to change in some quarters within the institution.
- Decreasing morale from departmental representatives who see SAD activities as additional workload.
- There is still no institutional policy on testing
- There is a lack of space for tutorial and SI sessions to be run effectively.
- There is also resistance in some quarters within the institution.
- The departmental representatives to the Student Academic Development Project see their involvement in it as an additional workload and they are losing morale.
- The institution does not provide continuous capacity building for these practitioners.
- There is no capacity to develop institution based leadership development modules.
- There is no visible management support of the process.
- Because of the unavailability of funds for the Work Study Programme, they have built it into the Academic Development Programme.
- There is still no testing policy and the institution is still outside the TELP SAT testing process.

d. Progress towards achieving results

- Because of the under-preparedness of students, the institution has prioritised SAD. Concrete Academic Support structures have been put in place.
- The government made available an amount of
- R1, 4 Million for the establishment of a Foundation Programme. This is one of the objectives of the 5 Year SAD Plan that has been achieved.

e. Recommendations for Addressing Outstanding Issues

- Departments should indicate how the student academic development activities can be effectively integrated into their respective academic activities according to the National Education Plan.
- Performance-based compensation to Departmental Reps and Course Instructors for role-playing in academic development activities.
- Process Consultation with Project Leader and other key stakeholders.
- Top management to demonstrate their commitment and involvement in academic development. Namely, conduct regular discussions and document decisions around academic development. This activity will help towards the formulation of a well-articulated and comprehensive policy for academic development in our institution.
- Personnel Staff to be continuously trained and developed, and the necessary resources to be established towards the institutionalization of S.A.D. activities into a permanent Unit on Academic Development.
- ECT to communicate openly and constructively about Student Academic Development.
- ECT to provide continuous data-based feedback on task forces, organizational climate and management practices.

IV. Foundation Program

A. Intervention Activities

The foundation program is a means to provide access to students who are academically talented but under prepared for technikon programs in engineering, technology and business sciences. Students enrolled in this program are equipped with the resources, skills and confidence needed to

succeed (in such diplomas). It is currently funded by The Higher Education Directorate for R1, 4 Million over two years.

B. Results

1. Differences Made

- 50 students have been recruited for enrollment in the Faculty of Engineering for Electrical, Civil and Mechanical Engineering. Another group has been recruited for Information Technology.
- Appointment of lecturers to teach on a part-time basis from the pool of the existing Technikon lectures.
- Capacity building provided by the DTET on setting up the correct model of a foundation program. Partnership for sharing ideas with the UNCY program offered by the University of the North. and a workshop facilitated by The Desmond Tutu Educational Trust was held in March 2001.
- Appointment of 2 SI leaders for the foundation Math's Tutorial program.

2. Barriers Encountered

- Slow process in the appointment of project leader.
- Physical infrastructure to accommodate the extra classes.

3. Lessons Learned

2001 will be an opportune time to redefine the model of the Foundation Program adopted by the EASTERN CAPE TECHNIKON such that it serves a Student Academic Development purpose to truly bridge the gap rather than be just an add on program to main stream curriculum. While it should be used as a tool for success, it should also address academic support and success in mainstream programs.

4. Recommendations for addressing outstanding issues

- The curricula submitted to the Foundation Program in 2001 need to be reviewed to ensure that they are in line with the developmental objectives of the Foundation Program
- The staff development component of SAD should be seen as an opportunity to continuously empower academic staff in contemporary modes of delivery.

V. Digital Library

A. Results

1. Differences Made

- 15 computers installed.
- Internet access installed.
- CD-Rom access (installation in progress).
- Approval for positions of the library information technician and training information service librarian.
- Students are able to access information on the web sites

2. Barriers Encountered

- Digitalization Equipment to run a fully fledged digital library

- Independent server for library is necessary to avoid network overload currently experienced by the technikon.
- Software for Collaborative retrieval of information to be extended to all campus libraries.

VI. *Student Leadership And Enrichment*

A. Results

1. Differences Made

- 2 student affairs offices were trained I Leadership in December 2000.
- They have since trained two other student Affairs officers based in 3 satellite campuses.
- Two workshops in 2001 for student leadership training have been conducted, inclusive of all campuses, main and 3 satellite campuses.

2. Barriers Encountered

- Lack of continuous capacity building for the trainers by the institution.
- Poor capacity among trainers to develop an institutionalized module on leadership development.
- Lack of management vision and commitment to the process resulting in lowered morale amongst staff members at departmental level.

B. Lessons Learned

- Students to ventilate their frustrations rather than resort to Boycotts and Mass Action. Leadership training workshops have served as a viable forum for
- Have also acted as vehicles for amiable solution to some student's problems. Stability on campus has become a possibility because of these workshops which

C. Recommendation For Addressing Outstanding Issues

- Leadership training workshop need to be conducted on a quarterly basis they be extended to other layers of student leadership e.g. class reps, house leagues in the near future.
- More intensive training of student affairs officers is needed for this to become possible.
- Assistance in developing a training module on Leadership is required.

VII. Standardised Assessment Tests

1. Results

a. Difference made

- Awareness of the need to participate in the tests has been created at faculty level.
- There is support of the idea. The registration office has also supported the initiative in terms of preparing logistics necessary to making the test procedure a successful one.

b. Barriers encountered

Possible resistance to participate by some departments because of the additional workload that might be involved in administering and scoring / marking the tests.

C. Lessons learned

The tests are necessary tools for placement because the institution has none at the moment.

b. Recommendation for addressing outstanding issues

More external support for the implementation of SAT is needed at Eastern Cape Technikon.

VIII. Staff Development

1. Status At Last Reporting Period

Staff development was viewed as ad hoc. In the absence of a formal policy some faculties had taken the initiative and set annual targets themselves. Administrative staff had little development. No in-services had been held in the recent past. In the leadership development programmes funded by telp in 1997 some thirty-two members completed the program. A bureau of academic development had been established with a new appointment to run the staff development program. There was the perceived need to incorporate staff development into an overall strategic plan, based on a needs analysis. Few staff had teaching qualifications.

2. Intervention Activities

- Assistance in project conceptualization, project development, and proposal writing
- Provided strategic activities in participation in workshops related to staff development training in leadership skills (PIL 13).
- Staff participation in summer courses on food service management at cornell university (PIL 13)
- Explored linkages with institutions that excelled in the technical fields (PIL 13)

3. Results

a. Differences Made

- 22 staff members have undergone curriculum development training.
- Audit report completed on the identification of skills gap and capacity needs in curriculum, assessment, and instructional design.
- A staff training manual created.
- Faculty and administrators have been trained by the director of human resources, but no built in follow-up or evaluation has taken place. This was noted as a good exercise but lacked content and was not an enabling exercise.
- Five u.s. institutions visited, but activities have not been formalized. The relationships developed have been more department-to-department and person-to-person.
- Linkage activities have included staff development activities in research methodology workshops and preparation for participation on the editorial board established for the research journal. All staff have also been trained in web-based instruction in two different workshops. One staff member in internal auditing has presented a paper at an international conference.

4. Recommendation For Addressing Outstanding Issues

A co-ordinated approach to staff development is needed. Faculties have to priorities the skills needed and scholarships to be awarded accordingly. The current brain drain calls for staff retention measures.

IX. Research

1. Status At Last Reporting Period

- After a wide and in depth consultation between TSU and ECT staff, a detailed research plan has been developed.

- From this plan goals and actions were developed with the intention of enhancing the research culture at the technikon

2. Intervention Activities

- An elaborate research plan has been formulated by the existing directorate for research, staff and academic development.
- Development and publication of a research journal where all staff members from the technikon will be given opportunities and incentives to participate.
- Support for research into solar power applications.

3. Results

A. Differences Made

- Awareness of the importance of faculty member participation in research and prioritization in the linkage project.
- Participation by some faculty members in a research journal due for publication in June 2001.
- First steps in establishing a solar power research laboratory at East London campus.
- Proposals developed to foster research culture in solar installation at Eastern Cape Technikon.
- Student participation in solar power research
- A growing research culture within the institution

B. Barriers Encountered

- The minimal involvement of staff and facilities in planning and management of research development.
 - The research plan, at the present time, is not organized to involve staff and faculties in the development and implementation of research.
- The need for a committee to evaluate research project proposals
 - Currently, there is a need for a responsible committee to evaluate research project proposals to ensure the adequacy of quality
- The lack of information provided by ECT to staff and possible sources of funding
 - There is a need for the Technikon to provide staff with information on internal and external funding sources.
- The need to highlight incentives for Research
 - Eastern Cape Technikon has developed a document on incentives which should be incorporated into the institution as research policy and disseminated to staff.
- The need to establish an office of Research Management and Development
 - ECT does not have a research office which assists staff with the development of research proposals, serve as an advocate for research, and can manage the financial aspects of research administration.
- The lack of a suitable Research Infrastructure
 - Several components of the research infrastructure at ECT require establishment and/or enhancement. A salient deficiency is in the telecommunication support system and services which must be upgraded to support the research effort.
- The need to strengthen the research Capacity at ECT
 - The research capacity at ECT is very limited due to the lack of a sufficient number of staff holding research degrees. Therefore a complementary program of staff development must be an integral part of research policy
- The need to increase Research Output
 - The research output at ECT is very limited. Therefore, ECT should set targets for the output of returns from research funding. Also, appropriate awards to successful researchers should be a part of the research policy of ECT.

- The need to develop a Research Culture at ECT
 - A combination of activities should be developed and implemented to foster and create a culture of research at Eastern Cape Technikon
- The lack of organized cooperative Activities with the private sector and society at large
 - The Technikon should identify specific local as well as national projects that can be conducted cooperatively with private and public entities.

c. Lessons Learned

The results of the survey conducted in 1999 to obtain inputs for the development of research goals objectives and strategies indicated that staff members would like to participate in research activities but felt the need for an experienced researcher to give guidance in the process. These views support the suggestion that an effective way of producing a research agenda at ECT will require the establishment of research centers in each of the three Faculties led by a research coordinator.

d. Recommendation For Addressing Outstanding Issues

1. Administration

- A directorate to plan, develop, implement and evaluate the research agenda need to be established.
- A critical component in the implementation of the research plan is the availability of state-of-the-art equipment to pursue various research projects in science and technology.

e. ECT Research Council

The institution should have a research council that will oversee the implementation of the Research Plan, refine the plan, evaluate research proposals and grant applications, act on requests for support of research proposals and evaluate periodically the research agenda of ECT.

f. Faculty Research Coordinators

- Each faculty will have a person designated as the Research
- Co-ordinator for that Faculty. The research coordinator will work with the faculty to establish a Research Center that will be
- composed of selected faculty who will identify the research goals, topics and activities to be pursued by the research center in the school.
- Support of research seed grant proposals should be based on the school's research goals.
- An ECT Research Journal should be set-up to publish scholarly
- papers written by faculty members.
- To encourage faculty research, a policy must be established that provides for incentives to persons engaged in legitimate, approved research projects.
- ECT should seek collaborations in research and training projects with other institutions, agencies and organizations.
- A program of faculty training is required to assist faculty in gaining knowledge about grant proposal writing to acquire external research funds. Faculty who hold post baccalaureate degrees but do not have training in research methodology should take a course in the procedures for carrying out a research project.

X. Linkage Tsu & Ect

1. Status At Last Reporting Period

- Completion of the Strategic Plan for Research for Eastern Cape Technikon and approval of several of its elements by the relevant authorities at the institution.

- A faculty workshop on the use of web based instruction.
- The development of a research project on the use of solar power in the Eastern Cape region.
- Continued progress on the plan of delivery of opportunities for higher degree programs for members of Eastern Cape faculty.
- Identification of candidates for the higher degree programs.
- Attendance at the TELP annual conference.
- Development of informational materials about the linkage between the two institutions.
- Completion of the second year work plan for the project.

2. Intervention Activities

- Research
- Curriculum Development
- Administrative And Management Development
- Staff Development
- Student Academic Development
- Community Development
- Fund-Raising

3. Results

A. Differences Made

- Finalised third year work plan for the Linkage between ECT and TSU.
- Strategic plan for Research currently under implementation
- Appointment of a linkage researcher.
- Ongoing implementation of the strategic plan for curriculum development.
- Two workshops on solar installation one held in March 2001 and ECT another from 21 -25 May 2001 at the EASTERN CAPE TECHNIKON.
- Approved proposal from the ALO to promote community education and development in communities served by the Technikon
- A proposal submitted to UNCF for strengthening the Linkage in fundraising ventures.
- Installation of a solar energy panel in a photovoltaic laboratory in East London.
- Laid foundation for setting up a photovoltaic laboratory to propagate research in the solar energy.
- A complete plan to support a project for rural women empowerment in clothing design for sale locally and internationally.
- Established partnerships between the Eastern Cape Provincial government and the Technikon.
- Prioritisation of fund-raising in the third year work plan.
- Complete proposal to foster research in solar energy and extend its application to rural communities.
- Complete proposal to raise funds for curriculum development.
- Six staff members admitted to pursue postgraduate studies in Texas Southern University and Indiana State University and four for masters programs and two for doctoral degrees.
- A workshop held in December 2000 for staff development in leadership, facilitated by the TSU team.
- Partnerships made between the Technikon, Eskom and the provincial government to explore possibilities of solar installation in public buildings in rural communities.
- Appointment of a permanent five-member proposal writing team targeted for training in proposal writing and fund-raising.
- Attended an international conference held in Washington D.C.
- Visited TSU to develop third year plan and benchmark fund raising and student academic development strategies.

B. Barriers Encountered

- Enrollment of the six candidates in US Institutions was delayed, slightly affecting the credibility of the linkage in this regard.
- Human Resources to man the alo project for community development, the Telp office is stretched to capacity. Co-ordination problems of a project in its infancy stages are being experienced.

C. Lessons Learned

- Financial resources of the linkage project can be stretched to limits if other sources for funding cannot be identified.
- The importance of equal partnerships in linkage in making sure that eastern cape technikon and national imperatives are addressed.

D. Recommendation For Addressing Outstanding Issues

- Possible employment for a person to co-ordinate the ALO project for community development once it takes off the ground.
- Rigorous fund-raising initiative to supplement Linkage resources and ensure sustainability.
- Intensive publicity of the Linkage project for marketing purposes within the institution and for maximum participation and support

XI. Major Achievements

- There is huge support for TELP activities at institutional level. TELP has been previously operating in an island. There is a considerable awareness of the difference that TELP can make towards institutional transformation. The recent PIL under implementation has gained momentum within the institution. For the first time in the history of the technikon a writing center, a digital library and a foundation program have been opened to all faculties. Student Academic development milestones as set out in the 5-year student development plan have been achieved. 30 more computers donated by USAID have been added to the existing pool and these are solely meant for student academic development activities, 20 more are expected in the near future. More than 1000 students at first year level have been targeted for academic support through Supplementary Instruction Tutorial and Peer helping programs.
- There is an internal desire to push for a way forward in terms of re-designing the institutional curriculum. A task team composed of faculty representatives has been formed to push forward the agenda for curriculum development.
- A concrete research plan and its implementation plan is under way. There is support for it at faculty level.
- A linkage plan for the third year is complete with special emphasis on fund-raising.
- A photopholtaic laboratory has been set up in East London campus. The partnership between the institution and Eskom has resulted in donation of laboratory equipment to the value of R20 000 by Eskom to the Eastern Cape Technikon.
- The provincial legislature has been lobbied and has agreed in principle to support the rural development initiative currently funded by the Academic Liaison Office.
- A five-member team made up of Faculty representatives and the TELP co-ordinator has been identified for proposal development for fund-raising purposes as way of institutionalizing a fund-raising culture.
- Staff development has been prioritized and a sub-committee of council to that effect has been formed. Curricula have been revised to become SAQA compliant. Workshops in proposal writing, facilitated by TELP, have resulted in a handful of people who are able to write competitive proposals.
- Two proposals have been successfully written to date and have yielded funding worth R2, 4 million over two years. One proposal has been funded by USAID through the TELP for R1 million over two years. The second one, although funded by the South African Higher Education

Directorate for R1, 4 million over two years, is still regarded as intervention activity facilitated by TELP.

XII. Major Challenges

- Resistance to change in some quarters because of the introduction of a new approach to some institutional challenges.
- Management commitment to some changes brought about by TELP.
- The institutional workforce at grassroots level is a bit disgruntled and this tends to affect morale. The climate of uncertainty in the Higher Education landscape has contributed to some morale problems.
- Management capacity building will be a huge challenge for the coming years in the institution. This will be in the spirit of reviving good management principles, all layers of management will need leadership skills and other good management practices in order to be able to meet the challenges brought about by the transformation process of higher education in South Africa. A systemic approach is called for to ensure better co-ordination of these activities within TELP as they are currently functioning in a fragmented and uncoordinated fashion. Territorialism i.e. protecting of each other's turfs is still the norm and we need effective mechanisms to deal with it.

XIII. Lessons Learned

- TELP has played a major role for the Technikon to be where it is today. A lot though still needs to be done for the sustenance of the good work that has been started through the TELP initiative. Most often than not, HDI's of which Eastern Cape Technikon is no exception are stretched beyond limitations (infrastructurally, financially, skills wise and in human resources terms) to effectively carry out and more especially sustain the noble work implemented by TELP.
- A lot of critical issues have been raised in the process of TELP implementation; there is more awareness than there was in some quarters to take TELP to even greater heights for the purpose of further institutional development, yet institutional instability always rears its head as a threat to be dealt with. There are definite ways in which this can be dealt with. The institution is dealing with some of the management challenges it is faced with internally and TELP can still be of assistance to help the institution create the necessary stable environment which is imperative for TELP projects to thrive through management capacity building.

MANGOSUTHU TECHNIKON

Vice-Chancellor: Prof. A. Ndlovu

TELP Coordinator: M. Mkize

I. Curriculum Development

A. Status at last reporting period

The Curriculum Development Committee established in 1999 had elected the following working groups:

- Assessment.
- Learning Guides.
- Modularisation.
- Level Descriptors.
- Communication.
- TELP Representatives.

With TELP Funding, through PIL 59 there was already Technikon wide awareness regarding the changes in policy affecting Higher Education. There was an awareness on NQF as well as SAQA requirements. These had been facilitated by visitors from Alverno College in Canada. The Technikon had also benefited by getting its very own person to receive training on *DACUMS*. This had been made possible through PIL 59.

The TELP Curriculum Development Committee had attended a symposium on Assessment. That symposium received huge representativity from different institutions. In return the committee members gained exposure on the dynamic world of curriculum development.

B. Intervention Activities

- Establishment of the sub-committees within the Curriculum development Committee put more focus on Assessment, Learning Guides, Modularisation, Level descriptors and Communication.
- Faculty meetings by the Engineering Faculty in-order to assess where the Faculty is in terms of Assessment.
- Training on Bridging----Design and Implementation of Bridging Programmes by one Faculty member at US institutions.
- Visit by Faculty from Spelman College (Atlanta---Georgia) to do a follow up on the implementation of bridging programmes not only for one department but as an alternative option for various departments.
- Prof Pollard from Alverno visited the MT and trained staff from the Academic Support Unit on Web development.
- Reaching out by the Academic Support Unit to departments with *DACUM* analyses and writing Learning Units in the Departments of Civil Engineering and Surveying as well as Community Extension.

C. Results

1. Differences made

- The staff members have made their submissions to the working groups within the Curriculum Development Committee. The working groups have completed their work and the results will be distributed throughout the technikon in the form of little booklets.
- The meeting held by the Faculty of Engineering as feedback after attending the UWC Symposium on Assessment served as an eye-opener for them on how lacking they are on OBE. It was the realisation that Assessment and OBE are inseparable from the curriculum that is OBE-oriented. As a point of departure the faculty members were urged to take responsibility of

their own learning by being pro-active and take their own initiatives to do more research on this. Through the workshop the staff members were enabled to relate better to the South African context of Assessment by utilising the capacity that was built at MT by the Alverno facilitators. One faculty member from the Faculty of Engineering has made great strides in developing Assessment strategies after the Alverno visit. He will be presenting a paper at a workshop of all technikons planned for July.

- In terms of milestones from the Linkage Project, the Faculty member who went for training on Design and Implementation of Bridging Programmes is now co-ordinating Bridging Programmes for the whole faculty of Natural Sciences. This faculty originally did not have a bridging programme and is now contemplating a bridging programme that will be modelled out of the US bridging programmes that look among other things at developing the generic skills of students.
- The training by Faculty from Spelman College on Bridging for staff members from three different faculties exposed the MT faculty that bridging may be used as a vehicle for marketing the Institution as well as for student retention. Currently, all the three faculties are looking at Bridging as an alternative strategy to develop their curricula.
- There has been an increased interest from staff members to have their programmes placed on the WebCT server so that students can access their programmes from any campus-based computer and later even from off-campus computers.
- The Communication Department, which had begun to spearhead Language Integration across all faculties, is putting together a manual for staff so that they can begin to integrate communication skills into their own teaching.

2. Barriers Encountered

- Lack of funding mars rapid progress in Curriculum development.
- Failure to respond to change immediately, has prolonged the implementation of a bridging programme in the Natural Sciences Faculty.
- Slow progress with OBE hinders rapid change.
- Lack of sufficient staff makes it difficult to hasten the development of OBE curriculum.

3. Lessons Learned

- It is impossible to change assessment and writing outcomes when the practitioners are not OBE literate. There is still a need to teach the academics more on OBE. There is willingness from the academics to learn more about OBE as well as a need to benchmark the standards from any country that has successfully applied OBE.
- Bridging could play a pivotal role in the marketing of the institution in terms of programme differentiation. It could also enable the institution to retain students rather than allow a huge student drop out.
- The huge response on programmes already available on WebCT shows an urgent need for the institution to have more computers accessible to students.

4. Recommendations

- There is still an urgent need for more workshops on OBE.
- The institution needs an OBE specialist that would monitor the implementation of an OBE curriculum across all faculties.
- For the WebCT to be more successful, there should be more computers accessible to the large student body.

II. Student Academic Development

1. Status At Last Reporting Period

- Pre-tech, which is a Bridging Program addresses the needs of the students from the Faculty of Engineering. The Faculty of Management Sciences and Natural Sciences do not have any Bridging Programs. Naturally, students are absorbed into their academic programs without being offered

support where they are lacking. On the other hand, the Pre-Tech students have an opportunity to write the Standardized Assessment Tests (SATs). The SATs have thus far been used as an instrument to identify those students at risk and refine Learning Materials to meet the standards set in the SATs. The SATs have to date been written by Pre-Tech students for the three consecutive semesters and are now being used as a diagnostic test.

- The Workstudy project did not kickstart as had been envisaged by the Desmond Tutu Trust. However, in spite of financial difficulties some departments made it possible for some students to get part-time positions as part-time Lab assistants and library assistants.
- With regards to Leadership development, the Dean of Students and a staff member from the Academic Support Unit attended a National Workshop on student leadership development.

B. INTERVENTION ACTIVITIES

- In October three TELP Bridging Committee members attended a workshop to set *Version III* of the SATs.
- Refining of Learning material after the initial poor performance in the SATs.
- National workshop on student leadership.
- The Department of Education has awarded the institution a sum of R750,000 in-order to strengthen the bridging programmes.
- Workshop for student leaders (SRC Leadership) facilitated through the Desmond Tutu Trust in March this year.

C. RESULTS

1. Differences made

- Partaking in the setting of Version III Tests has exposed MT academics into different modes of testing. For them it is an enriching experience and a life skill.
- Since the tests differ from year to year, the academics are building up resources and would finally have a collection of various tests that would belong to the institution and used alternately from year to year.
- New learning material that is being incorporated into the study guides covers a whole range of competencies that have in the past been missing.
- The Senior staff members that attended a workshop on student leadership have put together notes on leadership that should guide student leaders. They are also planning a workshop early next semester for student leaders.
- After attending a workshop for student leaders, there was a marked change in behaviour from the participants as amongst other things communication was a major focal point of the workshop.
- All first year students were tested using the TELP SATs. Of the 1544 students that were tested, 669 were identified as at risk.
- In conjunction with the TELP SATs, the Pretech programme highlighted the conception that matric results are not a very true reflection of the ability of student performance. This has enabled the academic staff to place students according to their performance (strengths and weaknesses).
- 669 students that were identified as at risk through the TELP SATs, were placed in compensatory programmes.
- The academic support unit offers a variety of life skills in languages, computer skills and study skills. Students who undergo this programme show considerable improvement at the end of the semester. Their grades also improve as they move to other levels.
- A training workshop for students was held during the first semester of 2001. It has been reported that after attending this workshop, the student leaders have shown a vast improvement in their attitude and approach to peer groups and the management.
- There has been little progress made in this area since individual departments continue to fund their student employment programmes.

2. Barriers Encountered

- Non-participation in the SATs by all first year students. At the moment it's only the Pre-Tech students who have written the tests.

- Lack of time to get students for more workshops. The Dean of students constantly finds difficulties in organising students for workshops as they frequently cite more academic workloads.
- The workstudy programme is not fully fledged owing to a lack of funds.
- Due to the absence of a comprehensive bridging programmes, there are still some difficulties in placing students.
- The existing structure cannot accommodate many students.
- There is also a lack of sufficient staff to implement the programmes.
- Due to financial challenges the Student Development Practitioners trained at the TELP national workshop couldn't organise training of students.
- There is no direct funding for the Work Study Programme.

3. Progress towards achieving result

- Top management supports the SATs and all first year students will continue writing the SATs in 2002.
- There is also a plan to develop a Bridging Programme for the Faculty of Management Sciences, as it did not have one previously.
- There is an increased use of the Academic Support Unit by students.
- The Language Lab is now operated by the Department of Communication that is planning to design its curriculum taking into consideration the particular needs of students.

4. Lessons Learned

- In-order for the institution to get a clear picture of all first year students, it would be ideal if all first entry students could write the SATs. The institution has learnt that the few students tested do not represent the whole intake of students in a given year.
- By drawing from the results of the SATs; the institution has learnt that the matric results do not represent an actual fact of student abilities.
- One of the predominant utterances by the SRC students after attending the workshop was the fact that they were not aware that "leadership" can be learnt. They had believed that it's something that comes out naturally.
- For the workstudy to be successful. The different departments could do their own fundraising and not rely on TELP funding to sustain the workstudy programme.

5. Recommendations For Addressing Outstanding Issues

- SATs need to be written by all first level entry students.
- Academics need to constantly monitor the performance of the students against the mark acquired from the SATs.
- The Redress Fund should be used to address the needs of those students who have been considered to be at risk after writing the SATs.
- Departments need to be empowered on proposal writing so that they can have sustainable workstudy programmes.
- Students need to be encouraged to treat social development training in as much as they treat their academic development.

III. STAFF DEVELOPMENT

1. Status at Last Reporting Period

- The Staff Development Unit was very active owing to PIL 82 on Human Resource Development Support. The Unit served as a foundation for organising all training and development workshops. Approximately a lump sum of their budget had come from PIL 82 that had awarded MT with R697,404. This vast amount enabled the human resources of the institution to be trained in customer care, computers, academic learnership.
- It is of importance to note that there was a marked change in attitude of staff members towards training. While in the past there was some resistance towards attending some workshops; this changed considerably. Staff members became more receptive and more responsible for their own development.

2. Intervention Activities

- The appointment of a Skills Development Officer.
- Needs analyses before training could take place.
- The PIL award for R697,404.

3. Results

a. Differences Made

- Instead of operating on a meagre budget, the Unit was empowered to broaden its selection of workshops and courses for the majority of the staff members through PIL 82.
- The workshops organised matched the needs of staff. They helped fill the gap.
- The appointment of a Skills Development Officer ensured that the training programmes were for the relevant staff members not just for enabling staff to get training for the mere sake of it.

b. Barriers Encountered

- Lack of sufficient funding. There are still a number of people in need of computer skills.
- The limited resources being allocated to the Staff Development Unit make it impossible for it to operate fully at this stage.

c. Lessons Learned

- In a conducive environment it is easy to manage a project.
- People are responsive to training programs and there is a huge demand for development. The institution still needs more funds to address the training needs of staff.
- The presence of a Skills Development Officer facilitated progress with the PIL.

d. Recommendations for addressing outstanding issue

- The Staff Development Unit is in dire need of more funds in order to meet all the Staff members training needs.
- The Staff Development Unit needs to be empowered to do its own fundraising so that it does not become docile. It needs to learn to sustain itself beyond TELP funding.

IV. ADMINISTRATIVE AND MANAGEMENT DEVELOPMENT

1. Status at Last Reporting Period

- The new Council that had been elected in June 2000 received training in October 2000. The Centre for Education Transformation (CHET) ran a one-day workshop for the Council on "Enhancement of Governance Capacity in Higher Education".
- The Strategic Planner had still not been appointed.

2. Intervention Activities

- Training of the new Council by Chet.
- A workshop for the Institutional Forum on Human Resource Development facilitated by Unity Consultants.
- Leadership Development workshop for HODs and Deans facilitated by Prof. Chris Kapp through TELP.
- Regional Development and Gender Policy Implementation workshop.
- Institutional workshop on HR Planning facilitated by UNCFSP.
- Two staff members attended the UNCFSP/CHET workshop on the National Plan.

3. Results

a. Differences made

- Empowerment of the new Council.
- Though PIL 82 has expired it has played an important role in the development of Senior Management.
- A new Strategic Planner has been appointed.
- After attending a workshop facilitated by UNCFSP/CHET on planning in April this year, the delegates ran an institutional workshop in-order to respond to the National Plan for Higher Education. This culminated in the appointment of the Task Team. MT is busy responding to the National Plan.

b. Barriers

- EE has not been incorporated into the three year Rolling Plan.
- The HR Department lacks resources to conduct in-house training especially at the lower echelons of the staff.
- There is currently no Employment Equity Manager.
- There is no Gender Officer or Broad Transformation Officer.
- No supportive HR Policies.

c. Recommendations for Addressing Outstanding Issues

- EE Plan needs to be put in line with the Institution's Policy.
- Gender Officer/Broad Transformation Officer required to steer Gender Awareness Programmes.
- Appointment of an Employment Equity Manager.

V. RESEARCH

1. Status at Last Reporting Period

- Although the Certification Council for Technikons (SERTEC) recommended the establishment of a Research Unit as far back as 1995, the Unit only began operating in July 2000 when the Research Director commenced her duties.
- With the appointment of a Research Director, all the Research activities have been delegated to the Research office. The current research at MT involves the following components:
 - Post-graduate study by MT faculty
 - Research projects by some faculty members
 - Promoting International collaboration
 - Developing new Research Initiatives
 - Improving the Research Infrastructure
 - Linkage Research with 3 institutions in the US.
- With regards to post-graduate study the research office is available for consultation for those who have problems with their research. Those staff members involved in research projects like: The Solar Energy, Hydroponics, production of tarro in Kwa-Zulu Natal as well as the Imbiza Project (a cure for Breast Cancer) to name a few normally have to register their projects through the Research office.
- The Linkage Project between Mantec and Florida Agricultural and Mechanical University (FAMU), Spellman College (SC) and Iowa State University (ISU) was signed in March 2000. The linkage is also aimed at enhancing Mantec's research capacity in the areas of Environmental Sciences, Agriculture and Mechanical Engineering. The Linkage component has contributed significantly towards more participation in research by staff members. The Faculty of Natural Sciences is making a move towards launching its own bridging programme after one Faculty member went to look at the Bridging Programmes at Spelman College and FAMU.

2. Intervention Activities

- Technical Assistance on project development and project conceptualisation for the establishment of a Research Unit at Mantec.
- Linkage Program allowed for Mantec staff to undertake research at SC, FAMU and ISU.
- Benchmarking bridging programmes at FAMU and Spelman College.

3. Results

a. Differences Made

- Between July 2000 and May 2001, twelve Faculty members from linkage partner institution have visited MT to provide training on Research as well as to oversee the implementation of a Bridging Programme research. The visits have made it possible to supervise research by visiting scholars on a large scale. The linkage has allowed for the staff to get exposure on best practices.
- TELP contributed towards building the research capacity for the lecturers in the Faculty of Natural Sciences.
- The Technical Assistance on Project Development and Conceptualization has contributed to the development of a Research Proposal on the "Development of a research Unit at Mantec" for 2001.

b. Barriers Encountered

- The Linkage Project excludes the Faculty of Management Sciences which has the majority of the academics.
- Lack of sufficient funding for conferences and workshops. The Research Unit constantly turned down a number of people wishing to be funded from the research funds. Lack of infrastructure specifically for research as the Unit still operates as an office.

c. Lessons Learned

12 staff members have already been to the partner institutions to undertake research. It is envisaged that this will develop a new interest among most staff members to do research.

d. Recommendations For Addressing Outstanding Issues

- More funds are needed to develop the Research Unit.
- The Linkage should be structured in such a way that it encourages people across faculties to do research.

VI. Listing of Major Achievements and General Discussion of Achievements for the Period

- Linkage partnership
- Selection of MT's Linkage Research paper at the Global Partnerships Conference in Washington visit
- Frequent visit of faculty from Iowa State University, Florida Agricultural & Mechanical University as well as Spelman College to develop MT Faculty
- PIL 82 Award: Human Resource Development Support.
- *Writing Version I* of the SATs
- *Designing Version III* of the SATs
- Implementation of the Linkage Project
- Capacity Building in Project Development and Conceptualization

(a) Linkage Partnership

The Linkage partners of Mangosuthu being Florida Agricultural & Mechanical University, Iowa State University and Spelman College have strengthened research capacity at MT. Furthermore, through the partnership MT Faculty have managed to benchmark the best practices after visiting these institutions. At this stage twelve MT Faculty have visited the three different institutions since August last year. This is a huge achievement in terms of the internationalization of MT academics.

(b) Selection of MT's Research Paper for presentation at the Global Partnership's Conference

The fact that MT was amongst the three institutions from 17 HDIs to do a presentation at the above-mentioned conference signals positive activities by MT. Not only was this a chance to show how MT has benefited from the linkage; it was also an opportunity for MT to be represented globally.

(c) Frequent visits from the linkages

The frequent visits from the linkages give MT an opportunity for MT Faculty to share ideas with people from a first-world country. Academics get exposed to new ideas and those involved in research receive supervision. The visits themselves make MT a legitimate academic institution.

(d) PIL 82 Award

- The R697,000 granted through PIL 82 has made a vast difference in capacitating human resource development. An awareness has been created that there is a huge gap that needs to be filled through training. More than 300 people have been trained on various skills, viz.;
- Targeted Selection

- Succession Planning
- Computer Planning
- Computer Skills: Microsoft Word, Excel, Power Point
- Human Resource Skills
- Project Management
- Leadership Training
- Report Writing
- Minute Taking
- The Staff Development Unit has ensured that a number of people benefit from PIL 82. The Unit has even bought a *Lap Top Computer* and an *Overhead Projector* to facilitate training even when the PIL has expired.

(e) Writing Version III of the SATs

The tests showed that there are a number of skills that should be included in some of the Learning Materials. Also, New Study Guides have been developed.

(f) Designing of Version III of the SATs

This was exposure to best practices of assessment for the representatives. Enhancement of lifelong skills in assessment was prioritised.

(g) Implementation of the Linkage Project

This has made some of the Mantec staff to be on par with staff of other SA institutions whose staff frequently undertake research in US institutions. The program has also generated a research interest that will be sustainable even long after the contract has expired.

(h) Capacity Building in Project Development and Conceptualization

The staff members were trained and they have designed a proposal for the next round of PIL Awards. At this stage the training seems to have been effective as MT has received a conditional award for its Research Proposal.

VII. Major Challenges, Unusual Activities and Special Problems

(a) Major Challenges

- The MT's major challenge is to recognise the fact that the aid will not wait for conditions to get normal. Therefore; whenever financial aid arrives all the stakeholders need to strive for fruitful use of the aid and try to set differences aside.
- It is not just valuable that TELP made possible the existence of certain Units but what is more important is how the Units manage to sustain themselves after the TELP funding. The challenges facing the Staff Development Unit as well as the Academic Support Unit are what they can do to perform their activities in the same manner as was the case with the availability of TELP funding.
- The proposal Writing Team as capacitated by TELP needs to create more proposals for the benefit of the institution.

(b) Unusual Activities

- It's quite unusual that amidst an Industrial Action there could be a huge demand for training. This shows how the MT community prioritises its needs.
- Each time a training programme was advertised through the e-mail; there was always a huge demand. Consequently, the Skills' Development Practitioner could not accommodate most of the applicants.

(c) Special Problems

- PIL 82 ran smoothly after July 2000. In short, there were no problems.
- The major problem is with the sub-contractor, the DTET where the markers who marked the SATs in July last year have still not been reimbursed. Failing to reward people timeously could in future generate lack of co-operation from the relevant stakeholders.

VIII. LESSONS LEARNED

With financial support a previously disadvantaged institution can make progress towards development. People want to be developed and are pro-active for their personal development.

Medical University of Southern Africa

Vice Chancellor: Prof. R. A. Mogotlane

Vice Principal (Administration): Prof. T.P. Masihleho

TELP Co-ordinator: Mr. F Daniels

I. Curriculum Development

A. Status at last reporting period

- The institutional Broad Transformation Forum BTF had a curriculum development technical committee and some workshops had been held. Academic departments had curriculum development committees that had not been operative since 1997, but some workshops had been held before then. One compulsory first-year English language-usage had been developed and implemented. Little systematic or regular course reviewing existed. The Directorate of Academic Staff Development existed.

B. Intervention activities

- Faculty of dentistry continued workshop on program design
- Faculty of Sciences continued workshop on program design - Department of Psychology programs
- PIL 107 activity on innovative teaching strategies with reference to program design
- Two delegates Dr P Pekow and Prof. S Gehlbach travelled from UMASS to teach the Bio-statistics course in the NSPH program.
- Proff. C Seymour and E Terry travelled from UMASS to assess the development of the Staff development training program and the Speech language pathology program
- Dr. G Weddington from San Jose State University travelled under the linkage program to assist in the teaching and development of the Speech language pathology program.

C. Results

1. Differences made

- 12 Staff members attended the Department of Psychology workshop over five days - a draft program was developed and the department is expected to develop the programs further.
- 33 staff members from the Faculty of dentistry attended the workshop based on Strategic planning and curriculum development - a process was identified for further development and through its own funds various documents are being developed to support the transformation of programs to OBE format.
- 57 members of staff from all faculties attended three PIL activity based workshops on curriculum design, presenting their approaches to a uniform process, and learner assessment for an OBE curriculum.

Methodology for determining that the achievements were made

- Workshop reports from program managers and facilitators submitted to the institutional TELP Office

2. Barriers encountered

- Limited financial resources and human resources to provide training for all faculties
- Completion of post-workshop reporting forms

3. Lessons learned

- Striving towards a comprehensive institutional approach, but still allow departments to work individually on the discipline-based requirements.

4. Progress made towards achieving the result

- Institutional meetings were held on curriculum development to formulate a framework for broader institutional benefits from the TELP project facilitated by the Centre for Academic Development Services (CADS)
- The development of a web-based course in bio-statistics for the National School of Public Health, as developed in collaboration with the University of Massachusetts
- Ongoing exchanges with University of Massachusetts departments contributed valuably to the future programmes of
 - Human Nutrition
 - Speech Language Pathology

5. Recommendation for addressing outstanding issue

- Secure further technical support from the UNCF that will allow faculties and departments to use consultants for their specific disciplines

II. Student Academic Development

A. Status at last reporting period

- Student bridging programs included one-to-one counselling, group therapy. Workshops on study methods and effective communication; orientation and student mentoring programs. Foundation classes existed in physics, chemistry and mathematics. Each department having its own tutorial scheme. Generally students were considered under-prepared for their studies. Research had been conducted into the language ability of students and assistance was necessary in reading, writing, and oral expression. Basic laboratory skills required attention.

B. Intervention activities

- MEDUNSA applied the SAT testing in English, Science and Mathematics
- Student leadership workshop took place

C. Results

1. Differences made

- The Faculty of Sciences with the assistance of the Centre for Academic Development Services (CADS) arranged for SAT.
- 471 students were tested in English, 470 students in Mathematics and 485 students in Science.
- 10 staff participated in the Training of trainees workshop to prepare for the process of SAT management and marking.
- 24 students attended a leadership workshop with the focus on "Medunsa Student Leadership Capacity Building series".
- MEDUNSA fully participate in the testing process. In total 1426 student were tested. 453 students were identified as at risk. 10 members of staff received training in the implementation and administration of the SATs.
- All the students identified as at risk were placed in compensatory programmes. They were placed in English language/language learning and communication and in the Science foundation courses.
- The student development practitioner trained at the TELP national workshop has implemented training programmes. A total of 5 training programmes have been held.
- The institution has also received technical assistance in the form of a workshop to train student leaders.
- There are no differences made to the Work Study Programme.

2. Barriers encountered

- Workshop intended for works-study could not take place due to availability of relevant staff

- Not enough time is spent on the refinement of a comprehensive student development plan
- Completion of post-workshop reporting forms
- The analysis of the SAT results was delayed.
- The disruptions at the institution made it difficult to implement more training programmes.
- No suitable date for technical assistance on the Work Study programme could be found.
- The appointment of staff in the Centre for Academic Development Services (under which the student Services is placed) is still in progress and not yet finalized.

3. Progress made towards achieving the result

- Results of testing are being analysed
- MEDUNSA is fully participating in the TELP testing process and places the students identified as at risk in appropriate compensatory programmes.
- It is also envisaged that the role of the Student Academic Development Services in student development will be to ensure the co-ordination of the Five-Year SAD Plan.

4. Recommendation for addressing outstanding issue

- Workshop for work-study will be arranged.

III. Management and Administration

A. Status at last reporting period

- Financial administration and information systems needed strengthening and Three-year Rolling plans were not a requirement.

B. Intervention activities

- Institutional workshop for Senior Managers on "Transformation and project management"
- Regional workshop on mentoring programs
- Regional workshop for Senior managers on
- National workshop on " Responding to the National plan for Higher Education"

C. Results

1. Differences made

- Five members of staff representing the directorate of Human Resources and the staff Unions attended the regional workshop on mentoring.
- Two heads of department attended the regional workshop for senior managers on Leadership development.
- 11 managers attended the institutional workshop on Transformation and project management"
- Two executive members of staff and a Senior Manager represented the institution at the National workshop in response to the National Plan for HE

2. Barriers encountered

- Completion of post-workshop reporting forms

3. Progress made towards achieving the result

- Dissemination of knowledge acquired in respective departments

4. Recommendation for addressing outstanding issue

- UNCF support towards the process of responding to the transformation in line with the National Plan objectives.
- Develop a process of the three-year rolling plan development

IV. Staff Development

A. *Status at last reporting period*

- Staff development: Two types of development existed: free-standing courses that did not address staff with special needs and departmentally motivated courses spearheaded by heads of departments which served specific needs.
- The Directorate of Staff development provided training courses from time to time.
- However, generally, there was a lack of planning for staff development.

B. Intervention activities

- Participation in training workshops in curriculum development, student academic development management, computer skills development, and research.
- PIL 107: Thirty Managers trained in supervisory skills for managers and heads of departments.
- PIL107: forty staff attended training in interview, induction and conflict management.
- PIL 107: ± 80 staff members attended computer training and multi-media writing.

C. Results

1. Differences made

- A total of 185 staff benefited from training in various aspects of Curriculum program design, project management and student program management.

2. Barriers encountered

- Delay in the training of staff in multimedia lesson development, but this has been addressed.
- Delay in PIL 107 activities for staff development, e.g. staff policy and managerial training.
- Institutional restructuring delayed the completion of staff development policies.

3. Progress made towards achieving the result

- Many staff is benefiting from training and uses their knowledge in their respective areas of work.
- Staff knowledge of HIV/AIDS in the world of work will impact immediately on the programs of the institution.
- The development of academic programs institutional and linkage activities is ongoing

4. Recommendation for addressing outstanding issue

- The acceleration of staff training and development must be accelerated in conjunction with the national Skills Development Act
- A structure for computer assisted academic support receives more capacity building to serve as a resource centre for all staff.

V. Research

A. Status at last reporting period

- Up until July 1997, MEDUNSA did not have a Research Directorate and an explicitly stated Research Policy.
- Mentorship program.

- PIL 67/117 light mentors from University of Kentucky spent 4 – 6 months enhancing the skills level of academics and students, and providing guidance on developing project proposals and publication of research results.
- Staff enhancement program.
- PIL 67/117: Seven staff received training in USA through the enhance program with the University of Kentucky.
- Institution of Software Teaching and Research Toolbox. Research Toolbox consisting of six modules:
 - The literature survey
 - The research proposal
 - Planning your research
 - Conducting the work
 - The research report
 - Publishing your research installed. Training workshops on use of Research Toolbox conducted with 100 staff, researchers and post-graduate students.

B. Intervention activities

- PIL 61/117 to strengthen research capacity has been concluded.
- The Global Linkage Conference in the US - Mr. NT Mosia (the linkage researcher and Linkage coordinator at MEDUNSA) attended the conference

C. Results

1. Differences made

- Research Toolbox available to 700 end users
- Agreement signed for academic/research exchange between University of Kentucky and Medunsa.
- Research support office established.
- Improved research administrative system in place.
- A research unit for management information and planning established.

2. Barriers encountered

- The Vacant Post of Director of Research and postgraduate Studies resulted in delay of further training of staff to be trained on the RIMS system.

3. Lessons learned

- The outcomes of the Global Linkage Conference will ensure improved mechanisms to monitor and evaluate the impact of the linkage agreement, as well as all other TELP activities.

4. Progress made towards achieving the result

- Ongoing use of Research Toolbox software by researchers

5. Recommendation for addressing outstanding issue

- Acceleration of the Linkage activities towards more tangible outcomes.

VI. Major Achievements and General Discussion of Achievements for the period

- The Linkage with the University of Massachusetts has contributed invaluable to the bio-statistics program design of the National School of Public Health, the Speech Language Pathology program, and the Human Nutrition program.
- General program design development in terms of OBE transformation.

- Staff development programs in computer training, software application training, managerial skills training has contributed immensely to the capacity building initiatives under TELP

VII. MAJOR CHALLENGES, UNUSUAL ACTIVITIES, AND SPECIAL PROBLEMS FOR THE PERIOD

- The challenges of the National Plan for Higher Education demand an acceleration of the capacity development at institutions
- Issues of management and administrative systems development, especially quality assurance needs a high priority intervention.
- Student academic development activities must also be given enhanced priority to benefit from the TELP intervention.

M.L. Sultan Technikon

Vice-Chancellor: Prof. D. Ncayiyana
Robin Toli, TELP Co-ordinator

Curriculum Development

A. Status at last reporting period

1. PIL activities ongoing for PIL 119.

- On 29 March 2001 sixty guests were invited to a media and technikon community launch of the Effective Learning Centre (ELC). Dr K.Ndlovu of USAID and Dr G. Braxton of The College Fund were in attendance. Dr Braxton officially opened the Centre in the presence of the Deputy Director General of the Department of Education, Mr Shamase and the Vice Chairperson of the Technikon's Council Dr Aubrey Mokoape. The ELC has subsequently delivered workshops for staff on materials development in 2 academic departments. The Extended Project Management Team is also developing a proposal for additional support from the Technikon. Presently the ELC staff are working on the establishment of courseware development teams, an evaluation team and hosting workshops on the use of Powerpoint in teaching and learning. 87 staff have been identified to participate in the workshop.

B. Results

1. Differences made

Technikon community understands the purpose and operational processes of the center.

2. Recommendations for addressing outstanding issues

The CD team and TELP office need to develop institutional requests for support of existing CD initiatives and submit this for consideration by UNCFSP. The team are waiting for national developments after which technical assistance will be sought.

Admin and Management Development

A. Status at last reporting period

- The three year and ten year plans were submitted to the national department of education; a dedicated department has been set up to facilitate and lead planning processes at the institution. The post of Registrar Academic has been created to facilitate the administration issues of academic registrations and other issues. The merger between MLST and Natal Technikon is in its implementation stage. The first administration departments (Finance and MIS) have begun negotiations around staffing and strategic plans development for a merged department.
- A workshop was held during the 18 – 20 April 2001 at the Irene Country Lodge in Centurion in Gauteng entitled "Responding to the National Plan for Higher Education". The workshop facilitators were the staff from the Centre for Higher Education Transformation (CHET). M.L. Sultan Technikon sent two representatives to the meeting, Mr Thiru Pillay, Registrar Academic, and Mr Rajen Naicker of the MIS & Planning Office.

B. Results

Differences made

A follow up has already been organised and a plan has been developed by the Registrar to forward a plan of action as a result of workshop on the “National Plan for Higher education” to HODs. A planning office is to be established to assist with the production of strategic and rolling plans.

Barriers encountered

Lack of financial resources to implement plan to set up Planning Office.

Lessons learned

More work needs to be done to develop a planning culture at MLST in all departments and amongst all staff.

Recommendations for addressing outstanding issues

UNCFSP assist the Planning Staff to develop the Office and a programme to develop a culture of planning amongst staff at the Technikon.

Student Academic Development

A. Status at last reporting period

- One workshop was held and co-sponsored by DTET and UNCFSP. The 5 year plan has enabled the development of a workstudy programme; the implementation of the SAT in maths, science and language; the revision of the student development and leadership programme of the institution.

B. Intervention activities

- SD workshop: Our workshop for student development was held on 15 – 16 November 2000 and was attended by 12 staff from student services. The facilitator was Dr Mjojo who took staff through the proposal planning and write up processes.
- The second workshop was organised nationally by DTET. At this meeting version 3 of the standardised tests in languages, maths and science were developed.

C. Results

1. Differences made

- A SD proposal was developed and submitted to UNCFSP for funding consideration in the last round. Staff have acquired knowledge on the process of proposal development and project planning. Three staff, namely, Mr O. Seedat for Science, Ms T. Duba for Maths and Ms H. Vahed for Language, participated in this workshop on standardised test development. The test was subsequently administered to the following first year students: Language – 962, Maths – 452, Science – 48. The results of these tests have been used to target first year students for support interventions in the form peer facilitated supplemental instruction tutorials, language tutorials and “The Core Curriculum”.
- M L Sultan tested all first year students in 2001.
- In total 1894 students were tested and 900 students were identified as at risk.
- An application for the formalisation of the testing process has been submitted to the office of the Deputy Vice Chancellor: Academic. The new approach is planned to be in place in January 2002.
- 900 students identified as at risk by the TELP testing process were placed in compensatory programmes.
- A tutorial programme and core curriculum, which provides academic support to all first year students, is in place.

- A workshop was held in November 2000 to assist in the development of a proposal for Student Development. Subsequently, a proposal was sent to UNCFSP for funding.
- There is a new staff member that has been appointed as head of student life and this has led to the establishment of a new team and priorities.
- Formalisation of the tests will help the institution since academic departments will be required to develop academic support programmes that are in line with the students' identified needs

b. Barriers

- With respect to the SD workshop held in November by Prof Mjojo it is important to highlight that knowledge acquisition does not translate into skills transfer. What is still required is UNCFSP intervention to transfer skills in proposal writing and project planning through a workshop that is case study driven.
- Problems with standardised tests are around implementation and administration of tests. It is difficult for academic and administration staff to administer tests because it is not a compulsory part of the registration process.
- There is a lack of formal support and infrastructure for the administration of the tests.
- The formalisation of the test administration process is taking time to be incorporated into the institutional time-table
- The delay in the formalisation of the test administration process led to a delay in the development of a recognition system for programme refinement or creation.
- The funds applied for from USAID were not granted.
- There is a lack of finances.
- More technical assistance for institutional staff to solicit funding is needed.
- There is a need for more active interventions so as to speed up progress in all the areas of Student Academic Development.

c. Recommendations for addressing outstanding issues

- UNCFSP in collaboration with DTET should support an initiative that realises the above objective. A policy is being developed with approval of Senate for the administration of tests to students. Once approved all students will have to write the standardised tests that will give academic support a clearer picture of the academic skills requirements of students.

d. Progress towards achieving results

- The institution is fully participating in the TELP testing process. All the first year students were tested and all those identified as at risk were placed in compensatory programmes.

Staff Development

A. Status at last reporting period

- 35 of a targeted total of 55 staff of the institution were awarded lecture load replacement through the activities of PIL 94. Staff are allowed time off to pursue Masters and Doctoral studies. Of those awarded 4 staff have completed their Masters degrees and 1 has completed the PHD.
- 4 workshops helped to develop staff capacity in various areas: Introduction to research, designing a research questionnaire, Using multimedia in conference presentations and research report writing.

B. Intervention activities

- A workshop was organised at the Technikon Research department seminar room through the Human Resources Department. The objectives were to raise awareness of the importance of mentoring programmes at the Technikon through developing knowledge on assisting staff to develop career paths and for HODs to develop skills to mentor subordinates. It was organised for 30 January 2001 and was facilitated by Des le Roux of Limani Consulting. About 29 staff, mostly HODs, attended the workshop.
- The next workshop was for gender mentorship and was held between 5-6 April 2001 at Umhlanga Protea Hotel. 4 staff attended: a representative from Finance department, Human Resources, the Gender Forum and Academic Development. The objectives were to assist HDIs to initiate processes to enable the development of effective mentoring programmes for women for leadership roles.
- The leadership workshop was held between 19 – 20 March 2001 at Umhlanga Protea Hotel was attended by the Deans of the 4 faculty.
- 5 staff visited the US in April 2001 to learn about policies and systems in administration sector (finance, HR, Management Information, Public Affairs and Student Services). The staff returned and have subsequently developed / enhanced policies and submitted these for consideration by management. They are also identifying a US specialist to run workshops at the institution in a specialist area to further develop one of the administration areas.

C. Results

1. Differences made

- The institution is thinking about the mentorship programme more seriously. Leadership development is a critical component of our focus through PIL 79 and especially relevant for merger.
- The Deans (academic leaders) recognise the need for training and would like to have more specific support for each faculty for future interventions .

b. Barriers encountered

- Lack of management directive to develop the programme and financial support.
- There exists financial constraints in organising faculty wide training in leadership.

c. Lessons learned

- Management needs to be more pro-active after such initiatives and must be seen to be supporting and directing HODs to implement key learnings.
- Future activities for leadership should also include institutional workshops with faculty staff instead of regional workshops.

d. Recommendations for addressing outstanding issues

A follow up workshop/ plan of action with some senior managers and HODs to develop mechanisms to implement some of the learnings.

II. Research

A. Status at last reporting period

- Activities in School of Post-Graduate Studies continued to progress.

B. Intervention activities

- Through PIL 94 a visiting Fullbright Professor Jimmy Hwang was able to visit MLST and conduct workshops on his specialist area of statistics. He ran workshops for staff undertaking research for post-graduate purposes and taught the SPSS package to interested staff.

C. Results

1. Differences made

- Senate has approved the revised Registration and Examination Rules for Masters and Doctoral studies. The booklet provides concise information to post-graduate students on procedures from registration to graduation;
- The Journal of Post-Graduate Studies was launched by the new Vice Chancellor, Prof D. J. Ncayiyana, on 5 April 2001. It offers Masters and Doctoral students an opportunity to develop their journal writing skills.
- A database has been developed that provides a summary record of all Masters and Doctoral students which helps to track individuals progress;
- A handbook for supervisors and post graduate students has been accepted by the Board of management of the SPGS.

2. Barriers encountered

- Requests are to be made to UNCFSP for a plan of action to develop research at HDIs and to attract scholars and researchers from the US to assist our department with research support at the institution.

3. Lessons learned

- We need to request technical assistance under PIL 94 and 119 in the near future to assist research at our institution. UNCFSP also needs to develop a plan to take forward research programmes at HDIs.

4. Recommendations for addressing outstanding issues

- UNCFSP meetings with HDI key staff to discuss strategies to develop programmes.

III. Linkages

- Three visits have been made thus far by the US partner and Linkage co-ordinator Dr Alex Kalu to SA to visit MLST. Dr V.L. Pillay also visited Savannah State University in April and attended the

linkage conference in Washington with Mr Ujen Purmasir, DVC Resources. Both have submitted reports to UNCFSP regarding their visits. In May 2001 Mr Deepak Singh of the renewable energy project visited several projects in the US to learn about US renewable energy projects.

- The projects have already purchased most of the equipment as identified in the original linkage proposal.
- Challenges: The request for bridging funding (\$ 17 500) to enhance the linkages activity has not been granted by UNCFSP/ USAID. We eagerly await your decisions as part of its workplan was scheduled to begin in June 2001.

VII. List Major Achievements and General Discussion of Achievements for the Period

- Some major achievements included the development of a new proposal for student development.
- The development of gender mentoring programmes at the Technikon.
- The formalisation of a planning structure.

VIII. Major Challenges, Unusual Activities and Special Problems for the Period

- The merger has created some serious concerns and issues for staff.
- The challenge is to develop staff capacity to cope with the needs of a merged institution.
- Leadership skills development has therefore become a central focal point for both academic and administrative staff whilst research output has also become a major highlight.
- Planning for and around merger issues and concerns will continue to be a central concern and needs to be supported by interventions such as obtaining US expertise to assist with the merger and their experiences.

IX. Lessons Learned

- More focus needs to be placed on issues around merger and its impact and the development of support mechanisms for MLST staff.
- Planning needs to taking a more central and fundamental role to assist all parties in shaping the future of the merged institution.

Peninsula Technikon

Vice-Chancellor: Prof. Brian Figaji
TELP Coordinator: Ms. Merle Hodges

Curriculum Development

Status at last reporting period

There was a focus on materials development due to PENTECH's emphasis on its strategic objectives to improve student success rates. The materials are being made available on the intranet (art and design), in Integrated text materials (12 books) as well as on CD (12 CDs). Most courses had been re-oriented in terms of outcomes-based approaches of which 44 Short courses were registered with SAQA in June 2000 in NQF format. A recognition of prior learning policy manual had been completed, published and is now being piloted.

At the end of 2000, 84 programmes were submitted in line with the SAQA submission to the Academic Board. (Up to level of Enabling Outcomes) The Curriculum committee reviewed all these documents. The next stage of development, the writing of integrated tasks was started at the beginning of 2001 of which a focus will be integrated assessment though criterion referenced assessment. Extensive research will be undertaken on senior students (2 – 4th years) to determine what their conceptions of learning are. The committee will assist with the administering of the instruments. The results of this research will be beneficial to lecturers in terms of aligning or re-aligning their teaching and assessment practices.

An assessment policy for the institution had been distributed to all members of staff.

Intervention Activities

The Education development Centre has a full year programme for all new staff and a staff development programme for all staff to upgrade their skills.

A regional curriculum development workshop facilitated by Prof. M Phala at UWC was attended by Peninsula Technikon staff

An Institutional Workshop on Modularisation on 18 May attracted staff who has implemented this [process at Peninsula Technikon e.g. the Radiography Department and the Dental Technology to name but two. The radiography department has also shifted from teaching within a subject to teaching for outcomes for all first year students.

An RPL Workshop was facilitated by Mr. Himunchull who managed the Development of a Peninsula Technikon RPL Manual through PIL 5 Activity 3

Three research workshops facilitated by Prof. Fransman assisted staff to write research proposals, serve as research supervisors and design research programmes for MTECH and DTECH students.

A Research Manual is also being upgraded to assist staff to refocus on research development.

A Curriculum Development Manual has been developed and distribution to all Departments.

An Assessment Policy which guides staff to respond to the SAQA criteria has been developed and distributed to all staff.

Careers exhibition at Pentech attracted A total of 3979 high school learners to our careers exhibition on day 1. We have had very positive feedback from schools and parents after a total of more than 12 488 learners visited our careers expo over the four days.

A self management series of 12 workshops have been successfully performed by the Counseling Department to respond to outcomes of student needs as identified through the SAT TEL tests.

Induction Workshop – Durban 28 – 30 March 2001 (PIL 22)

The project held its first formal workshop for all participants in Durban between 28 – 30 March 2001. The workshop was a great success. The report on the workshop along with the contact list of all that present was sent out to all participants at the end of March. If you have not received your copy please contact the Project Manager.

Sample chapter deadline

As discussed at the Induction Workshop, authors were tasked with completing a sample chapter using the CD ROM Framework presented at the March workshop. The deadline for this task is the end of April. Authors are requested to send an electronic copy (if possible) of their sample chapter to the project manager by Friday 4 May 2001.

The pilot development team will review the sample chapters produced and provide the authors with some feedback. This is a vital part of the quality assurance process of the project and will help to identify areas of concern in relation to the type and extent of e-media requirements for the respective titles.

Additional funding for the project

Based on discussions at the Induction Workshop the project manager was tasked with drawing up a proposal of how the suggestions for additional training, author writing time and the development of a support website would affect the budget and time allocations of the project. A copy of this proposal has been presented to the project leader to review and suggest the most appropriate option available to the project.

A formal request to USAID will be made for additional funds to ensure that the project is able to accommodate another training workshop for authors and moderators and produce the necessary e-media required to make our CD-ROM's truly interactive.

Appointment of new project manager

As you may be aware I have been tasked with additional academic responsibilities since the start of this year. This has impacted on my ability to perform my TELP functions and it has been decided to recruit and appoint a new Project Manager. This process is currently underway and a new appointment expected shortly. I will however still be attached to the project to provide a complete hand-over to the new project manager and to fulfill various quality assurance functions in the CD ROM development and instructional design processes.

The TELP project manager has been a very good and stimulating manager and she looks forward to her continued involvement in the project albeit in a new capacity.

Results

Differences made

It is gratifying to report that the following initiatives made differences in the following areas:

Broad Curriculum development

The Established Curriculum Development Committee at Pentech submitted 84 programmes to the Academic Board for consideration before submission to SAQA.

A Moderation paper was published and distributed to all task teams

All subject lecturers handed in Learner Guides according to a set proforma. A Curriculum team evaluated these on Friday 18 May after the quality officer who guided each head of department, studied them according to agreed quality criteria. A revised second version proforma will be communicated to all lecturers who would capture good practice as exhibited by version 1-learner guides.

Specific Curriculum Development

Implementation process of the integrated manuals written in PIL 88

Research of the implementation in process by Lecturers in PIL 88

(Academic departments are participating in the project + non participating departments through a series of workshops.

An institutional exhibition of all materials produced and a half-day symposium were held on 11 December 2000.

Three workshops for further integration were held by PIL 88 for further integration. In 2001.

8 Presentations were done at the Rhodes Conference.

Standardised Assessment of First Year Students

Dr. A. B. de Villiers Head: Counseling and Health who is managing the SAT process on Campus handed in a test report, which contained the following information:

Aims of SATs

provide data regarding the first year students' level of preparedness to meet the demands of tertiary studies and to use the data to inform placement and other academic development strategies. The testing programme at Peninsula Technikon formed part of a project facilitated by the Desmond Tutu Educational Trust at various HDI's in South Africa. The Counseling and Academic Development departments took joint responsibility for implementing the program at Peninsula Technikon with the assistance of some communication and mathematics staff members.

Administering Tests

The testing of first year students started on 19 January 2001 and ended on 21 February 2001. Generally this phase went well and minor problems were easily sorted out. The testing programme formed part of the orientation programme conducted in the academic departments at the beginning of the year. The student counselors and a part-time psychometrist were responsible for administering the tests to the first years.

The biggest problem during the testing phase was that at the prearranged time of testing, many students had not yet registered. This often meant that only half of the students in a department were tested and that a second testing session had to be arranged at a later date. A breakdown of the number of students who wrote the three tests in the academic departments appears as an attachment. In total close to 70% of the first year students were tested.

Marking

The marking was centrally done at the Counseling Unit to maintain security. English language specialists were appointed on a part-time basis to do the marking of the written sections of the English test. One of the staff members at the Technikon (in the languages section) acted as moderator. A customized software program based on Clarion was developed to mark the multiple-choice sections of the English test and the Science and Mathematics tests. The students' response to each item in the three tests was captured. This was done in order to provide the academic departments with the appropriate diagnostic information to inform their academic development decisions. Initially one part-time person was hired to do the data capturing and at a later stage three student assistants were appointed to help.

Reporting Results

Reports of the results were sent to the HOD's of the various academic departments. The following reports on the results of the three tests were made available to the HOD's

Reports on individual students' scores for each item and aggregate score per test.

Departmental reports for performance on each item and aggregate score per test.

Reports on individual students' aggregate score per test and subtests.

Reports on individual's results were sent to the HOD's, as the results became available. The English tests were marked before the other tests as most of the placement decisions were based on the results of the language test. Initially it was possible to provide reports for the English test results 2 to 3 weeks after the testing date. With an increase in the number of tests that needed marking, the report back time became 4 to 5 weeks after the testing date. An interpretation document (indicating which ability or skills each item in the test measures) was sent with the English language reports. The final English results (individual and departmental) were sent to the different faculties on the following dates:

Engineering	12 March 2001
Science	15 March 2001
Business	23 March 2001

The final results (individual and departmental) for the Science and Mathematics tests were sent to the faculties on 20 April 2001. Although the software program made it possible to generate different reports, some problems were experienced in programming the format of these reports, which caused the delays.

Recommendations

The main concern during this phase was that the marking took longer than anticipated. The software program was specifically designed to ensure reliability of marking, but unfortunately this resulted in the data capturing being very time consuming. Data capturing also started a few days late, because the memorandum was not immediately available for marking. A recommendation for the future would be that more PC's be made available on a network to speed up the marking.

In hindsight it seems that the information sent to the academic departments was often too detailed and that not everyone was able to use it diagnostically.

There is a need for a debriefing session to re-assess user needs. The test data is available to act as a baseline score for the different departments.

Data on the matric and end of year results will be used to conduct validation research.

In future more attention could be given to training in the interpretation and use of the results.

The TELP SATs have assisted the institution to use a standardised instrument to diagnose student needs. Two members of staff will be attending a Summit at the University of Witwatersrand to look into strategies for responding to student needs through a strong foundation programme that can be mainstreamed.

Barriers encountered

Sent with the English language reports. The final English results (individual and departmental) were sent to the different faculties on the following dates:

Engineering	12 March 2001
Science	15 March 2001
Business	23 March 2001

The final results (individual and departmental) for the Science and Mathematics tests were sent to the faculties on 20 April 2001. Although the software program made it possible to generate different reports, some problems were experienced in programming the format of these reports, which caused the delays.

Recommendations

The main concern during this phase was that the marking took longer than anticipated. The software program was specifically designed to ensure reliability of marking, but unfortunately this resulted in the data capturing being very time consuming. Data capturing also started a few days late, because the memorandum was not immediately available for marking. A recommendation for the future would be that more PC's be made available on a network to speed up the marking.

In hindsight it seems that the information sent to the academic departments was often too detailed and that not everyone was able to use it diagnostically.

There is a need for a debriefing session to re-assess user needs. The test data is available to act as a baseline score for the different departments.

Data on the matric and end of year results will be used to conduct validation research.

In future more attention could be given to training in the interpretation and use of the results.

Lessons Learned

Submitted all programmes and learner guides on time but through interactions with stakeholders are now adapting them using more Industry focused criteria.

A Curriculum Manual was published and distribution to all departments because staff needed to have one central idea on how to re-curriculate for Outcomes based education.

SAT TESTS administered to departments listed below as listed is one of the best experiences within the institution. Teamwork was of essence to make this happen.

II. Student Academic And Social Development

Status at the last reporting period

The institution was doing good work in attracting potential students.

During a Unitech career exhibition the campus opened it's doors to school learners. We have had very positive feedback from schools and parents after a total of more than 12488 learners visited our career expo over the four days.

The institution is also doing good work in supporting exiting students to grow.

During a period of three months second and third year students had undergone a Self-Management Skills course which can be attended by 25 – 30 Students at a time for a period of 12 weeks with sessions lasting from 13H00 – 16H00. Learner guides were designed by two Design Logic (depart Arts and design Btech students. The facilitators were drawn from current Peninsula Technikon staff (Public Affairs, the Writing Center; The science faculty including Health; the Business faculty as well as the Cooperative education. During an Evaluation of the Course the participants scored it a high 77.6%

Courses included: Lifestyle management; Self-determination; Creative Problem solving; Assertiveness and Conflict management; Goal Setting and motivation; Stress management; Time management; Physical wellness; financial management; Career development. These skills were all identified as crucial to learner success in our 5-Year Student Academic development Plan (5-Year SAD Plan) through a process of Development through intervention by the DTET. It was surprising to the facilitators that students at third year level still find courses such as Goal setting and motivation.

CV Writing and interview skills were identified as additional needs for future courses. The next series of courses will commence on 3 August.

The Counseling department also ran a series of HIV workshops to help students to learn more about their bodies and becoming responsible adults.

Intervention Activities

The institution has appointed Ms Gerda Botha who is writing a major Plan based on the 5-year SAD plan, for Student development, which would be integrated with curriculum development. The plan includes collaboration with the California State University who collaborated with us through Ms Gayle Young who spent a three-month period with the Institution visited us. She worked very closely with Mr. Himunchul (Education Development Officer) and Mr. Eric Sebokedi (Assistant registrar Student affairs). During this time she was very impressed with the 5 year SAD plan developed by the institution through TELP and the educational level of the institution's House-parents who needed development in transforming residences as learning communities within a Multicultural setting.

The California State University fraternity now wants to form a partnership with Peninsula Technikon because of the common ground between Peninsula Technikon and California State University. We will seek funding to further the collaboration. The two areas of commonality between the two institutions are:

Both institutions are attracting students from disadvantaged communities

Lack of Multicultural (MLC) programmes in the mainstream Route.

During two meetings (18 and 21 May 2001) attended by Prof. Figaji and Ms Tanga (DVC Student and International Affairs), Mr. L Harper (Personal Assistant to the VC), B Sithole, G Botha, Student Counselors, Mr. E Sebokedi, A De Villiers, Head Student Counseling and Health) Mr. L Himunchul (Education Development Officer and M Hodges, the following matters were discussed:

Ms Gail Young contributions during her visit to Student Affairs which covered areas of:

Multiculturalism with Ms Hanning and
Student housing with Mr. Malinge Gqebe
House – parent workshops on staff housing environment
Transforming the residences into Learning communities
Peer helpers programmes
Residences being managed as Learning Environments
Prof. Figaji is happy that, the Pentech academic Leadership is currently discussing the incorporation of life skills into the critical cross-field outcomes of Academic programmes.

Differences made

12 Training sessions on self-management Skills development duration of each session 13:15 – 16:00 was successfully implemented.
11 members of staff facilitated a self-Management Skills development programme to an average of 30 students.
Two Btech students designed 8 Learner Guides on Self-management Skills development Courses.
The ten learner guides are:
Goal Setting
motivation;
Stress management;
Time management;
Physical wellness;
Financial management;
Career development.
Creative problem solving
In 2001, Peninsula Technikon continued to test all first year students.
In total, 3047 students were tested. 1950 of the students tested were identified as at risk.
There is a special software package that has been developed so that students identified by the SATs as being at risk can be identified, placed, and their progress tracked.
1378 students were placed in compensatory programmes. The students were placed in the following programmes: Computer based language learning, Supplemental Instruction, Tutorial support, language development tutorial and Academic consultations.
A proposal for funding has been submitted to the Department of Education. The student development practitioners who were trained at the TELP national workshop have organised and facilitated training workshops during the first semester of 2001.
Two workshops have been held so far and they are planning to hold two more.
The Work Study Programme continues to run successfully.

Barriers encountered

Funding is one of the biggest barriers.
Problem with developing software for student tracking.

Lessons learned

Academic skills and life skills should be developed in all students.
Students appreciate the special effort made by staff to support them in their growth and development. Their comments were captured in evaluation report distributed by Ms Gerda Botha to all staff.

Recommendation for addressing outstanding issues

Ms Botha will start an extension plan on collaboration between Peninsula Technikon and California State University and will start the process at Peninsula Technikon by focusing on the following areas:
Implementing parts of the 5 Year SAD Plan that is not implemented as yet
Doing a needs analysis to Develop Professional Skills for Students
Integrating Life Skills development into all learning programmes
Creating opportunities for Student Leadership Exchange

Focusing on Course development outputs which would serve to sustain the programme and be used to train additional peer workers currently studying and future peer helpers.

Analysis of the Standardised Assessment tests results, administered by the Counseling Dept to first year Science, Mathematics and English students for bridging programmes.

linking Academic Departments and Quality

Mainstreaming life and Professional development skills.

Prof. Figaji will support the Pentech academic Leadership in various ways to incorporate life skills into the critical cross-field outcomes of Academic programmes. He is actively assisting Ms Botha and a Life Skills Committee established on 18 May to seek funding to implement a mainstream programme of Academic-life skills.

Progress towards achieving result

Peninsula Technikon tested all first time entering students and placed into compensatory programmes all those identified as at risk.

III. Management and Administration

Intervention

The institution has responded very favourably to The Minister of Education's national Plan for Higher Education by inviting Mr. Amed Essop, Chief director higher education: Planning and management to a strategic Planning breakaway from 23 – 24 March 2001. In addition to Mr. Essop we invited Dr Platzky, the deputy Director general: general Business Promotion and Tourism in the Provincial Administration to present a lecture on the Positioning of the western cape for the Knowledge economy of the 21st Century. The two sessions was organised to assist Peninsula Technikon to plan how it will respond to the request from The Minister of Education for a five-year Plan to be submitted on 31 July.

PENINSULA TECHNIKON – WORKSHOP ON HR PLANNING 16 FEBRUARY 2001 funded by UNCFSPC and facilitated Ms Des Scholtz, which was attended by 11 members of the HR department. The manager of Human resources. Mr. Nick van Oordt handed in a post workshop report to Dr Naran, in which he indicates that the planning process is still continuing and that Mr. Ndabezitha Chief Director HR is planning a follow-up workshop.

A Two-day gender-mentorship workshop was presented on a regional basis for the Western and eastern cape regions. The Chief director human resources, the Judicial Officer, The training Manager and the TELP Coordinator attended this workshop. Two post workshop reports were handed to Dr Naran. The most important one is from the Training manager who is making mentorship his priority for the next planning cycle.

Three-day Leadership Workshop workshop (19 – 20 March) attended by the deans of Science, business, engineering and the deputy vice Chancellor and Facilitated by Prof. Chris Kapp of Stellenbosch University. A Post Workshop report is pending.

Three-day workshop on “The Minister of Education’s National Plan for Higher Education” hosted by CHET for UNCFSPC from 18 – 20 April. Post David Bleazard attaches Workshop report Head: Strategic Planning & Management Information who hosted one of the sessions.

PENINSULA TECHNIKON REPORT-BACK ON NATIONAL WORKSHOP: FIVE-YEAR PLAN 18 – 20 April

1. INTRODUCTION

The process of responding to the Minister of Education's National Plan for Higher Education began at Peninsula Technikon (and no doubt at many other institutions) shortly after the Minister published the plan.

The following activities pre-dated the holding of the national workshop at Irene, on 18 to 20 April:

23 - 24 March	Strategic Planning Committee breakaway
3 April	Strategic Planning Sub-committee meeting
3 April	Strategic Planning public meeting

A timetable for development of the Technikon's five-year Plan was approved at the Strategic Planning sub-committee meeting on 3 April, and shared with the Irene workshop as part of Mr. Bleazard's presentation. The original timetable, since somewhat amended, follows:

EVENT	INVOLVED	OUTCOME	DATE
Planning meeting	Rectorate, Deans, DB, DC	Procedure for drawing up 5-year plan	3 April
Departmental motivations submitted	Academic Heads, Deans, Dep. V-C Academic	Justification of status quo and proposed changes	3 May
5-year enrolment projections submitted	Deans, Dep. V-C Academic	Projected enrolments captured, via Intranet	7 May
Graduation projections	Deans, Dep. V-C	Projected graduations	8 May

submitted	Academic	captured, probably in Excel	
Plan to SPC	Strategic Planning Committee	Interrogation of draft plans	10 May
Plan revised	Academic Heads, Deans, Dep. V-C Academic	Projections and motivations adjusted	25 May
Revised plan to Rectorate	Rectorate	Approval of Plan	30 May
Plan to Academic Board	Academic Board	Approval of Plan	4 June
Plan to Council	Council	Approval of Plan	20 June
Report to Technikon public meeting	V-C, Senior managers, staff, students	Publication of plan, internally	27 June
Plan submitted to Dept. of Education	Plan co-ordinator, V-C	Department's requirements met	30 July

2. FEEDBACK TO THE INSTITUTION

A written report on the Irene workshop was submitted to the Vice-Chancellor on 23 April.

Mr. Bleazard met with the Deputy Vice-Chancellor: Academic and the Deans on 23 April, to discuss the requirements of the plan.

Mr. Bleazard met with the Deputy vice-chancellor: Academic, the Deans, and the Academic Heads of Department on 24 April. The focus of this discussion was on the enrolment projections required to complete the tables for the plan.

On 26 April, Mr. Bleazard addressed a meeting of Peninsula Technikon student leaders on the Minister's plan for Higher Education and the proposed funding formula.

On 11 May, Mr. Bleazard addressed a wider meeting of students on the plan and the funding formula.

On 18 May, Mr. Bleazard addressed a student commission on the Minister's plan and its relation to the Technikon's strategic plan and Five-Year Plan.

Although most of these inputs were not specifically focused on reporting on the Irene workshop, they were all informed by the discussions at the workshop, as well as by the Department of Education's Western Cape regional briefing on 5 April.

Results

Differences made

Mr. Dave Bleazard.

ITS Training

Static queries were processed. Of these, 300 - 400 queries mostly, in student and some staff data. No financial data processed as yet. It was reported that refreshing the static queries is still problematic. A later development will allow staff to modify queries themselves.

Mr. Bleazard is currently negotiating with companies to plan warehouse implementation. The appointment of a member of staff for the purpose of website development has been finalised.

Barriers encountered

With regards to the 5 year plan Peninsula Technikon shares the following with other Technikons:

Not enough young people are coming through from the high schools at the moment and non traditional students should be recruited such as workers and others in higher age groups, a new challenge to the institution.

About 80 % of Technikon programmes are at the diploma level and very few Technikons had staff profiles, which would allow them to offer Doctorates.
Technikons seem to drift toward universities, we need to encourage students to access Technikons.
Technikons are still viewed at second rate institutions for second rate citizens.

3.Lessons learned

Technikons should reposition themselves as institutions of quality and doing better at what it is already doing. This is what Peninsula Technikon is striving towards with our vision of :
"Becoming the MIT of Africa"

Recommendation for addressing outstanding issues

We should respond to the challenges of a learning cape by looking at areas of potential expansions namely:

- What other institutions in the region are doing
- Peninsula Technikon's capacity to take on new activities
- The Technikon's priorities
- The resources it could commit
- The views of Industry
- The views of the SETAs
- The BOS report
- The TEC skills audit

From the Technikons point of view all faculties were asked to include these aspects in their faculty plans because ultimately we would want to increase our research capacity as well as produce students of quality.

Peninsula Technikon has prioritised the following areas for development with their 5-year plans:

- IT/Telecommunications and Multimedia + films
- Textiles
- Entrepreneurship

II. Staff Development

A. Status at last reporting period

Participants of TELP Workshops were required to develop a back home Action Plan to use the knowledge and skills gained during the workshop to benefit the HDI community. All participants were required to submit a brief report to the TELP office with the Action Plan attached.

Ms m H Hodges submitted the following action plan after attending the Gender Mentoship Workshop of 19 - 20 February 2001

Intervention Activities

The academic leadership attended a three days leadership workshop facilitated by Prof. Chis Kapp of the university of Stellenbosch I am still awaiting their post workshop report.

The members of staff serving on the disciplinary Committee of the institution attended a sexual harassment workshop facilitated by Limani Consulting to assist them to become bias free during these sessions.

A Performance management workshop for 26 members of staff was very successful

A workshop for management of team leadership attracted 26 participants

A workshop on interviewing skills had 21 management participants.

Pil 116 reports the main success story for the period as the successful employment of a web design person.

Regular data managers meeting are held for managers to take ownership of data

A new Project team was formed for PIL 116 which include the IT dept, engineering dept, dept of strategic planning and MIS.

Results

Barriers

For PIL 116 the following can be listed.

The steep learning curve for all is a barrier.

Resignation of key staff

Changes from version 11 to version 12 of MIS system

Lessons learned

A need for a close link between the ITS system and whatever MIS system is developed.

Recommendations for addressing outstanding issues

Good management will result in valid data collection.

III. Research

Status at last reporting period

Two projects, one in science and one in Engineering were in progress

Intervention Activities

Mr. Hellmut Bowles and Prof. Baha Sun were privileged to attend the Washington Global Partnerships Conference in April 2001 for Linkage partners and institutions.

IV. Linkage Partners

PENTECH-UMICH Linkage

Many discussions were held between Prof. Stuart Batterman, Prof. Bohua Sun and the Linkage Coordinator regarding our linkage program with the University of Michigan. One of the main issues was that of the student and staff exchange. According to the original plan and budget we are supposed to engage in 12 visits to the University of Michigan for 4 to 6 months each (6 staff and 6 student visits). To date we have only had 1½ official staff visits (Sun only stayed for 1 month and Mahomed's trip was funded elsewhere) and 1 official student visit funded through the TELP fund (Mzongwana's trip was funded by Prof. Fogler). The challenge is now to organise and manage the outstanding 4½ staff visits and 5 student visits during the next 2½ years so as to fully utilise this opportunity. Prof. Sun is making arrangements to fill his allocation of 4 trips and the balance will have to come from Dr. Cairncross' activity. It is proposed that, where possible, we need to consider sending our students and/or staff sequentially so as to facilitate accommodation

arrangements. This will allow us to rent accommodation for an uninterrupted 12-month period with significant cost and administrative advantages.

V. Smart Structures and Materials Project

We resolved all the issues with regards to the Smart Structures project and are now in a position to order the equipment and materials. It is worth noting that all the suppliers require a 50% payment on placing the order and we trust Prof. Tromp's budget has the necessary cash flow to accommodate this (\$60k).

Student and staff visits:

The current plans are as follows:

The aim is to send Mr. Philimon Simelane to the University of Michigan from August 2001 until December 2001. He is a D.Tech student and staff member in Mechanical Engineering. The plan is for him to attend 2 graduate courses and participate in the research activities in Prof. Brei's Smart Structures research group.

The implementation of smart structures and materials relies heavily on the electrical control. Thus an invitation has been extended to both Prof. Raynitchka Tzonova and Mr. Tariq Khan to participate within this research activity. These discussions are taking place currently and the plan is to send an electrical Engineering M.Tech student to the University of Michigan from early January 2001 to July 2001.

We would like to invite Prof. Brei, or someone within her research group, to come and visit our facilities during their July-August 2002 summer vacation period. This will enable us to jointly present a short course or workshop for academic and industrial peers, and further our collaborative research work.

An invitation has been extended to both Prof. Tzonova and Mr. Khan for either of them to visit the University of Michigan for 2 months for research purposes. This will enable us to utilise the outstanding budget from Prof. Sun's 1-month trip. The best time is typically during the July-August summer vacation when Michigan staff and students have the most time available for research.

Identify and send an additional M.Tech student within the Smart Structures project to the University of Michigan from August 2002 until December 2002 to attend 2 graduate courses and participate in the research activities in Prof. Brei's Smart Structures research group. The two M.Tech students who are currently busy with the coursework are Messrs. Yan Qiu and Jeremy Nwamba. The choice would have to be based on their progress and our own strategic plans.

VI. Cleaner Production Linkage

Dr. Gihwala's linkage research report, dated January 2001, was received very positively. This included an excellent report of the Cleaner Production activity's progress to date. Several points of interest were noted and are listed below:

Mr. Fillis has been given credit towards his M.Tech for the coursework he completed at the University Michigan and is currently writing up his Masters dissertation.

Prof. Batterman is pleased to hear that Mr. Fillis is compiling a publication based on his research activities.

The paper entitled "Rationale for threshold quantities for risk management of major hazard facilities" will not be presented at the conference later this year, as some work is still outstanding.

The Science Faculty's M.Tech program formally accredits graduate coursework completed while at the University of Michigan. This is seen as a very positive step towards meaningful student/staff development.

Materials are being developed locally for a Master's program in *Cleaner Production*, which will commence in 2002. This is probably one of the major outcomes of this linkage project and is viewed very positively.

The visit by Prof. Levi Thompson to Peninsula Technikon has not been reported.

It is reported that there are plans to jointly arrange an international conference in Cape Town later this year. Prof. Batterman is not aware of any progress in this regard to date.

Student and staff visits:

As stated previously, Dr. Cairncross' activity still has 6 visits, which need to take place during the remainder of this linkage duration.

Results

Differences made

The University of Michigan – Peninsula Technikon Research project under the management of Mr. Hellmut Bowles is going to develop very positively. He is a good leader.

Barriers encountered

The previous structure was very imhibitive and stifled progress.

Lessons learned

Good management is as important as a good research programme.

TECHNIKON NORTHERN GAUTENG

VICE-CHANCELLOR AND PRINCIPAL: PROFESSOR G S K LENYAI

TELP COORDINATOR: NTSATSI MANTSHO

CURRICULUM AND PROGRAM DEVELOPMENT

Status at last reporting period

The Teaching and Learning Department continued to lead the curriculum processes of the institution and of SAQA requirements. Faculties are embarking on problem based learning and project based learning (PBL).

As a result, the modularization process and OBE are linked with trends and teaching techniques empowering students learning internationally.

Intervention Activities

The team has had numerous workshops arranged internally at faculty level and at departmental level. One TELP funded workshop was conducted at TNG. This workshop focused on frequently asked questions such as modularization, learning guides and assessment. The one-day workshop took participants through the background behind curriculum innovations and expectations set by the Dept of Education and finally CTM.

Results

Differences made

Many departments are catching up in the process of OBE.

The inter-facing of OBE and PBL is also commendable to TNG staff involvement.

The Quality Assurance team is established in the institution to push issues of quality standards in all departments. Traditionally, issues of quality assurance were focused in programs and revolved around CERTEC procedures and requirements. Now TNG pushed quality everywhere both in academic and administrative departments.

There is quality assurance conference arranged for early next semester.

TNG staff has also benefited in the network regionally and internationally.

Barriers Encountered

Staff members seem to have an over- reliance on CTP and CTM in suggesting issues of curriculum.

Always, there is a request of "what is a clear direction and guidance from the CTM?" There is a need for a staff to realize their role as informers of policies positions by CTM as practitioners.

Planned Activities

More hands-on activities planned with staff members at department level to push the production of modules according to OBE. More discussions around curriculum issues.

II. STUDENTS ACADEMIC AND SOCIAL DEVELOPMENT

Status at last report period

Since the closure of Foundation Progamame that TNG did under PIL 45, academic section of student development is not well articulated. Staff members do attend, sometimes workshops arranged by TELP or ministry but come back to the institution with no implementation opportunities.

The absence of a foundation programme has however made staff members at TNG talk about the need to re-instate the foundation programme. As a result the planning for an introduction of that programme will operate once more in 2002.

The previous report did not cover activities conducted in December 2000 SAD training. Therefore, report intervention activities will do so.

Intervention activities

Two staff members attended a workshop on TELP Standardized Assessment Testing (SAT).
Two staff members attended in December 2000 a workshop on train the trainer in Pretoria.
A workshop on student leadership was conducted in March. This was institution specific.

Results

Differences Made

The team that came from the December train-the-trainer programme was fortunate to be identified as participants in a two-weeks project management course. As a result, they came back to their offices with an agenda and an approach to empower student's leadership with project management skills.

The model used for project management is Objective Oriented Project Planning (OOPP).

Two workshops have been arranged with students leaders from student associations to write proposals for implementation at their levels.

The institution is not part of the TELP testing process as yet.

Since the closure of the Foundation Programme that was funded by TELP, nothing much is happening in terms of bridging and foundation.

The student development practitioners, who were trained at the TELP national workshop in Nov/Dec 2000, organized and facilitated student development workshops at the institution. In addition, the institution received technical assistance in the form of a workshop to train student leaders.

The student development practitioners who were trained at the TELP national workshop in 2000 attended further training on project management. This enabled also enabled them to organize and facilitate training workshops in project management.

Barriers Encountered

Offices of student support at the institution have not yet mastered how to operate as a collective, despite the approach of TELP that promotes student growth which looks at the entire exposure of a student at an institution.

There is a shortage of financial resources to maintain the programmes (Foundation Programmes).

Absence of an institutional policy.

Shortage of financial resources to maintain the programmes

Lack of funds to run the programme

The Student Support Service is still battling with mastering the collective operation of the departments

Lesson Learned

Need greater attempt to improve interaction between student support units for maximum benefit from intervention.

4. Progress towards achieving results

The institution is not participating in the TELP SAT testing process as yet.

They are planning to reintroduce the foundation programme in 2002.

III. STAFF DEVELOPMENT

Status at Last Report Period

Staff members studying under SAIRR programme are making remarkable progress.

Intervention Activities

SAIRR director visited the institution. Of the five members still to complete their programs, the interview report was good. There are some hiccups for one staff member. The staff who had registered for an MBA over the past two years has not completed, and as a result would need institutional support to complete. One member registered in IT related field, also had problems making the grade. In the current team, there could be one staff member on the borderline.

Challenges

In all the three cases mentioned above, there is an obvious gap that emerged as a result of staff members studying part time and having little time to invest in personal studies. This becomes very obvious when the field of study is not provided at the place of employment. Studying part time isolates a scholar from benefiting from peer interaction and scholastic discourse that happens in residential classes. What this means is that the staff studying is depended solely on the prescribed books. There is little interaction between that staff member and people in the field.

IV. MANAGEMENT AND ADMINISTRATION

Status at Last Reporting Period

The institution has a challenge with gender program to incorporate comments from Employment Equity Act, and Skills Development Act.
The institution entered into a linkage agreed with Hampton University to address financial management capacity building.

Intervention Activities

A team of two attended a mentoring workshop.
A team of two attended a workshop on National Plan.
A team of four attended a workshop on leadership.
Linkage Co-ordinator attended a linkage Conference in the USA.

Results

The mentorship workshop has resulted in the institution forming a task team on mentorship headed by the strategic planner.
The linkage partnership is having major communication challenges. To this date, other than the visits on either side, it is not easy to talk about benefits without being clouded by relaxed approach the Hampton leadership has adopted in the process.
The strategic planner, on return from the National Framework workshop, made a presentation on qualification Mix and the three-year rolling plan expectations. A Qualification Mix and plan for next year is circulated to staff members.

Barriers / Challenges

The greatest challenge the institution has in this area is the implementation of a gender redress process. The mentorship already at its initial conceptual phase, is challenged by lack of financial support. A plan is in place, but to kick start there is need for financial support.
The linkage agreement continues to be a major challenge in that without continuous communication. Consistency in adherence to procedures stated by USAID. The cross-Atlantic partnership will not work.

Future activities; suggestions

Plan a workshop that makes connection of all items of the strategic planning. E.g. connection of the planned activities with the finances.

The link between the models of assessment with performance appraisal.
Models of assessment and evaluation of implementation. (use of balance core card)

V. RESEARCH

The activities under this section are covered under PIL 78, which has been granted a non-cost extension to run until December 2001.

Status at last reporting period

The PIL activities were at the stage of editing the research reports and preparation for internal presentation and publication.

Outcomes of the activities undertaken during the reporting period

Completion of cycle

During the period under review, 15 participants completed the first cycle. Each researcher or team orally presented their project to a forum made up of the participants. Each presentation helped participants to develop and polish presentation skills as well as improve the research reports. These presentations took place on selected Fridays.

Ten research reports were produced

Each report received expert editorial advice after which the researchers reworked the comments and suggestions in before sending the reports for final editing and monograph publication.

Paper and presentation at conferences

Seven papers were presented at national and international conferences (Botswana, Germany, and Canada)

A poster was presented in Cape Town where one of the female research participants was honoured as a one of the leading researchers in South Africa.

Monograph Preparation

All 10 reports were prepared for publication in TNG monographs. Institutional funds and support was sought to support this activity. Three volumes are in preparation (Education, Health, and Environment).

Impact of the activities on future achievement of project's goals and objectives

Activities had great impact on the future of the project. The great success and the high completion rate were a great boost for the project implementers. It also meant that the subscription by applicants for cycle two would be high. This in itself is positive although it poses some difficulties in selection.

The successful completion of the cycle by 'ordinary' lecturers, people who had been labelled 'non-research material' was a milestone in the institution.

Because the research carried out was very localised and aimed at solving local problems, it led to the acceptance that research need not be far fetched, remote and without application to daily problems.

For those participants who presented papers at conferences, doors were opened. These researchers felt what it is to belong to a community of researchers. They all reported that the interaction they had with others presenters made them feel that 'the effort had been worth it'.

Several research participants were able to enrol (and complete) for masters studies. One is using her research as a pilot and has enrolled for a doctorate degree, while another got an exemption from the research methods course for masters'. This exemption was on the strength of his participation in the TELP-RCB program.

Two of the TELP-RCB administrative assistants, who had done a sterling job in running the program, were offered jobs at the Department of Public Service and reports indicate that they have done so well that the section would like to recruit more staff trained via the TELP-RCB project!

In short, participation in TELP RCB has opened doors for all those who have participants.

The TELP-RCB project has produced many 'ah ha!' expressions, one of which came from the Vice Principal (finance and administration) who was very surprised at what he saw and heard when he paid a courtesy visit at one of the week residential sessions. Please see attached report

TECHNIKON NORTHERN GAUTENG 'S IMPACT ON THE SOSHANGUVE COMMUNITY

OBSERVATIONS ON TNG'S IMPACT

This Technikon has been in existence for the past twenty years. The positive impact that it has had on the Soshanguve Community has to date been on an individual and three - pronged:

It has provided jobs to quite a number of its residents either directly as its employees or indirectly as employees of contractors engaged by the Technikon for various projects.

Children of Soshanguve residents have received tertiary education in the many programme of offerings of the Technikon, preparing them for service in the community and elsewhere in the country, and

Technikon students who could for the one or other reason not be accommodated at the technikon residences rented rooms, etc. at the township, providing some source of income in the form of rent to the residents concerned.

On the other hand, we are also aware of the negative impact attributed to the Technikon Community. Chief among these are allegations of rape, murder, assaults and / or the harbouring of alleged hooligans at our residences. The question of a general decline in the morals of the Soshanguve Community has to some extent also been linked to TNG.

THE IMPACT OF RESEARCH

As an institution of tertiary education, one is of the view that our impact on the surrounding community should flow from our expertise (which is trickling down to some students on an individual basis as mentioned in (b) above already) such that the community as a collective can benefit.

A project called Research Capacity Building (RCB) was embarked upon by Mr Makina, the MHO Project Co-ordinator at TNG. The project is funded by USAID under the Tertiary Education Linkages Project (TELP). Miss Ntsatsi Mantsho TELP Co-ordinator, ably assists Mr Makina (, Ms Molebogeng (Ntebo) Ngozwana (Health & Social Sciences Faculty Research Co-ordinator (serving as assistant project leader) and Ms Verena Meyer (Lecturer: Chemistry). I was privileged to spend a few hours with the group at Sundown Ranch on Friday, 21 July 2000. It was very encouraging to listen to a lively explanation of the problem, which each research project aims at addressing. I could not help but realise that most of the researchers are just at the beginning of their careers but what struck me most was the apparent drive and enthusiasm which they exhibited towards their tasks.

Not being much of an academic, I am likely to read more into the probable positive impact of the RCB project than seasoned academics would do. Be that if it may, but I am more than convinced that the projects as listed on the attached list if carried out to their logical conclusion, will make TNG's relevance to the Soshanguve Community even more meaningful. I certainly want to urge the Rectorate to give this enthusiastic group of researchers our unqualified support. For the first time we have a chance for legitimising our academic citizenship at Soshanguve.

I further wish to recommend to the Vice - Principal: Academic that a day or several afternoons be set aside where these researchers will make presentations to the Academic sector on their findings. The purpose hereof would be to encourage the rest of our academics to engage in research.

MA Mashego
VICE PRINCIPAL: FINANCE & ADMINISTRATION

TECHNIKON NORTH WEST
VICE CHANCELLOR: PROF. I.J. MOSALA
TELP CO-ORDINATOR: MS. Y.K. LUSHABA

I. CURRICULUM DEVELOPMENT

Status at last reporting period

At this stage academics understood the interrelations between DoE, SAQA, CHE and compliance with NQF levels, they needed training in designing curricula according to national higher education regulations.

A workshop had been planned to address this issue, a proposal was sent to UNCFSP and awaiting a response.

Intervention Activities

UNCFSP agreed to the proposed two-day workshop and the facilitator who was suggested by the Technikon's curriculum co-ordinator. It was then held in February 2001, with the objective of teaching academic staff OBE style of designing curricula, as per DoE and SAQA requirements, with particular attention to study guides.

Drs Berry and Singh, from our partner institution, Tennessee State University visited the Technikon with the intention to run a three-day workshop on curriculum development. They also touched on areas like: the role of technology, faculty development, change management, leadership for academic excellence, etc.

Results

Differences made

Some of the staff members who did not understand the relations between SAQA, OBE and CHE, came out of the workshop with a better understanding.

Some members were able to use the information in designing their curricula, especially study guides.

Barriers encountered

Most of the participants in the OBE workshop said that the facilitator spent too much time off-track.

Lessons learned

In future facilitators and their presentations should be evaluated before they are given contracts to facilitate. Both UNCFSP and relevant persons in institutions should do evaluations.

4.Recommendations for addressing outstanding issues.

UNCFSPSP should organize regional workshops on such uniform issues; this would help to avoid situations where some institutions fall behind on such important matters.

There is still a need for more workshops on curriculum development, at departmental level.

II. STUDENT ACADEMIC DEVELOPMENT

Status at last reporting period

DTET had visited the institution to assist us with Standardized Assessment Tests. Participants included staff members from student registry, counseling center, departments of Chemistry and Mathematics. There were plans to start testing early in 2001.

There is an induction programme targeting SRC members of student leadership structures.

There were conflicts based on political affiliation and financial mismanagement in the SRC.

A work-study programme proposal had been submitted to DTET.

A proposal to restructure the Pre Tech programme presented to management.

A gender desk for students in existence, though it is not very active.

Intervention Activities

SATs co-ordinator (Mr. T. Sedumedi) was appointed and it was decided that the technician should start running the tests from 2001.

687 students wrote the language tests, 400 wrote the Maths and Physics tests. Final year students assisted and were asked to invigilate, lecturers in the three fields asked to mark. The scripts were sent to DTET for analysis of the results, for proper placement.

In February the SRC members, both from the main campus and the satellite campus attended a workshop on student leadership, organized by DTET. The workshop focused on leadership skills, conflict management and resolution, communication skills. They said that they have learned a lot, especially on conflict management and resolution, since they were in the midst of a conflict themselves. They therefore decided to work on their own conflict.

Funds for the Foundation Year Programme were received from DoE

The foundation year programme was established and staff has also been appointed, with the SAT's co-ordinator as the head. Due to accommodation problems within campus, the center is based in our Hebron campus.

Results

Differences made

The SRC said that the workshop on leadership was very beneficial to them. They had planned a student body meeting in March, thus, they were able to compile and present a quarterly report.

There were also some lessons on conflict management. Although the conflict is not resolved, there is, now better relations in the SRC. This is evident in their meetings, there used to be arguments, not debates, and some members felt intimidated into silence. Since the workshop, there is constructive participation and unanimous decision-making. The TELP co-ordinator has been asked to sit in on some of their meetings.

Technikon North West participated fully in the TELP testing process.

All the students (except for language) were placed in compensatory programmes.

The foundation year has been established.

The Student Development Practitioners who were trained at the TELP national workshop in 2000, have not been able to organise and facilitate training workshops at the institution.

During the second semester of 2001, the institution received technical assistance in the form of a workshop to train student leaders. It has been reported that the SRC can now manage their conflict effectively.

There is a committee on experiential learning and representation on this committee is from all departments.

A draft policy on experiential training has been submitted to the Human Resource Department and the office of the Deputy Vice Chancellor: Academic.

Barriers encountered

DTET has taken too long to analyze SATs results and make recommendations. This therefore, means that students have not yet been placed.

The department of student affairs is taking too long in drafting a three-year plan on student development, so that DTET can assist us, depending on our needs.
There is currently no policy on testing.
There are no compensatory programmes for language.
There has been difficulty with the availability of the SRC members.
There are no financial resources to run the programme. The institution made an application for funding to outside donors, including DTET, and there has been no success.

3.Recommendations

The SRC has made requests for more TELP intervention and assistance.
There should be a request to DTET to send a consultant to assist with the three- year plan so that they could identify areas in which we may need assistance on student development.

Progress towards achieving result

The institution has successfully introduced the TELP SATs as a placement mechanism for the institution. However, due to the absence of language bridging programmes, there have been problems with placing students in appropriate language compensatory programmes.

III. MANAGEMENT AND ADMINISTRATION

A. Status at last reporting

There is a policy on employment equity in the institution. This is evident in the appointments of women in strategic positions in the institution. Also at departmental level, where the system of rotating headships is applied, 50% of current heads are women.
There is currently no policy on mentoring and gender issues in the institution. Even activities indicative of the tradition of gender mentoring have been very rare, if they existed at all.

Intervention Activities

In March 2001, four heads of departments attended a regional workshop organized by UNCFSPSP on leadership skills, which was facilitated by Prof. Chris Kapp. They were trained on issues that include, roles and responsibilities of a head of department, motivating and inspiring staff, quality promotion, etc. A session is planned where the heads that attended the training will train other heads who did not attend.
In February, two administrative staff members attended a regional workshop on gender policy implementation. The facilitator paid particular attention to mentoring. Attendees were shown the importance of incorporating mentoring into institutional strategic plans.
There was another workshop on gender mentoring, which was run by Phambili Consulting, sponsored by UNCFSPSP.
In March Price Water House and Coopers were appointed by UNSFSP to assist TNW improve its internal financial control systems.
In April DVC Academic and the institutional planner attended a planning workshop.
A report back meeting on planning to the institution's planning team.
Another meeting on planning involving stakeholders and a representative from CHET funded by TELP.

Results

Differences made

50% of the heads that attended the workshop said that most of the information from the workshop they knew already, and the rest said that they did not know. They say that their relations with members of their departments have improved. They know what to delegate and when.

The delegates decided that gender mentoring should be part of policy in this institution, thus decided to form a task team. They invited the TELP co-ordinator to be part of the team. The team met several times and decided to start by making the whole Technikon community aware of mentoring and its impact, and thus raising discussions around it for policy issues. There is going to be a seminar on mentoring on the 31st May 2001 in the institution.

Barriers encountered

There is not enough participation by people in strategic positions, which retards policy development and implementation.

Recommendations

There should be a way of making people in strategic positions participate. They usually delegate and it is difficult for the delegates to follow through activities, as they don't have any decision-making powers.

There have usually been clashes in activity schedules between UNCFSP and the institution. So the co-ordinator has approached heads of sections to submit their schedules, to avoid this in future. These will be submitted to UNCFSP to plan around them.

IV. STAFF DEVELOPMENT

Status at last reporting period

Staff members attended a workshop on proposal writing and project management
SAIRR consulted for scholarships offer to Technikon staff members.

Institution still awaiting results of the submitted proposal for establishing a Teaching and Learning Center,

Intervention Activity

In January, a workshop with a consultant to assist in writing up a proposal on the Establishment of a Programme in Architectural Design Technology.

In March 2001, four heads of departments attended a regional workshop organized by UNCFSP on leadership skills. They were trained on issues that include, roles and responsibilities of a head of department, motivating and inspiring staff, quality promotion, etc.

10 applications for SAIRR scholarships submitted.

6 academic staff members awarded SAIRR scholarships.

The director of bursaries, Mr. D. Venter conducted interviews in May 2001. There was 100% attendance by the candidates.

Results

Differences made

Staff members were given an opportunity to further their studies.

The Technikon was able to save a few thousand rands, as staff relied on Technikon's study grants.

Workshops that were attended on proposal writing broadened the staff's skills on proposal writing.

Barriers encountered

None

Recommendations

Staff members should be encouraged to participate more in workshops to develop themselves and to become better trainers.

V. RESEARCH

Status at last reporting

No institutional research activity took place through TELP, except staff members doing research for their studies.

Intervention Activity

TNG has invited TNW academic staff to participate in their research project. The TELP co-ordinator from TNW was given permission by the VC, DVC Finance and Admin and DVC Academic and Research to participate in the project. TNG project leader is going to facilitate a workshop to inform staff about the project and invite them to participate early in June 2001.

The UNCFSP was approached for funding for institutional research projects. The coordinator was referred to the NRF, who sent us a brochure, containing the conditions for funding.

Results

Not yet available since activities have not yet been implemented.

Recommendations

UNCFSP should negotiate with the NRF to increase their funding for such projects.

VI. Major achievements and general discussions of achievements for the period

Linkages co-ordinator and linkages researcher were appointed in February 2001.

A SATs co-ordinator appointed in January 2001

TELP co-ordinator, Linkages co-ordinator, Linkages researcher and the VC attended the Global conference in April 2001 at Washington.

A representative from student affairs went to Tennessee State University, our partner, to strengthen our relationship on student recreational development.

A visit by our linkages co-ordinators from our partner TSU, on their way to a conference in Cape Town.

Linkages report submitted at the end of March

A proposal for additional \$17 000 was submitted at the end of March 2001. The proposal was for initiating an exchange programme for short courses for our staff members.

Research and development of a B. Tech Degree in mechatronics Engineering (PIL 20)

Establishment of Prep. Tech Engineering Laboratory (PIL 20).

19 students were registered for Pre Tech in Mechatronics (PIL 20).

Institutional TELP brochure and web-page developed to inform the Technikon community about TELP and its activities.

The first TELP committee meeting to take place on the 31st of May 2001.

Research collaboration initiated between TNG and TNW.

Disbursement report submitted in February 2001.

Semi-Annual report on PIL 120 submitted.

Major challenges, unusual activities and special problems for the period

As TELP co-ordinators, we are faced with a daunting task of getting people to submit post workshop reporting forms. UNCFSP should consider making the forms submission part of the workshop,

where delegates give the forms to workshop organizers to use and send us copies. Maybe then, people will be more responsive.

The institution was very disappointed by the news that we are not going to be awarded the PIL. We understand the reasons put forth and feel that we will do better in the next round. Mistakes that were made in this round will not be repeated in the next one.

There has been too long a wait for the results of the previous round of proposals (Establishment of a Teaching and Learning Center).

The initially appointed curriculum developer failed to deliver, hence the appointment of another one.

Request for extension of PIL 120 end date submitted.

The limited budget for institutional TELP activities makes it difficult for TELP Coordinators to organize activities. Maybe in future, UNCFSP should allocate an equal amount to institutions, and if they don't use it, they forfeit it.

University of Durban-Westville

Vice Chancellor: Prof. M. Ramashala

TELP Coordinator: Nadia Minty

Student Academic Development

Status since reporting period

Prior to registration, all first year students were informed that it was compulsory for them to write the English Language Placement Test. Approximately 1514 students wrote the test at the first sitting in February. Of these, 428 were considered to be at risk and were placed in the UDW 100 module.

While UDW had not used the Mathematics and Science tests last year, first-year entry students into the Faculties of Science and Engineering, Law Economics and Management and Health Sciences wrote, where applicable, the Science and/or Mathematics tests. Approximately 247 of the 592 students tested were considered to be at risk and were placed in either the Science Foundation Course or into Academic Development tutorials.

Intervention Activities

Bridging and Implementation and Administration of SATs – As part of the Student Assessment Testing Project, a 2 day workshop was held in November 2000. Faculty members from the English language development course and the science foundation course attended this workshop which aimed at clarifying the purposes and aims of the tests, implications of placement, the need for formulating policies regarding testing and the logistical arrangements for testing.

Evaluation of AD/Bridging Programmes: Technical assistance was provided to UDW in the form of a one-day workshop which concentrated on providing programme and project co-ordinators with guidance in setting up an evaluation and monitoring system for their projects and programmes. This workshop was attended by staff members who provide academic development programmes for students in all faculties. The workshop aimed to provide participants with an understanding of evaluation and to introduce them to different forms of evaluation and the range of techniques that can be used. Issues dealt with included: defining evaluation and relating it to a form of research; identifying different forms of evaluation and explaining their purposes; selecting forms of evaluation for their own contexts; and justifying this.

Techniques for Language Teaching: Eleven lecturers from the School of Languages and Literature who are all involved in Language programmes for level one students who get language intervention after being identified by the English Placement Test, attended a half day workshop on task based language teaching skills and guided writing.

Differences Made

The assessment tests have enabled UDW to identify students who might have been at risk and to provide them with additional help in developing their language skills and thus improve their chances of success. It might however be necessary at some point to look at whether the intervention might need to be of a longer duration than is at present – one semester might be too short a period to benefit all students.

Bridging and Implementation and Administration of SATs: The importance of clarifying the purpose of testing with both staff and students was discussed. This would prevent any resistance to the testing and alleviate any misconceptions as to the purposes of the tests. A discussion on how the tests could be used (identify students at risk, placement of students in courses that meet their needs, an entry mark benchmark for quality assurance purposes) was useful especially since the Science and Mathematics tests had not been used previously. The examples discussed opened up various possibilities that could be examined as the project progressed and implemented gradually.

The workshop also provided an opportunity to provide the background to the project and to outline

some of the issues at the national and institutional level that have led to the need for Bridging and Foundation Programmes.

A discussion on the critical factors to consider when designing appropriate programmes made clear that many of the current programmes were merely add-on interventions that were resource intensive and impacted little on the mainstream curricula. It identified the need to design and extend curricula which addressed the issues and needs. The analysis of the data proved to yield some interesting issues that could be used in further studies of the students.

Evaluation of AD/Bridging Programmes: Participants learnt a range of methods that could be used in evaluation, and thus broadened their knowledge of evaluation techniques. Participants also indicated that they had learnt a lot about evaluation techniques but would also benefit from having further intervention in this area, and that the workshop was one step in a larger process. It was felt that the workshop would have been useful for other members of staff as well.

The tasks provided in the workshop enabled participants to understand and identify focus areas for evaluation after careful analysis of the programmes. The need for systematic planning through setting criteria and then collecting baseline data was clarified.

Techniques for Language Teaching:

The discussion on the practical ideas and concepts of task based learning encountered in the workshop is still continuing amongst the staff involved with foundation language work. Several practical tips have already been introduced in the material design and lesson plans for lectures. Many of the staff now see the possibility of research in the field of second language teaching in a higher education environment.

UDW continued to test all first year entering students.

In total 2674 students were tested.

To assist with the initial validation of the test, the 2000 first semester performances (of those students who participated in the TELP test) is being compared to the student performance in the TELP tests.

Of the 2674 students tested in 2001, 1020 students were identified as at risk and placed in compensatory programmes.

The Student Development Practitioners that were trained in the TELP national workshop in November/December 2000 have replicated workshops at the institution.

So far four workshops have been held and they cover the following topics: crisis management, rape and sexual harassment management, diversity management and HIV/AIDS training programme.

Two additional workshops are planned to take place later in the year.

Barriers Encountered

Although every effort was made to reach all students at the beginning of the first semester, some students still avoided writing the test. However, an effort was made to reach these students in May 2001, and it is anticipated that all first year students have therefore been reached.

In general there is student resistance to placement because of the additional costs to them.

There is also a need for the evaluation of the Academic Development Programmes.

There is no funding for the Work Study Programme.

Progress made towards achieving result

UDW participated in SATs and will continue to do so.

Placement system in place

Bridging programmes in place

All first-year students have been tested and 100% of those identified as at risk were placed in compensatory programmes

Management and Administration

Status at last reporting period

There has been some difficulty in getting the gender development issues off the ground at UDW because of the lack of a gender committee on the campus. This issue has yet to be resolved.

Intervention Activities

Regional Gender Policy Implementation Workshop

Representatives from different departments attended a regional Gender Implementation workshop on the 5/6 February 2001 at Umhlanga Protea Hotel and organised by UNCFSP. The objective of the workshop was to develop an understanding of the rationale for using mentoring as a mechanism for developing women to achieve equity targets and the development and implementation of policy to support mentoring and gender equity.

Leadership Development Workshop

Representatives from three faculties as well as the Human Resources Department and the Linkage Project attended the Regional workshop on Leadership Development on the 19/20 March organised by UNCFSP and held at the Umhlanga Protea Hotel. The proposed outcome of this workshop was to make a contribution to capacity building of departmental leaders in South African Higher Education institutions. Some of the objectives of the workshop were to develop and implement a strategic plan for the department, apply principles, processes and techniques to motivate and inspire staff, and apply basic principles of transformational leadership.

Institutional Diversity Management Workshop

An institutional workshop on Diversity Management to which all Heads of Schools were invited was held on the 12 March 2001. Outcomes of the workshop were to: raise awareness around issues of diversity, discrimination and prejudice; gain insight into stereotypes, including ethno-centrism and racism; acquire inter-cultural skills and learn how to deal with customer service in the context of diversity.

National workshop on responding to the National Plan.

Differences Made

Leadership Development Workshop

Attendees at the workshop reflected positively on their experiences and were impressed by the information and knowledge that they gained. They expressed an interest in continuing some of what they had learnt with their faculties by presentations to faculty boards. The workshop also gave them some experience with regard to their own leadership skills. Information on motivating staff was also useful. The time spent interacting with other participants from various institutions was beneficial with the exchange of ideas and experiences.

Given that there have been many changes in the make up of the faculties and schools, there was an interest in the development of strategic plans consequently the information gleaned from the workshop was useful for participants in their various planning processes.

Institutional Diversity Management Workshop

There was an increased awareness of the relevant and current legislation relating to education and training and the equity legislation and a broader understanding of the economics of education and its impact on middle management. Some of the information obtained would aid in the work done on selection committees and inform the decisions made. Participants expressed an increased sensitivity to cultural, ethnic, linguistic and cultural differences as well as greater skills in handling change.

The workshop discussion also helped explore various issues in the faculties which had proved to be problematic and enabled a sharing of views and ideas.

Barriers Encountered

The existence of a gender committee or forum on the campus would help to further gender issues and this needs to be considered.

It was unfortunate that no members of the Human Resources department attended the Gender workshop since this would have enhanced their own work.

Recommendation for addressing outstanding issues

Serious consideration needs to be paid to developing a gender committee, which has representation on the formal structures of the institution.

Staff Development

Status at last reporting period

Through the Linkage Grant which has been developed with the Pennsylvania Consortium (Penn State, Pittsburgh and Lincoln Universities) UDW has focussed on staff development issues. It is hoped that, through this grant, a training programme will be put into place which will address issues around the training of both academic and administrative staff. A team from the consortium visited UDW last year and conducted a needs assessment which outlined the training priorities for the institution.

Intervention Activities

The Linkage Researcher, Mr N Cele represented the university at the International Linkage Conference in April 2001 and made a presentation on his evaluation of the project and process to date. Mr Cele pointed out the need for the project to place the researcher into the project and take into consideration the comments and views of the evaluator.

Differences Made

UDW has decided to take an action research approach to the project, incorporating into each phase the evaluator's comments and observations and re-planning each stage as the project progresses.

Barriers Encountered

The South African institutions are unfortunately on a different academic timetable from the American institution and this can sometimes make the planning of activities difficult.

Research

Status at last reporting period

A proposal for the establishment of a postgraduate research centre had been submitted to USAID and approved as PIL 113. It was envisaged that the centre would promote post-graduate research for both staff and students and create an enabling environment for research. It was anticipated that the physical centre would have been ready early in 2001 but this has unfortunately not happened.

Intervention Activities

The Directorate of Research Management and Administration has already been put in place with longer term appointments in the positions of Deputy Vice-Chancellor (Academic and Research) and Chief Director (Research), and a new staff structure for Research Administration. The roles and responsibilities of existing Research Administrators have been determined and the training of staff is on-going.

Several meetings have also been held to discuss arrangements for a research retreat at which policy matters in relation to research and post-graduate education will be reviewed and processes for the amendment to existing policies/establishment of new policies will be put in place, including policies relating to Intellectual Property Rights, Contract Research and Visiting Fellows. The agenda for this retreat has already been finalized. The University Research Committee, Deans, Faculty Research Committees and School Directors will be invited to this retreat.

Two members of Research Administration visited three universities in the Cape (viz Stellenbosch, Western Cape and Cape Town) to obtain information on how research is managed at those institutions but to specifically discuss the management of external grants, ethical clearance procedures, informations system and the award of research rewards. A workshop on benchmarking research performance was also attended at this time. The information obtained will be used in the development of new policies and procedures.

A computerised information grant making system is already in place and is being used in the administration of grants. Research Administration is currently in the process of upgrading and

enhancing the system to include other categories of research-related information such as community outreach, research collaboration, international linkages, human resource details, etc.

The offices for visiting fellows will be ready once the renovations in the building chosen for the PG Centre have been completed. In the meantime several visiting scholars across disciplines have been invited and provided with the necessary resources.

Several workshops were arranged for the training of researchers in the areas of proposal writing, supervision and evaluation of research. Discussions with interest groups in specified fields of research were held for the purpose of developing proposals for larger external (including international) funding. Some of these proposals have already been finalized.

Differences made

Interest has developed, across the campus, in research development.

Barriers encountered

The delay in the physical renovations for the centre have been disappointing but it is anticipated that the centre will be operational soon.

Lessons learned

When looking at major projects, it is necessary to accumulate funding from several donor sources in order to maximise your results.

Recommendation for addressing outstanding issues

Additional funding will be necessary to achieve all the objectives of the project. Proposals are being prepared and submitted to funders for additional funding.

It is imperative that the physical structure be completed to enable the centre to serve the postgraduate students who do not have sufficient facilities in place as yet.

University of Fort Hare
Vice-Chancellor: Prof. D. Swartz
TELP Coordinator: Pinkie Sobahle

I. Curriculum Development

Status at last reporting period

All the old programmes have been re-aligned and registered with SAQA. PIL 50/122: new Project Leader appointed and South African business experts were identified to assist with MBA Programme. Six hundred books ordered for MBA Program.

B. Intervention activities

Five-days workshop on proposal writing was offered by the UNCFSP. It was attended by twelve staff members. Six of these ended up forming the team that wrote the round 5 PIL proposal. The partnership with the University of Connecticut is focusing on the improvement of teaching and learning.

Results

Differences made

Six staff members who had attended the workshops were able to write Proposal that was accepted by the USAID.
The round 5 PIL proposal that is going to be implemented will result in Fort Hare having at least fifty-five academics trained in designing interdisciplinary, OBE-aligned programmes by 2003.
The writing of another proposal worth \$17 000 was made possible by this intervention.
A proposal on sign language has also been submitted to the department of arts and culture. This was written by members of staff who had attended the proposal writing workshops.
There is a growing interest in forming a team that wants to develop their expertise in the writing of proposals. The team will consist of academics from the different faculties. After completing the training, they will in turn train other members of staff.
The improvement of design and delivery of an MBA Programme relevant to the Eastern Cape and Africa.
MBA Programme now has its dedicated resources.

Barriers Encountered

The university has modularised most of its programmes within the new faculty structure that was designed as part of the university's strategic plan. The new faculty structure was implemented in 2001, moving from an eight-faculty structure to a four-faculty structure. Programme design and development towards meeting SAQA requirements by June 2003 is an ongoing process.

Recommendation for addressing outstanding issues

More workshops on writing of proposals are needed. A core team from the different faculties will be trained. This team, in turn, will train the rest of the staff.

II. Student Academic Development

A. Status at last reporting period

Fort hare had not written the SATs and following workshops on recognition of prior learning (RPL), workshops were held.

Intervention activities

Some academics attended workshops on the writing of the SATs.
In February the DTET ran a workshop on proposal writing. This was as a result of requested TA.

Results

Difference made

First year students wrote the SATs (for the first time).
A foundation programme consisting of the following courses is in place: language, science, mathematics, economics and accounting.
Staff were able to motivate for a senate discretionary exemption that allowed students without exemption to register.
The institution piloted the TELP tests.
The university of fort hare continues to run the academic development programmes as they were previously.
A foundation programme consisting of maths, science, languages economics and accounting exist.
During the first semester of 2001 the institution received technical assistance in the form of a workshop for proposal writing. This was done as an attempt to solicit funds for academic development programmes.
Following the TELP national workshop, the student development practitioners at the institution organised workshops to train student leaders in time management. They are planning to hold more workshops. The planned workshops will focus on financial management for student leaders.
There are no differences made to the work study programme.

Barriers encountered

The resignation of the SATs co-ordinator led to a lot of confusion
The shortage of funding.
Unavailability of funds

Lessons learned

There is a need to improve the foundation programme courses.
There should be more discussions on the use of SATs.

4. Recommendations for addressing outstanding issues

The SATs will be used for several purposes. The plans are to:

- Let some students write the SATs test that they wrote at the beginning of the year. The purpose is to establish if their receiving tertiary education can help them improve their scores.
 - Using the students' scores to redesign the foundation courses.
- Staff will therefore need TA in the following areas:
- Writing of SATs.
 - Using the test scores to redesign the foundation courses.
 - Using the academic expectations to design suitable tests for students.

Progress Towards Achieving Results

The institution has piloted the TELP SATs and they are planning to fully participate in the process in 2002

III. Management and Administration

A. Status at last reporting

A strategic planning workshop for the Human Resources Division was run.

B. Intervention activities

HR Strategic Planning Workshop that was held in November. This yielded the following plan of action:

Improve service delivery of HR staff by focusing on interpersonal relations; March 2001

To improve HR documentation to be in line with labour relations requirements; June 2001.

To review all HR policies and procedures so as to ensure HR management by line managers and unit heads in the entire institution; June 2001.

To evaluate all jobs in the university so that they are in line with others in the labour market and to offer competitive salaries; June 2001.

To set up proper performance evaluation systems for the entire university so as to ensure quality service of academic, administrative and technical staff. December 2001.

National workshop responding to National Plan (NPHE).

C. Results

The strategic planning intervention that happened in November is still continuing.

Differences made

This has been addressed within the unit staff through internal workshops and counselling by Human Resources Director. This is an ongoing process that includes behaviour modification.

New contracts of employment and letters of appointment are being looked into.

HR policies are in the process of being reviewed.

Information gained at the National workshop.

Responding to National Plan will enable the Strategic Planning Committee to ensure that the institution complies with the immediate requirements of the NPHE.

Able to present the specific technical requirements for the NPHE.

The information gained at the workshop has enabled institutional representatives on the regional forum (ECHEA) to actively engage in coordinating the regional response and to ensureof niche areas.

Barriers Encountered

There is resistance to change from the previous practises. These will, however, be overcome.

The completion of the university organogram is delaying some of the HR activities.

Lessons learned

A lot is required to co-ordinate the activities of the university. HR staff need to be equipped in areas of labour relations, conflict management, diversity management, communication and other related courses

Recommendations for addressing outstanding issues

HR staff needs training in the following labour relations, conflict management, diversity management, communication and other related courses.

The Employment Equity Act and the role of the Skill Facilitator need to be explained to the whole university.

Help will be required in developing performance evaluation tools for academics in terms of delivery to ensure quality service issues.
Workshops to educate the entire university population about the role of HR as a unit and its importance in the functioning of the entire university.

IV. Staff Development

A. Status at last reporting

The plan was to appoint new executive deans. They have now been appointed.

Intervention activities

Four academics attended a workshop on leadership.

C. Results

Difference made

The academics that attended have been meeting to talk about critical topics that staff need to be discussing.

There is more consciousness about academic development issues. It was suggested that Prof C. Kapp who was the facilitator in East London be invited to the university in order to have more staff benefiting from the programme. The UNCF has already been approached for assistance. The following topics have been identified: leadership; diversity management; conflict management and labour relations.

Two staff members were offered scholarships to study at the University of Connecticut.

Barriers encountered

None

3. Lessons learned

The timing of the workshops is very important. All the Executive Deans could not attend as they were going abroad. They, however, sent substitutes.

Recommendation for addressing outstanding issues

Workshops on topics like Diversity Management, Labour Relations, Conflict Management, Anti Racism and Anti Sexism etc., should be run.

A regional workshop on the clarification of funding of academic development programmes by the government should be held.

A regional workshop on the clarification of the establishment and functioning of the standard generating bodies (SGBS) should also be held.

V. Research

Status before reporting

Individuals, groups and departments are involved in a number of research issues.

The research institute is constantly providing staff with information on conferences, scholarships and research initiatives.

Intervention activities

None.

Results

Differences made

It is difficult to make comments, as this is not centralised.

Recommendations

Perhaps an internal publication of what is happening on research would be a good idea.

VI. Major achievements and general discussion of achievements

National Workshops

Gender and Mentoring

The workshop was attended by four staff members. It yielded the following plan of action:

Gender awareness, strengthening of UFH gender forum.

Mentoring.

Implementing mentoring in departments

The Gender Forum which has been experiencing management problems is going to benefit because of this intervention.

National Plan on Higher Education

Four staff members attended the workshop. It yielded the following plan of action:

Present the NPHE to the university community: 10/5/2001

Explain immediate needs of NPHE to Executive Deans: 20/5/2001

Circulate initially completed form 2 to faculties for correction: 20/5/2001

Involve faculties to identify niche areas to enable completion of form 1: early June

Collate data from SAPSE records: August 2001-05-28.

Regional workshop

The four institutions in the Eastern Cape had a workshop at the Eastern Cape Technikon. The purpose was to share experience with the new TELP Co-coordinators. It was very fruitful.

Visit to the University of Connecticut

Eleven staff members visited the University of Connecticut (UCONN) for a week. The purpose of the visit was to identify projects within the TELP agreement. It was also to identify those that will go beyond the TELP agreement. UFH and UCONN are planning to collaborate on a number of projects.

Two students will register in 2001 with UCONN. Two more will register in 2002. Three of these scholarships are as result of the collaboration.

PILs

During this period the university obtained the following PILs;

An extension of PIL 50.

PIL 129 on quality assurance. Through this PIL, UFH has managed to set up a quality assurance office.

On curriculum design. This has just been granted conditionally.

Visits and travels

The Chancellor of The University Of Connecticut with four staff members visited The University Of Fort Hare.

Eleven staff members from The University Of Fort Hare travelled to The University of Connecticut to identify areas of collaboration.

Scholarships

Besides the one scholarship in the TELP Agreement, The University Of Connecticut offered the UFH three more scholarships. Two of these will be utilised this year and the other two, next year.

Major challenges unusual activities and special problems.

The major challenge that is facing the University of Fort Hare is mainstreaming TELP activities. This is, however, being addressed. The greatest achievement so far was the establishment of the TELP/Linkages Committee, which is a Senate Committee and is chaired by the Vice Chancellor. There was a delay in implementing the linkage programme due to the transformation process at UFH. This led to us falling behind schedule.

Lessons learned

It is important to mainstream TELP activities. A TELP Open Day, as a result, is planned for August.

Recommendations

UFH has just acquired two new PILs. The Manager of PIL 50 and the TELP Co-Ordinator are also new. This poses a problem in especially the writing of the Semi Annual Reports. A workshop on The Writing of the Semi Annual Report for the TELP Co-Ordinator would benefit the project.

Conclusion

Attending the conference in Washington DC, was quite helpful especially the sessions by the UNCF and USAID. The rest of the conference was also beneficial because we got to know what other linkage opportunities are available.

UNIVERSITY OF THE NORTH

Administrator: Prof. Patrick Fitzgerald
TELP Coordinator: M. Ntwampe

INTRODUCTION

University of the North has for the past few months been actively engaged in academic restructuring. Faculties have been reconfigured from eight to three. Initially the eight faculties comprised faculties of Arts, Agriculture, Management Sciences, Mathematics and Natural Sciences, Theology, Health Sciences, Education and Law. The newly reconfigured faculties comprise the faculties of:

Humanities
Management sciences and law, and
Sciences, Health, and agriculture

Further these faculties have been divided into eleven schools. A school director would head each school. An executive dean would head a faculty.

The reconfiguration of faculties cannot be distanced from the five focus areas of TELP. Curriculum development and programme re-engineering are the natural consequences of faculty reconfiguration. The foregoing holds for staff development, student development, administrative and management development. Faculty reconfiguration is a change exercise informed by both national and international higher education scenarios.

Like in the previous reporting period this report will concentrate on the five focus areas.

I. CURRICULUM DEVELOPMENT

Status at last reporting period

Departments, particularly Chemistry and English Studies were ceaselessly working on redesigning their curricula. The two departments are an example to the institution.

Results

Difference made

There are continuous efforts at curriculum development. Chemistry experiences a great deal of difference in favour of students. It would seem that students now grasp chemistry more than before. Other faculties and departments are following suit in modularizing their disciplines

Barriers encountered

There is no thorough understanding of curriculum development particularly the aspect of modularization. There is an unfortunate tendency of coupling modules, i.e., there is use of modular prerequisites. This works against student progress, particularly those modules are offered once. And if a student he/she will have to wait until the next offering. If this was a module offered in the last semester, the student will have to wait before it is offered again.

Lessons Learned

Curriculum development turns studying into a user-friendly exercise, particularly in those disciplines that have been modularized. Faculty members still need assistance regarding how to modularized disciplines and develop new study programmes.

Recommendations

It is hereby strongly recommended that where possible technical assistance be provided to help faculty members understand the implications of curriculum development and then to get on-hands/experiential exercises on how to develop and modularize curricula.

II. STUDENT ACADEMIC DEVELOPMENT

Status at Last Reporting

Except for the student assessment at the beginning of the year, nothing much has been done in this respect. It should, however be mentioned that the student development section has been running in-house workshops geared towards helping those students who have study problems. It is, however, unfortunately not mandatory that students attend such workshops.

Currently there are moves afoot to revive the old Five Year Student Academic development Plan. An academic development centre is also mooted.

B. Results

Difference Made

It is difficult to positively say that there has been some difference since no evaluation of the system is ever done. However, it is quite possible that a difference was made. The DTET had a workshop with the student development section early in the year. This was a proposal-writing workshop.

In 2001 all first entry students were tested using the TELP SATs. In total, 1652 students participated in the process and 1361 were identified as at risk.

All the students who have been identified following the SAT testing were placed.

These students were placed in Unify. There are also other programmes that give support to students *viz* mentorship programmes and tutorials.

Student progress is constantly monitored.

There is a plan to develop an Academic Development Centre.

The student Development Practitioners who were trained at the TELP national workshop have organized and facilitated training workshops at the institution. So far four training workshops have been held. There is a plan for more workshops to be held.

The programme is now running in Natural Sciences and the library

During the first semester 2001, the institution received technical assistance in the form of a workshop on proposal writing. The aim of the workshop was to solicit funds for their ailing Work Study Programme.

2. Barriers Encountered

Attending workshops on issues that have to do with student development should be mandatory, particularly for the first entering students. There is no strong mentorship programme in place; neither is there a formal student tutorial system established. The absence of these two is very likely due to financial constraints that most institutions experience. It would seem that the work-study receives no financial support any longer and thus students who serve as mentors are no longer motivated to participate in this programme.

There is no clarity as to who should be responsible for the testing process (the Counseling Unit/Student Development).

There is no academic Development Centre

There is no infrastructure, budget and/or personnel

There is no clear policy.

There is no external funding

Limited financial resources.

The institution needs external funding.

3. Lessons Learned

In the absence of mechanisms making attending workshops that have a lot to do with student development mandatory, and also the absence of an academic development centre, students and faculty members will always not be prepared to do the best under the circumstances. Unfortunately, it is the painful truth learnt through

interaction with both members of staff and students. Please note that there are students and members of staff who benefited from this exercise.

4. Recommendations

The work-study programme should be revived to serve as an incentive to students who are serious about their work.

Internships/learnerships should be organized with both private and public sector to help students gain experience of the practical world of work.

Post-graduate students should be involved not only in their studies, but should students experiencing problems with their studies; and should be given a monthly stipend.

Efforts should also be made to attract brilliant students to continue with their studies.

Progress towards achieving results

The institution fully participates in the testing process.

III. MANAGEMENT AND ADMINISTRATIVE DEVELOPMENT

Status at Last Reporting

At last reporting the University of the North, had leadership that was acting and apparently had no power to steer the "ship" to its destination. Unfortunately except for only one management development workshop nothing spectacular was done.

Interaction Activities

The most noteworthy interaction activity was the coming onto campus Prof. Fitzgerald as administrator of the University of the North. Although his terms of reference are remotely relevant to the overall activities of the university, effort was made to rally the institution around its core business.

Three consultants from the University of Pittsburgh, funded by the linkage grant help to chart they way forward by interviewing members of staff regarding the restructuring exercise. This resulted in a discussion document being produced. This document set the pace for restructuring.

Results

Differences made

Unlike previous half-hearted attempts at restructuring the institution, this time around it is being pursued feverishly.

The big difference is that the University of the North has three faculties and eleven schools.

The obvious result of this restructuring exercise is that authority will be devolved from central administration to the various schools.

2. Barriers encountered

Change in most instances is intimidating. Resistance in the form of defending 'turf' and comfort zones is quite common. Overall lack of interest particularly among both the general staff and faculty is also common.

3. Lessons Learned

People generally are affected by change. It would appear that some members of the university community are comfortable with developments on campus

4. Recommendations

It is recommended that counseling services be made available to staff members particularly those who are negatively affected by the change. It is further recommended that faculty members should be given exposure to how management and administration should become effective

and efficient. Without proper training and exposure to how other institutions are run it would become fairly difficult to be effective and efficient. There should be regular in-service training for all levels of managers and heads of section. Their administrative and management skills would be sharpened in this manner for the benefit of the institution.

IV. STAFF DEVELOPMENT

Status at Last Reporting

It was reported during the last reporting session that some members of the academic staff benefited from the Race Relations scholarship which was sub-contracted to them by USAID. Four members are still busy with their studies under this arrangement.

Intervention Activities

One member of faculty from the School of Leadership was afforded the opportunity to spend some time at Pittsburgh University for about six weeks.

Three workshops were attended by a team of six people both on campus and out of campus. The objective of these workshops was to sharpen the team's ability to write fundable proposal. The College Fund organized these workshops.

Results

Difference made

The difference lay in the ability of the proposal writing team to have an on-hands experience of writing proposals.

Another difference particularly with regard to the faculty member who went to Pittsburgh resides in the experience of giving lessons to students who were not only from different cultural backgrounds but who also came from different continents.

Barriers encountered

In both instances no barriers were encountered, since the team involved in proposal writing was duly released from their normal duties by the institution and the faculty member was also released from his normal duties by the institution.

Lessons learned

Within academic exchanges there is always a cultural element, which according to the faculty member was extremely important. It is always true that small classes promote interaction. It is, however, not possible to have small classes in most disciplines at the University of the North.

Recommendations

Exchanges like the one referred to above and experiential workshops are the best in inculcating knowledge and experience. The proposal writing workshops were extremely valuable because they gave us a chance to compare notes and identify areas that were extremely lacking in the team. It is probably for this reason that the University of the North succeeded in receiving a PIL this time around.

It is further recommended that academic exchanges be vigorously promoted. And again the initial memorandum of understanding should be revisited so as to give faculty members a chance of studying abroad under the current linkage grant.

V. RESEARCH

Status at Last Reporting

Nothing much was reported under this during the last reporting period.

Intervention activities

A \$17000 proposal had been submitted to the USAID for approval. And if approved, it would help in promoting research and scholarship culture between both junior and senior faculty members.

Results

There is a general lag of research capacity and interest among young members of faculty. The work done by Research Administration and Development even though it falls outside the ambit of TELP is commendable.

Barriers encountered

The only barrier that could be mentioned is general lack of interest in research.
A great deal of work still needs to be done in promoting the culture of research in the institution.

Lessons Learned

The strategies and techniques of dealing with fear for research is the most important lesson.
Organizing and encouraging people to attend workshops is the best strategy to improve research output.

Recommendations

Technical assistance should continue to be offered, as it is the case currently.
A research mentorship programme should be crafted so that the experienced researchers on or off campus could assist in igniting the culture of research and scholarship between both junior and senior staff members.

VI. MAJOR ACHIEVEMENTS

The major achievements for this reporting period center on the following:

Visit by three professors from the University of Pittsburgh who assisted in sharpening the reconfiguration exercise.

The visit of Unin faculty member for six weeks to the University of Pittsburgh

The awarding for the first time a PIL for Establishing Quality Assurance Mechanisms at the University of the North.

VII. MAJOR CHALLENGES

Having to write a proposal, particularly that Unin had no success in the previous three attempts was the most significant challenge. The team was composed of people from different backgrounds. It was comforting to see the level of commitment to the writing exercise.

VIII. LESSONS LEARNED

On two or three occasions HDIs came together and shared experiences on writing fundable proposals. The level of collegiality expressed was very encouraging bearing in mind that institutions knew the competitiveness of the exercise. The critiques, which were given during this exercise, were very constructive.

And finally I would recommend that the College Fund organize proposal-writing workshops in the manner in which they were organized this time around.

University of the North West

Vice-Chancellor: T. Mofokeng

TELP Coordinator: M. Ramaili

I. Curriculum Development

Status at last reporting period

Individual departments with the faculties continue to consult with the curriculum committee members on individual basis seeking assistance where necessary on curriculum issues.

Intervention Activities

No specific intervention activities were offered.

Results

Differences made

The institution has embarked on an ongoing modularisation project after June 2000, whereby all existing and new programmes were modularised with implementation taking effect in 2001.

Barriers encountered

Lack of cooperation: The new Curriculum is interdisciplinary involving more than one department in the offering of learning programmes but Individuals refuse to function in this way unless they are paid.

Lessons learned

Development of Learning programmes:

That every body must be taken on board in developing and implementing changes.

There should be transparency across faculties if the team spirit should be building and maintained.

Recommendation for addressing outstanding issues

TELP Managers should be proactive in their delivery of services within the TELP Institutions.

Student Academic Development

Standardised Assessment Tests: TELP SAT was administered at the University of Northwest

Status at last reporting period

SAT was administered for the placement of first entry-registered students at the University.

Testing statistics are as follows:

Subject	Number tested	Number at risk	Number at risk placed
English	613	367	367
Science	171	140	140
Maths	265	150	150
TOTAL	1 049	657	657

Intervention Activities

Results

Total of six hundred and fifty seven students were admitted to the University.

Differences made

Senate Discretionary Admissions: More students were admitted through the SAT as Senate Discretionary Admissions, thus increasing the number of FTE's

Work-study: No substantive appointment of work-study coordinator been made yet.

SI: Interviews of SI Leaders have been made.

Appointment has not been made pending the approval of the budget requested from the Vice Chancellory.

The University of the North West continued to test using the TELP SAT project. In total 1049 students were tested. A total 557 of the students tested were identified as at risk.

All the students identified as at risk were placed in appropriate compensatory programmes. Those identified as at risk in language were placed in the communication programme. Those identified as at risk in maths and science were placed in the Science foundation programme

Supplemental Instruction has not been implemented. However, the institutional management have approved it and money has been set aside.

During the second semester of 2001, the institution received technical assistance in the form of training student leaders. The focus of such training was on leadership skills and HIV/AIDS.

During the first semester of 2001, the student development practitioners who were trained at the national workshop organised and facilitated training workshops for students. So far, 4 workshops have been held and there is a plan to hold five more in the near future.

The programme is in operation and has 130 students participating. In total, the programme has about R159, 226,00 on budget for student stipends. Part of the remuneration goes to the fee account.

Barriers encountered

Financial constraints

Senate approval took a very long time.

Financial constraints.

There is a huge difficulty in employing a co-ordinator for the programme

Recommendation for addressing outstanding issues

TELP head office must directly indicate to Universities' Management the importance of allocating monies to TELP activities on campuses as part of Institutional commitment.

Progress towards achieving results

The University of the North West has tested all first year students and placed all of them in compensatory programmes

III. Management and Administration

A. Status at last reporting period

The institution awaiting issuance of the new National Plan for Higher Education.

Intervention Activities

Institutional Human Resource Development workshop facilitated by Phambili Strategies and Solutions
Heads of academic departments and deans attended a regional two-day workshop for senior administrators on 26 – 27 March 2001.
National workshop on “Responding to the National Plan for Higher Education”.

Results

Differences made

Not much difference on HR issues
First and Second draft of Institutional submission to NPHE committee.
Understanding of new funding formula.
Finalisation of submission to DoE.
Reforms the institution.
Able to explain and interrogate the National Plan.

Barriers encountered

Departmental management indifferent to whether Participated staff implement post workshop activities
Some centres lack of commitment to implement change

Lessons learned

That there is a need for relevant policies to be developed to ensure quality delivery of services.
That a little bit of autocracy needed to pressurise individualise to do what is expected of them

Recommendation for addressing outstanding issues

TELP managers should monitor the implementation of TELP post workshop activities
They should report to the head office if institutions are indifferent to implementing these activities
At the same time they should be workshopped on how to approach institutional management on implementing post workshop activities.

IV. Staff Development

Status at last reporting period

TELP workshops to build institutional capacity in project development, proposal writing and host country contracting requirements on 2 November 2000.

Intervention Activities

One such workshop is the leadership development workshop.
The following individuals participated: Dr. Loate, Ms. Balatseng Mr. Masilo and Ms. Peega

Results

Differences made

Proposal was submitted to USAID for funding.

Barriers encountered

Participants refusal to organise workshops at departmental or faculty levels as a follow up.

Listing of Major Achievements and General Discussion of Achievements for the Period

NPHE: there seems to be a general feeling that to meet some of the requirements of the NPHE some faculties/departments will have to be merged. These are those that seem to be at risk.

Major Challenges, Unusual Activities, and Special Problems for the Period

Having to scrutinise course offerings and determine their strengths and weaknesses.

VII. Lessons Learned

Experience is gained by actively involving faculties

VIII. PIL

1. Differences made

The University is able to prepare their own students who are sure cases of FTE's in the science and commerce fields when admitted.

2. Barriers encountered

University bureaucracy in the delivery of services
Financial management of the project

3. Lessons learned

Recruitment and retention of students should handled more professionally.

UNIVERSITY OF TRANSKEI

Vice-Chancellor: Prof. N. Morgan
TELP Coordinator: Prof. Zama Gebeda

INTRODUCTION

At the University of Transkei as well as at almost all tertiary institutions in South Africa, this reporting period may appear to reflect less than usual project activity because the months of October and November are taken up by end-of-year examinations. The months of December and January fall within the long summer vacation. Life at most tertiary institutions returns to normal at the beginning of February. This, in effect, therefore, means that this report covers only three productive months.

The last PIL, PIL#77 expired on December 2000. A project that should have come on board in March 2000 under Round 4 did not because of misinformation and other technical or beaurocratic hiccups. It is hoped that after three re-submissions this particular proposal will eventually see the light of day.

Another proposal was also submitted for TELP Round 5 and it is hoped that this will be granted soon. A proposal was also submitted in response to an invitation to submit proposals for a small special funding from USAID intended to strengthen the existing linkages with US institutions. The outcome of this is being awaited.

There is, therefore, at present no running PIL at the University of Transkei since January 2001. A statement has been issued to indicate that no further claims will be made on the last PIL#77 as of now.

Curriculum Development

Status at last reporting period

The institution embarked on an institution-wide modularisation project after June 2000. Work was with the result that all existing and new programmes were modularised by the end of 2000.

Intervention Activities

Internal assistance to various faculties by the Academic Support Unit.

Results

For the 2001 academic year the programme follows the new system.

Recommendation for addressing outstanding issues

The situation needs constant monitoring. When the current transformation process at the institution has taken root, some, if not all programmes may need to be re-visited to make them fit the new mission and vision.

Student Academic Development

Status at last reporting period:

Placement tests have been developed and the institution was poised to test all new students to the institution.

A work-study proposal was submitted to USAID

Intervention Activities

All systems seemed to be in place

Results

Problems cropped up and not all new students were tested as planned. Technical hiccups were responsible.

1. Differences made

The University of Transkei participated in the TELP testing process on a pilot basis.

The tests helped the institution to re-organise the English and Communication skills teaching approach.

The tests assisted the Physics and chemistry lecturers to identify core areas that need attention in improving the performance of their students.

No differences were made in this area.

Technical assistance in the form of a strategic planning workshop for student leaders was held early in the year.

It is reported that the student leaders now have a much better understanding of their role in the university. They are now positive in their work and their contribution in the sectors they operate in is appreciated. Their engagement on issues that are potentially explosive is more positive and constructive. The training they were given has enhanced their conflict management skills.

The Work Study Programme continues to run in a disintegrated way.

They are awaiting funds to implement the Work Study Programme in July. It is hoped that, should the funds materialise, the Work Study Programme will also underpin the plans to utilise senior students as tutors to improve the academic performance of the students.

2. Barriers encountered

Changes in the implementation of the University-wide foundation programme have affected the institutions compliance with the testing regulations. They could not place the requisite 50% of students identified as at risk.

Lack of staff and funds to implement Academic Development Programmes.

Students still have problems in attending in-house training workshops.

Currently there are no funds to implement the programme.

Progress towards achieving results

A plan to implement a University-wide foundation programme has been developed

Recommendations for addressing outstanding issues

DTET or whoever is relevant should visit Unitra to ensure that all systems are ready to test all new students in 2002.

Management And Administration

Status at last reporting period

Requests had been made for workshops – one by the Human Resources and another by Management for training in skills development for capacity building.

Intervention Activities

A one-day workshop was held at Unitra for Human Resources Development on February 22, 2001.

A two-day workshop on Leadership Development was held in East London on 29-30 March 2001

Results

A skills committee has been formed to be responsible for workplace skills plan.
The institution is now more aware of Human Resources needs and is beginning to develop Human Resources Skills Development Policy.
Upon invitation by USAID and some funding from that source a proposal was produced and submitted for a short-term skills development training for managers.
Created an environment where HR role is recognised by Union representatives.

Recommendations for addressing outstanding issues

Some follow-up or further workshops as technical assistance is required by the Human Resources Section.
The approval of the special project on management skills development training is being keenly awaited from USAID.

Staff Development

Status at last reporting period

Of the ten bursary slots of the TELP / SAIRR staff development programme, one dropped out and three graduated.
Two were studying overseas.

Intervention Activities

The Director for the TELP / SAIRR staff development bursary programme made a visit to the institution to interview the bursary recipients.

Results

Those studying under the TELP/SAIRR bursary scheme feel encouraged and supported.

Recommendations for addressing outstanding issues

More funding is required for the in-country staff development bursary programme.
There is need to develop an effective reporting system and monitoring system for holders of overseas bursaries.

RESEARCH

Status at last reporting period

Not much was happening related specifically to TELP.

Intervention Activities

None

Recommendations for addressing outstanding issues

This focus area has not received direct focus at Unitra. This does not mean that there is no research going on. If the problem is only a case of prioritisation, then the institution needs to do something to re-visit its priorities.

Other TELP Related Activities

The TELP Manager attended the Global Partnership Conference in Washington DC on April 09 through April 11 2001. A report on this was submitted to UNCFSP.

Since the need to re-designate the TELP co-ordinators as TELP Managers to minimize confusion with Linkage Co-ordinators and to be more descriptive of their current responsibilities, this has not happened systematically and uniformly.

Unitra participated in a national workshop on the National Plan for Higher Education late in April which triggered a lot of activity to get the institution to respond and fit itself into the plan.

Recommendation is that more workshops are required to take the process further and fit the institution fully into the national plan.

UNIVERSITY OF VENDA
VICE-CHANCELLOR : PROF. G.M. NKONDO
ACTING TELP CO-ORDINATOR : PROF. E.L.M. BAYONA

I. Curriculum Development

Status at last reporting period

At the end of the last reporting period the University was engaged in two major curriculum projects sponsored by TELP :

Curriculum Development Project	:	PIL 125
Computer Mediated Practical Course	:	PIL 80(A)

The purpose of this project is to develop and implement the university's curriculum in the Centre for Gender Studies, the School of Environmental Sciences and the School of Agriculture, Forestry and Rural Development. The duration is project started on 01 September 2000 and it is programmed to end on 31 August 2002. The total rand value to be received from USAID for this project is R997,500.

By the end of the last reporting period one successful workshop, involving seventy academic staff members of this University had been held.

Intervention Activities

Since the last reporting period the Curriculum Development Project (PIL 125) has engaged in three major activities :

February 1 – 3, 2001

Curriculum Development Workshop for all academic staff in the School of Agriculture, Rural Development and Forestry was held at Tshipise Aventura Resort. The Workshop dealt with issues of modularization, tending and assessment criteria, and the role of curriculum projects. A detailed report of the workshop is attached. (Annexure C)

April 03 – 19, 2001

Visit to five(5) universities in the USA by Prof. Omara-Ojungu. Prof. Omara-Ojungu's report is attached.

June 07 – 08, 2001

Quality Assurance workshop facilitated by Ms. Leanne Browning.

A workshop on the infusion of gender into the curriculum was planned but did not materialize due to budgetary constraints. It will be held in August 2001.

Results and lessons learned

Academics in the School of Agriculture have been empowered in Curriculum Modularization and Project Management. They are currently reviewing this Curriculum Modules and Projects.

Outstanding academics from the USA have agreed to serve the University as visiting scholars in the Schools of Environmental Sciences, Agriculture, Education and Business Studies.

Joint research and publication projects have started between UNIVEN and USA academics.

The programme for student exchange between UNIVEN and USA institutions is underway in areas of Guidance and Counseling Education, Early Childhood Education, Environmental Sciences and Business Studies.

Exposure of UNIVEN and USA academics to experiences in the two countries.

Developed on broad understanding of the historical background to Quality Assurance in Higher Education, international developments with respect to Quality, key national policy development, understanding of a framework for quality policy development and implementation at an institutional level.

Participants gained hands-on experience in activities applicable within each phase of the quality framework.

The key requirements of a quality plan for the institution including priority area for action, staffing and resources, and articulation with existing activities and structures were identified.

2. Computer Mediated English Practical Project : PIL 80 A

The purpose of this project is to provide support to the University of Venda to establish a computer laboratory for the English Department.

A. Status at the last reporting period

The following had been achieved by the end of the last reporting period :

Computer hardware of 20 C-drive machines;
50 monitors/screen; 50 mouse and 50 keyboards;
6 printers;
1 fax machine/ scanner/ copier / printer;
Furniture for computer hardware.

B. Intervention activities

Installation of software;
Training of computer tutors

C. Results and Lessons Learned

The University now owns a computer laboratory for the teaching and learning of English.

The programme will start at the beginning of the second semester (July).

The University has four fully empowered tutors in the management of English computer-aided programmes.

Greater awareness of the process of institutionalizing technology in teaching and learning.

III. STUDENT ACADEMIC DEVELOPMENT

Status at the last reporting period

Student development plans evaluated;
Student leadership training programme;
Workshops on setting-up and administering of bridging programmes;
DTET Programmes

Intervention activities

Computer Laboratory for the English Department has been completed.

University wide computer centre is currently under construction.

A two year bridging programme has been launched in the School of business, Economics and Administrative Sciences.

A programme for student visits to the USA in the School of Environmental Sciences is being developed.

Various work-study programme in different schools continue to provide students with experiential learning and financial support.

Results

Differences made

The institution continues to operate outside TELP SAT project.
The institution received technical assistance in the form of a strategic planning workshop for staff working in the student services department.
The University of Venda did not participate in the national workshop aimed at training Student Development Practitioners.
No differences were made in the Work Study Programme.

Barriers encountered

The absence of a TELP co-ordinator makes communication difficult and this may account for the slow progress in a number of areas.

Lessons learned

The resignation of the Director of Academic Development has stagnated the adoption of the SADEP.
Very little work-study programme activities compared to the student population.
Student leadership and enrichment programmes need to be intensified.

Recommendations

The University needs financial support/ assist for work-study programmes.
The University needs more technical assistance in staff development programme – especially on bridging programmes, students assessment, project supervision and research development.
A full-time DTET programmes co-ordinating staff is required.

Progress towards achieving results

The institution continues to operate outside TELP SAT project.

MANAGEMENT AND ADMINISTRATION

Status at the last reporting period

The University's first Strategic Plan (1995-2000) had come to an end; and initiatives to evaluate it and to set up a new plan had started.

The debate on University restructuring was underway, lead by the Vice-Chancellor.

Intervention activities since the last reporting period

Setting-up of the Strategic Planning Oversight Committee to monitor and facilitate the Strategic Plan Process for the second Strategic Plan (2001 – 2005).

Setting-up of 19 Strategic Planning Commissions, composed of senior Academics, Senior Administrative staff and the Rectorate. The Commission include :

Commission on Curriculum Development and Management

Commission on Multi-Campus Management

Commission on Post-graduate and Integrated Studies

Commission on Research and Publications

Commission on Administrative Governance

Commission on Staff Development and Welfare

Commission on Physical Plan and Infrastructure Development

Commission on the Performance Audit of the first 5 years plan

Commission on Student Development and Management
 Commission on Resource Generation, Planning and Management
 Commission on Regional Integration and Internationalization of the Curriculum
 Commission on HIV/AIDS and its implications
 Commission on Quality Assurance and Control
 Commission on Governance
 Commission on Safety and Security
 Commission on the role of Voluntary Associations
 Commission on the Bachelor's Degree
 Commission on Educational Principles and Goals
 Commission on Marketing and Public Relations
 26 – 27 March 2001: All Deans attended UNCFSP Leadership Development Workshop for Heads of Departments and Deans.
 8 – 9 February 2001: Workshop on Employment Equity and Skills Development organized for Univen Community by UNCFSP
 14 – 15 February 2001: Four UNIVEN Staff attended the Regional Gender Policy Implementation Workshop sponsored by UNCFSP.
 18 – 20 April 2001: UNCFSP/CHET National Workshop responding to the National Plan

3. Results, Lessons Learned and Barriers encountered

An inclusive process of Strategic Planning which engages all stake-holders on Campus.
 Strategic Planning Commissions are still busy with the exercise and this preliminary reports indicate the following :

Increased understanding of the role of Strategic Planning.
 Increased understanding of the process and constraints of Strategic Planning.
 Increased awareness of the importance of collaboration and team-building on issues of University development.
 Increased understanding by staff of the Employment Equity Policy, Gender Policy, and Leadership styles and skills at tertiary institutions.

V. MAJOR ACHIEVEMENTS CHALLENGES AND ECOMMENDATIONS

There is generally an increased awareness and sense of commitment among the majority of UNIVEN staff as far as TELP initiatives and projects are concerned.
 Follow-up workshops and seminars on issues of gender, curriculum innovations, work-study programmes, leadership ethics and styles, student evaluation, bridging programmes have been conducted at Schools and Departmental levels in order to empower all academics and students.
 Several Memorandums of Understanding have been signed between the University and other institutions in America and elsewhere as a result of TELP activities.
 The staff exchange programmes are serving as an eye-opener to contemporary ways of developing, implementing and managing the curriculum.
 There is a noticeable improvement in student's academic achievement as a result of staff-empowerment.
 The computer laboratories give the University a boost in its new direction of promoting Science and Technology.
 Solid foundation has been established for joint effort in research and publications.
 The University still faces the challenges of :
 Under-developed infrastructure;
 Inexperienced junior staff;
 Budgetary/ financial constraints;
 A great number of students in need of bridging programmes and financial support.
 The University needs to set up a TELP Coordinating Committee to work hand in hand with the TELP Coordinator.
 The University should appoint a full-time TELP Coordinator.
 More technical assistance is needed – especially in :
 Staff development
 Student academic development
 Research development
 Infrastructure development
 Strategic Planning and Management.

UNIVERSITY OF THE WESTERN CAPE

Vice Chancellor: Prof. Charles. Abrahams

TELP Coordinator: Ms. Patricia Smith

Curriculum Development

Status at last reporting period

Series of curriculum workshops in various faculties were held.
A workshop to address newly designed programmes, look at the whole qualification and restructuring of degrees.
Discussions on assessment and access and an interim access strategy
TELP test as assessment instrument
A lack of system wide understanding of module issues
No dedicated team to sort out issues around modules

Intervention Activities

Development of foundation courses (PIL 93)
Workshop on Module Management

Results

Differences made

Evaluation of foundation courses
Establishment of Law Foundation Forum
First conceptualisation of a course design framework
Foundation course development (Legal research and writing) – Barday
Development of problem-based learning – Van Rensburg
Development of web-based instruction - Van Rensburg
Policy document on modularization
Possible formation of modularization task team

Challenges

Developing programmes with flexible exit points proved difficult

Recommendation for addressing outstanding issues

Close liaison with APU and Project Leaders of PILs 93 and 124

Student Academic Development

Status at last reporting period

Better understanding of what is meant by SAD
Drafted a Standardised Assessment Testing Policy
Testing policy in place.
Draft Strategic Plan with strong teaching and learning and student development components.
No explicit connection between the components
Student development plan was without implementation detail

Intervention Activities

PIL 124 activities
Workshop on Student Development

Institutional funding proposal was submitted to USAID to address issues of interconnectedness of student development activities

Results

1. Differences made

Orientation sessions for post-graduate students
Computers and printers dedicated to post-graduate students
Carrels for use by post-graduate students
Letters of welcome to all registered post-graduate students
Formulated framework for implementation detail
Action plans developed by the writing centre, sports administration, and residence administration
One faculty (EMS) developed a student development monitoring plan
Feelings of isolation among post-graduates changed to renewed motivation for studies
UWC participated fully in the testing project. They tested all first time entering students. In total 2603 students were tested. 1036 were identified as at risk.
704 of the students identified as at risk were placed in the following compensatory programmes: English for educational development and departmental-based tutorials.
Little progress has been made in as far as student leadership and enrichment is concerned.
Student Services has a new Head of Department. The institution is now looking forward to some new developments.
The institution continues to run the Work Study Programme successfully.

Challenges

Not enough support for post-graduate students in terms of editing, language correction and proof reading of their work
Not enough funding/bursaries for post-graduate studies
Proposal to USAID was rejected on basis of expenditure record. A general air of disappointment among team.
There is no student development practitioner.
The difficulty in communication (with members of the institution) makes hinders progress I a number of SAD areas.

Recommendation for addressing outstanding issues

Technical assistance in form of experts in field of specific research methods (quantitative analysis of field data, qualitative analysis).
Experts in the sharing of good practice.
A close eye on developments regarding the student development plan.

Progress towards achieving result

UWC is fully participating in the testing process. The students identified as at risk are placed in appropriate compensatory programmes

Management and Administration

Status at last reporting period

Re-launch of strategic process

Intervention Activities

Leadership development workshop (but no feedback from participants except one personal reflection)
Regional gender training workshop (no feedback from participants)

Results

Differences made

Broader understanding of transformation
Importance of trying to strike a balance between leadership and management
Comprehensive set of material – lasting benefit

Challenges

Programme attempted to address too much in two days. Not all objectives could be met

Recommendation for addressing outstanding issues

Close liaison with the Institutional Planner

Staff Development

Status at last reporting period

Not known.

Intervention Activities

Gender Sensitivity Training Workshop
Visit by USAID Higher Education Team

Results

Differences made

Women staff have a better understanding of labour legislation
Women staff are empowered to apply labour and equity legislation
Acting VC was informed of place of TELP in higher education
Compliance with HCC was stressed

Challenges

Follow-up gender sensitivity workshops were planned but not executed
HR plan not followed due to change in HR management

Recommendation for addressing outstanding issues

Address HR development plan
Plan and conduct HR workshop
Plan and conduct further gender sensitivity workshops

Research

Status at last reporting period

Collaborative research projects in progress
Joint conference presentations and publications planned

Intervention Activities

Visit to UM by G. Dyason
Visit to UM by L. Stevens
Visit to UM by A. Barday
Survey (PIL 124)

Results

Differences made

Enhanced understanding of US Child protection mechanisms
Enhanced understanding of geophysical equipment
Enhanced understanding of geophysical data interpretation
Guidance in research methodology, especially electronic research (Law)
Development of draft indicators to “develop the institutional culture of lifelong learning at UWC.”

Challenges

Limited time for exchanges
Quality and depth of quantitative research

Recommendation for addressing outstanding issues

Assistance with quantitative research

Listing of Major Achievements and General Discussion of Achievements for the Period

PIL 124 has taken off during the reporting period and is making a real difference to the lives of post-graduate students at UWC.

Renewed effort was put into the planning of student development activities.

Writing the TELP proposal was a team effort that showed real commitment to the enhancement of the student experience at UWC.

Major Challenges, Unusual Activities, and Special Problems for the Period

Management changes impacted directly on the bigger TELP project.
Changes in HR management affected staff development activities
Schedule and subsequent illness of Director of Gender Equity unit affected gender sensitivity training
The non-submission of post-workshop and trip reports affected compilation of institutional report.

Lessons Learned

That teamwork is essential and that back-up activities must be part of this.
TELP must move to the centre of the institution.
Reporting needs a re-think.

UNIVERSITY OF ZULULAND

Vice-Chancellor: Prof. C. Dlamini
TELP Coordinator: Charlotte Motha

INTRODUCTION:

This report focuses on activities and achievements between October 2000 and May 2001. Issues highlighted include the four focus areas of Curriculum Development, Student Academic Development, Staff Development and Management and Administrative Development. Other issues discussed below are the latest PIL news, major challenges and unusual events during the reporting period.

CURRICULUM DEVELOPMENT

The previous report indicated how TELP intervention helped UZ meet the deadlines of complying with the guidelines prescribed by government with regard to curriculum changes in all institutions of higher learning. The same document illustrated how MCID curriculum and subject specialists helped some UZ staff with massive curriculum restructuring over the past two years. During October and November UZ held a number of in-house workshops on assessment. Assessment workshops were held to prepare staff for the implementation of the modular programmes.

By the beginning of 2001, UZ was ready to introduce the new modular programmes at both the campuses. The biggest challenge for the institution was the introduction of these modules in the face of declining staff due to retrenchments; and a sudden upsurge of student numbers, in the case of certain departments.

The next logical step for the institution was to ensure that the new modules are of an acceptable standard by the different professional boards and councils. Consequently, the issue of quality development is a priority for the institution. Workshops aimed at developing quality in academic programmes and leadership within the academic departments have been organised for staff in March and May this year.

The May workshop was institution-specific and was able to attract a total of 28 delegates on each of the two days. Representatives comprised Deans, Vice-Deans and very senior staff from the six faculties making up the institution. The rationale behind starting at the top was to let the academic leadership appreciate the importance of Quality Development first before expecting them to workshop it in-house.

At the end of the workshop delegates filled in two evaluation forms: one for the facilitator and another one prepared by the institution. The feedback from both evaluations indicated the areas of concern for the academics in the face of the new programmes. Evaluation also indicated that delegates found the workshop very informative and timely. They expressed that the whole academic staff would benefit immensely from the information supplied at the workshop.

To take the process of quality development further, workshops are planned for the month of June. The June workshops will be in-house. Our own Academic Development unit together with the Deans and Vice-Deans will facilitate these. The workshops should be accessible to most staff because they are scheduled for after the cease of lectures. They are also one-day workshops that aim at empowering more staff members on the contents of the May workshop. After this round of workshops, the faculties will be left to carry the process forward and report on individual needs, if any.

STUDENT ACADEMIC DEVELOPMENT

Student Development Practitioners

Two staff from UZ attended a workshop on Training Student Development Practitioners in Pretoria in November last year. Their report was tabled with the Student Services Department (SSD). Together with this department they have held several meetings planning how they are going to implement the action plan they drew up on return.

Their biggest challenge in the implementation has been the fact that up to now it has been very difficult to get student leaders together because everyone on campus has been trying to cope with modular system. At present, this system runs parallel to the old semester system, which is being gradually phased out. Running the workshop on campus for students lends itself to a lot of disruptions as they juggle workshop attendance with attending their lectures. For this reason, the workshop will have to be held off-campus. The main challenge with that decision is financial resource. The SSD does not have a budget that can help the Student Development Practitioners implement its realistic plans for student development.

One positive factor for implementation is that student leadership is decentralised on campus. There are numerous student formations, all of which need the skills of dealing with their assigned duties. Whilst it is impossible to get them as one big heterogeneous group, it is possible to train them as mixed groups. This will help them appreciate how much they need one another in the execution of their duties.

The fact that student development practitioners are working with the SSD gives them a relevant reporting structure, direction as well as infrastructural support. A workshop is planned for the end of July, soon after the University reopens. A tentative programme for this workshop has already been drawn and has been approved.

Standardised Assessment Tests (SATs)

A total of 12 staff from UZ attended national and regional SATs workshops in Pretoria and Durban respectively. The national workshop saw delegates analysing, discarding, substituting, modifying and retaining some test items in readiness for Year Three of SATs testing. UZ sent total of 11 delegates to the regional workshop, and these represented the different faculties and sections.

The effect of this large representation opened a huge debate on campus about the merits and demerits of SATs. This led to the invitation of the test developers and DTET representatives to come address UZ staff on SATs. The workshop, which took place in February, was successful in convincing UZ staff that it would be beneficial to implement SATs at our campuses. The workshop took place when the students were already busy with lectures. It was impossible to get them as a group, for example, during registration. The idea of testing was later endorsed by Senate, which then assigned the SSD to oversee the whole process. The SSD is planning to test students in July, when the institution is having its last student intake for the year.

Workstudy Programme Workshop

On 28-29 February 2001 Mr Andile Blaai and Mr Joachim Jacobs from Desmond Tutu Educational Trust came to give UZ staff technical assistance on the establishment of a Workstudy Programme. The position at UZ at present is that various departments employ students on an ad hoc basis. One of the objectives of the SSD is to coordinate this into a properly run and controlled system that will benefit both the students and the institution. Staff was invited from the departments currently running student employment; as well as staff thought to be vital in the establishment of a centralised programme.

Except for the library, representation of involved departments was negligible. A total of eight staff attended the two-day workshop. It was very informative and practical. DTET had asked the institution to send its need analysis beforehand. This helped the facilitators to focus on institutional needs. Models of successful Workstudy Programmes were brought in as case studies. UZ can then create what can best work for her and her circumstances. By the end of the workshop the delegates had created their own action plan with specified timeframes for implementation.

One of the barriers to implementation was lack of representation of the targetted departments who have to buy into the idea of a centralised system and the new philosophy behind the envisaged workstudy programme. Another challenge is selling the idea to the University management and various departments. The latter group might think they have better control over students directly under their employ. The fact that the workshop was on site disrupted attendance and concentration.

The SSD together with the TELP office were tasked with taking the process forward. According to the action plan, new Workstudy Programme should be up and running at the beginning of 2002.

Results

Differences made

The institution did not participate in the testing process in 2001.

Senate has endorsed the idea on testing.

There is a plan to start testing during the second semester of 2001(during the last student intake of the year).

The Student Development Practitioners who were trained at the TELP national workshop have held meetings with Student Services Department in an attempt to implement training programmes.

No workshops have been held so far.

During the first semester of 2001, the institution received technical assistance on implementing the Work Study Programme. The plan is to have a centralised Work Study programme in place. Student Services Department will co-ordinate the process of implementing the centralised programme.

The plan is for the institution to have a fully-fledged programme at the beginning of 2002.

Barriers encountered

An agreement on testing was reached at a time when students were already attending lectures.

The fact that the institution introduced a modular system keeps students busy. This therefore makes it difficult to hold workshops on campus. In addition, there are no financial resources to hold off-campus workshops.

The programme continues to run in a disintegrated way.

Not all representatives from the targeted departments attended the workshops.

For a long time there was an absence of agreement to participate in the testing process.

Progress towards achieving result

The institution will start participating in the testing process in July 2001.

MANAGEMENT AND ADMINISTRATION

This section reports on three segments: Train the trainer, Gender and Mentoring and Leadership.

Train the Trainer

During the month of November 2000 TELP came to Zululand to offer technical assistance on the compilation of Training Workbook/Guide for Participants. This particular workshop was meant for the Human Resources department. Due to acute staff shortages in the HR department, only one staff member could attend this workshop. The TELP Co-ordinator, who was going to be the second delegate, was at the time away on one of the proposal development workshops.

The job description of the delegate to technical assistance is the training of the administrative staff in the acquisition of such office skills as communication, time management, conflict resolution, stress management, etc. As a result, she has attended a number of workshops to enable her to adequately train staff. Because the HR department is understaffed, she is finding difficulty fulfilling her training responsibilities at the moment. The amount of training she has received to date enables the staff member to train staff herself. She is currently engaged in the training of the SSD office staff.

Gender Policy and Mentoring Systems

On 5-6 February 2001 TELP ran a regional workshop on Gender Policy Implementation and Mentoring Systems in Durban. Our HR department chose UZ delegates to this workshop. Four delegates represented UZ at this workshop. The delegates comprised staff continuously engaged in gender policy and equity issues on campus. Their joint report on the workshop proceedings was submitted shortly after returning from the workshop. This was, again, another exception to the rule, because the TELP Coordinator usually struggles to get reports from workshop delegates.

The institution needs to see to it that the Durban-Umlazi campus becomes fully engaged in the gender/equity debates taking place on the main campus. Although staff from DUC has always been part of the deliberations and workshops on these issues, it has not yet come to a point where these issues are equally driven from there as well.

The polarisation caused by the presence of the Gender Task Team as well as the Gender Committee on campus seems to have disappeared as members from both teams worked harmoniously together. From the feedback it is obvious that the workshop was a success and the delegates were able to identify the strengths and weaknesses of the institution in the implementation of the workshop recommendations. The delegates were provided with a

manual outlining how to develop a mentoring policy and steps to a successful mentoring programme. The mentoring programme could be used to develop women to reach gender equity targets. The report from workshop participants also clearly outlines a number of benefits and possibilities for UZ, and these will be useful for future action.

Another positive outcome from the Gender/Mentoring workshop was that the Human Resources department produced another Gender/Equity document. Amongst other things, this document clearly stresses the appointment of an Employment Equity officer as a matter of priority for the institution. The delegates concur with this idea fully. The members of both the Gender Task Team and those of the Gender/Equity Committee are people with full time jobs.

The Employment Equity Officer will drive all the gender/equity issues on both campuses, and will also take responsibility for the mentoring programme. All existing structures on gender/equity issues will work closely with this officer. The delegates outlined a number of benefits and possibilities for UZ, and these undoubtedly informed the document that was produced by the HR department.

Leadership Development

The TELP regional workshop on Leadership Development in March was clearly another highlight, according to its delegates. Four delegates from UZ attended this workshop. The delegates could not wait to implement some of the strategies in their respective departments. Again, the choice of delegates to this workshop was good. All of them were chosen because they hold key leadership positions at the main campus or at DUC. The facilitator had done the needs analysis beforehand, and was therefore sensitive to the individual needs of the workshop participants. All delegates, without exception, claim that they benefitted immensely from the workshop.

Feedback from this workshop indicates that participants are in a position to implement some of the information gained at the workshop in the day to day running of their departments. They also agree that the workshop seems to have affected their management styles for the better. The delegates also agreed that information gained will be more useful if it is shared with their sections. It is one thing to expect quality performance, and quite another to help people get to performing qualitatively.

The University is currently putting a Workplace Skills Development plan in place. The Academic Development unit is leading this particular process. Leadership development is therefore seen as a large part of that training programme. The participants also feel that a similar workshop is crucial in the development of the executive management of higher education institutions, particularly the HDIs.

STAFF DEVELOPMENT

Long and short-term participant training

The past few months saw the Linkage office preparing for six staff members to go study at our partner institutions over the next two years. These preparations are almost drawing to an end and the staff concerned are due to leave in August 2001. One of the candidates has been placed on an accelerated programme and will be able to return after a year. Apart from this group two staff members from the University's finance division left in June for a ten week short-participant training at Jackson State University.

This preparation alluded to above has included, among other things:

Getting candidates to select and apply for appropriate programmes from the Graduate School.

Organising the writing of the appropriate tests, e.g. G. Mat, GRE and TOEFL

Putting together a pre-orientation plan for them as they will be going overseas for the first time.

SAIRR Scholarships for UZ staff

The last report mentioned that UZ, for the first time, reached its quota of bursars from the USAID bursary fund managed by the SAIRR. This year's visit by the bursary administrator has revealed that the ten bursaries awarded to UZ last year have again shrunk to two.

Various reasons are responsible for this state of affairs: cancellations, postponements, completions, deaths, and resignations. The SAIRR has in its possession a number of applications from UZ staff still pursuing studies with various institutions in the country. When asked if these applications could be considered in view of so many cancellations, the administrator explained that they have been advised not to make new awards.

PIL ACTIVITIES

The institution finished working on PIL 76/98/111 at the end of the year 2000. The activities of that PIL went very well and the reporting was up to date. The Project Manager asked for an extension to write up the final report. This request was granted to the end of April 2001. The project manager has since submitted this final report to UNCFSP. The TELP office spent a considerable amount of time developing and eventually submitting another proposal for the next round of TELP funding of institution-specific projects. This application was not successful. Consequently, there is no long-term institution-specific project running right now.

MAJOR CHALLENGES AND UNUSUAL ACTIVITIES

During the month of April 2001, both the TELP Coordinator and the Linkages Researcher attended the Global Partnerships Conference in Washington D.C. This was without doubt one of the highlights of the year. The organisational acumen and the running of the conference were in themselves lessons the participants could take back home. Trip reports on this conference have been submitted to UNCFSP on return.

Some of the fruits of the Global Partnerships Conference are:

The planned workshop on the National Education Plan where the MCID partners will participate with the Senate at UZ to carve the way forward for the institution.

A planned visit by Mr Andrew Young who graciously agreed to visit the institution to address the University community.

During April two senior staff members represented UZ at a workshop facilitated by both DoE and the UNCFSP on the new National Plan on Higher Education and the new Funding Policy. Both HAIs and HDIs attended the workshop. Feedback from the workshop indicates that delegates were informed about what was expected of them in terms of the new legislation. With regard to the Funding Policy and Formula, the workshop outlined what is expected of each institution in order to qualify for funding in the new dispensation.

The Eastern Seaboard group of institutions (ESATI) is going to produce a single document as its response to the NPHE and the Funding Policy. Each institution left the workshop with some homework towards the ESATI response to the NPHE and Funding Policy.

The challenge that remains is for the TELP Manager and her team to review the recommendations of the review committee regarding the PIL proposal that was turned down. A further challenge is convincing management to spend again on the same proposal on which no expenses were spared in its first preparation. Getting the team together again will be another challenge for the TELP manager.

VII. CONCLUSION

The above report covers four focus areas in which UZ has been active during the reporting period in question. Some of the challenges and success stories have been highlighted in the discussion of the individual focus areas. The greatest lesson to be learnt from the last reporting period was to deal with disappointment and to be able to start building all over again. The period has been very fruitful for the various sectors of the campus community: executive management, administrative and academic staff. Students are yet to benefit from all the activities that are in the pipeline. In its short period of existence, the SSD has proven to be committed to the improvement of the students' quality of life within the institution.

VISTA UNIVERSITY
Vice-Chancellor: Prof. C. Keto
TELP Coordinator: Charlotte Motha

I. Curriculum Development

Status at last reporting

Vista University received its first PIL (PIL 126) for curriculum and programme development in August 2000. Three position papers which would form the basis for the three day conference scheduled for February 2001 were commissioned from three experienced academics outside the university. The papers would address the following issues:

What is meant by purpose-focused programmes and why these programmes?
Curriculum Design for Outcomes-Based and Purpose-Focused Programmes
Researching for Curriculum Development

It was expected that the papers would be prepared and presented to the TELP Committee on or before 15 January 2001.

Intervention Activities

120 Faculty staff members as well as students participated in a three-day conference held in Pretoria from the 26th to 28th February 2001.

Results

Differences made

TELP funding made it possible for 120 conference attendees, which include: Deans of all five Faculties, HODs, lecturers from each academic Department as well as students from all eight Vista campuses to come together to discuss curriculum and programme development issues.

2.Barriers encountered

Of the three experts who were initially invited to prepare position papers, only one accepted the offer and submitted the paper on 15 January 2001. The other two did not submit their papers. As a result the Project Management Committee had to invite academics from other institutions within South Africa as well as Australia to prepare position papers for the conference

Delay in the appointment of the Project Leader for PIL 126. Project Leader was only appointed on 16 May 2001

Delay in the composition of the new Project Management team for PIL 126, following the dissolution of the previous team in January 2001. The new Project Management team was only announced to the TELP Committee on 16 May 2001. Consequently, no curriculum development activities have taken place since the conference in February 2001.

Delay in the constitution of the new TELP committee following the dissolution of the previous committee in January 2001.

Lessons learned

Conference participants reported the following:

Established clarity, direction and guiding principles relating to curriculum development
Gained clearer understanding of the vision of the university
Developed deeper knowledge on programme development
Gained insights into the current debates on national education issues
Clear understanding of the differences between core degrees and purpose focused programmes
Gained knowledge on effective management and OBE processes at other universities

Recommendations for addressing outstanding issues

The Curriculum Transformation Committee (CTC), which the newly established management team for PIL 126 needs to ensure that progress is made in implementing PIL 126 activities.

II. Student Academic Development

A. Status at last reporting

Assessment

Two Mathematics lecturers and an Academic Development Practitioner participated in a workshop on the Development of Version 3 TELP Standardised Assessment Tests in Mathematics and English. Following this workshop the Head of Department of Mathematics and Statistics gave support to the use SATs for diagnostic purposes within the Maths Foundation course in the year 2001. The Mathematics and Statistics Department at the Port Elizabeth campus intends implementing the test in the year 2001.

Intervention Activities

Assessment

A two-day SAT training workshop took place on 22 and 23 February 2001 at the Port Elizabeth campus. The purpose of this was to build the capacity of the administrative and academic staff in implementing SATs.

Student leadership

Two student counsellors from the Mamelodi and Port Elizabeth campuses participated in a Student Leadership workshop from 30 November to 1st December 2000. The two campuses made a joint plan and presentation of the project they identified as their first activity after the national workshop *viz.* establishing community learning centres.

A leadership skills workshop was held for the Vista National SRC members. This took place on the 9th and 10th March 2001.

Results

Differences made

Assessment

203 and 208 first year students registered in the Mathematics Foundation course at the Port Elizabeth campus participated in the English language and the Mathematics tests respectively. The testing took place in March 2001.

Student leadership

In terms of implementing Student leadership programmes at Mamelodi campus, a workshop on team building facilitated by personnel from the Department of Student Affairs was held on 23 March 2001. 10 SRC members participated in the workshop. This resulted in the resolution of conflict that existed in the SRC.

Three other workshops took place:

The first was aimed at imparting leadership skills to the SRC and structures. It was held on 9-10 January 2001 and was facilitated by the Psychology department.

The second workshop was on programme planning where participants were trained in developing an action plan. Workshop participants were the SRC and other student structures. The workshop was held on 16-17 March 2001. The facilitators were from both student affairs and finance departments.

The third workshop which was facilitated by staff from the Department of Student Affairs, focused on conflict management with emphasis on managing differing perceptions. It was held on 06 April 2001. Participants were from the SRC and other student structures.

Subsequent to the National SRC workshop held in March 2001, the participants conducted two National workshops on leadership skills, conflict resolution and recruitment strategies.

VISTA piloted the TELP SATs at the Port Elizabeth campus.

203 and 208 first year students registered in the Mathematics Foundation course at the Port Elizabeth campus participated in the English language and the Mathematics tests respectively. AD has received redress funds from the Department of Education. The funds will be used for developing academic literacy programmes for Science students.

10 SRC members at Mamelodi campus participated in the team-building workshop. This resulted in the resolution of conflict that existed within the SRC.

During the first semester of 2001, the institution received technical assistance in the form of a workshop for national SRC.

Subsequent to the National SRC workshop, the SRC conducted two national workshops on leadership skills, conflict resolution and recruitment strategies.

There has been little progress made by the Student Development Practitioners who were trained in the TELP national workshop.

A policy discussion document on the Work Study Programme has been developed.

Barriers encountered

Assessment

Not all students in the Mathematics Foundation course arrived for testing even though the dates on which tests would be conducted fell within class times.

The Mathematics lecturer did not have administrative support at the time of the testing.

Student leadership

It has been difficult to obtain information on progress made in the Port Elizabeth campus. This is because of the fact that, the person who represented this campus at the national workshop is on a one-year study leave.

There has been no indication on the establishment of learning centres at this was planned to be the initial activity after the workshop.

Not all students in the Mathematics Foundation course arrived for testing even though the dates on which tests would be conducted fell within class times.

The Mathematics lecturer did not have administrative support at the time of the testing.

AD staff at four campuses have resigned and no replacements have taken place. This impacts negatively on the sustainability of AD projects.

Post-workshop follow-up activities on student leadership are in most cases non-existent.

Staff morale is low and it is not easy to get people to carry through their plan of action.

The absence of a testing policy is still a major obstacle.

Lessons learned

Vista University SRCs have acquired leadership skills through the various workshops held both nationally and at campus level

Recommendations for addressing outstanding issues

Adoption of an institutional policy on testing is crucial if SATs are going to be widely used at Vista. The proposal has been submitted for senate meeting, which is expected to take place in September 2001. The Desmond Tutu Education Trust will provide Vista University with technical assistance in policy development.

Establish SAT committees on the each of the seven contact campuses, to drive and sustain SATs processes and practices on campuses.
Foundation Programmes for students from SAT who need placement should be established on all seven campuses. This process should run concurrently with policy development.

Progress towards achieving result

A proposal for implementing SAT across campuses is being developed and this will be presented at a senate meeting scheduled for September 2001.
A three-day meeting was held in May 2001 to discuss the implementation of the AD project and budget allocation across Vista campuses. Project coordinators have been identified.

III. Management and Administration

A. Status at last reporting

Vista University submitted a proposal in the area of Management and Administration. This was submitted to UNCF in January 2001. The purpose of the Funding proposal was to enable the university to develop an institutional strategic plan and to build the leadership capacities of Executive and Senior Management.

Four representatives from Vista University's middle management will participate in a regional gender policy implementation workshop scheduled for February 2001.

B. Intervention Activities

The Deputy Director of Organisational Development, the Director of Communications and Marketing, Human Resource Practitioner and the Student Counsellor attended a gender policy implementation workshop on the 14th and 15th February 2001. The Campus Principal of the East Rand campus, who is also the chairperson of Gender Policies and Practice Committee, and the Director of Human Resource could not attend this workshop. They were represented by staff from their Departments.

Three staff members, representing the University's senior and middle management attended a leadership development workshop on the 26th and 27th March 2001.

C. Results

Differences made

Our Round 5 proposal was not recommended for funding

Subsequent to the leadership and development workshop the following activities took place:

Campus Principal for VUDEC has identified a task team to work on the development of a strategic plan for distance education.

The Dean of Management shared workshop information with Faculty Heads of Departments.

Departmental self-evaluation has taken off and a need assessment for staff development in respect of integrated continuous assessment is under way.

The information gained at the gender policy implementation workshop was presented at Departmental meetings, Campus Curriculum forum and Campus Management Committee meetings. The workshop participants had identified as their first activity, the establishment of a gender desk.

Barriers encountered

Gender policy development

Workshop participants reported that an action plan could not be provided because of the national higher education issues currently affecting Vista University. After the workshop information was presented at the different meetings, the overall response indicated a lack of interest, lack of vision and belief that a mentorship gender programme would succeed at this stage of Vista's history and evolution.

Lessons learned

The gender policy development participants gained insight into how to implement a mentorship programme for female staff.

Information gained at the leadership development workshop enabled the participants to:

Initiate the process of developing a strategic plan at departmental and campus level.

Assess departmental and campus performance.

Begin to address staff development issues at campus level.

Recommendations for addressing outstanding issues

The three gender workshop participants should work together with members of the Gender Policies and Practices Committee in driving processes on the development of gender policy and implement and sustain the gender project at university level.

IV. Staff Development

A. Status at last reporting

The Sub-department of Training and Development under the Department Human Resource conducted a skills audit in August and September 2000 on the training and development needs of Vista University staff across campuses.

Applications for the USAID/SAIRR academic staff development awards were submitted to the SAIRR.

B. Intervention Activities

Eighteen Human Resources practitioners across Vista campuses attended a workshop in February 2001 on customer service.

Two faculty members from the Department of Public Administration have been awarded one year scholarships to develop their research capacity at Southern University.

C. Results

Differences made

The training and Development section of the Human Resource Department has invited service providers to provide training for staff members in the following categories: Executive and Senior Management, Middle Management, Academics, Professionals, Officers and Service Staff. Customer service has been identified as one of the training areas. Training is scheduled to commence in July 2001.

Barriers encountered

It has been difficult to obtain information on the application of skills acquired at the workshop for Human Resource Practitioners. Furthermore, attempts to obtain Post-workshop follow-up forms from most of the HR practitioners were in vain.

Lessons learned

Gained understanding of the different competencies and new skills required in HR practice.

Learnt to communicate effectively with clients, which is, the Vista University staff.

Recommendations for addressing outstanding issues

The Director of Human Resources needs to assist the TELP Manager in obtaining outstanding Post-Workshop Follow-up reports from HR Practitioners. She also needs to ensure that skills acquired at the different workshops are utilised.

Research

Status at last reporting

The Public Administration Department at Vista University has expressed interest in conducting joint research with the Nelson Mandela School of Public Policy at Southern University.

Intervention Activities

Results

Differences made

Two faculty members from the Department of Public Administration have been awarded one-year scholarships to develop their research capacity at Southern University

Barriers encountered

The HOD of Public Administration at Vista University has not yet submitted research topics for joint research with the faculty staff of the Nelson Mandela School of Public Policy at Southern University.

Recommendations for addressing outstanding issues

The Department of Public Administration at Vista University needs to initiate processes that will lead to the achievement of joint research project between Vista University and Southern University

Listing of Major Achievements and General Discussion of Achievements for the Period

- SATs were implemented for the first time at Vista University
- Seven Faculty staff have been awarded SAIRR bursaries
- Two faculty members from the Department of Public Administration have been awarded one year scholarships to develop their research capacity at Southern University
- A project work plan for our linkage project with the University of Central Florida Consortium has been developed
- The Mathematics and Statistics Department at Vista University has established joint projects with the Maths Department at Southern University

Discussion of achievements

During the reporting period, out of the 263 students who are registered in the Mathematics Foundation course, 203 and 208 participated in the English and Mathematics tests respectively. The test results will be used for diagnostic purposes. The results would be placed in a database and used for research purposes as well as for motivating the university to establish Academic Development Foundation programmes.

The faculty staff who have been awarded SAIRR scholarships are registered for PhDs in Chemistry and Physics, MPhil in Labour Relations Management, MSC and BSC (HON). The awardees have signed an agreement with Vista University that on completion of the training programme they will work for an equal time that their studies have been funded by the USAID programme.

The two faculty staff selected for research programme at Southern University will begin with their programme on 22 August 2001.

A Project Coordinator for the HIV/AIDS linkage project at Vista University facilitated a strategic planning session on 4 May 2001 at Vista University. The participants at this session were: two representatives from the University of Central Florida Consortium and representatives from Vista

University linkage committee. This session resulted in a project work plan covering the period 2001 to 2003.

The Mathematics Department at Vista University has expressed interest in collaborating with the Maths Department at SU in infusing technology in the teaching of Mathematics. On 17 May 2001, Dr J Meynsse from Southern University facilitated a workshop for Vista staff on innovating ways of teaching Mathematics. The workshop was attended by Mathematics and Statistics Faculty staff, the Head of the Maths Department, as well as Maths Faculty staff from UNISA, University of Pretoria and the University of the North. In addition to this, Dr Meynsse and Dr Anguelov from Vista University have jointly worked on a conference paper, which will be presented at a conference hosted by Vista University in July 2001.

Major Challenges, Unusual Activities, and Special Problems for the Period

A major challenge for Vista is to ensure that progress is made in terms of its first PIL on curriculum and programme development

Although attempts are made to obtain Post-workshop follow-up reports from all workshop participants it is difficult for the TELP Manager at Vista to obtain this information from participants based at the various campuses of the university.

The multi-campus nature of our institution presents problems relating to the selection of workshop participants to take part in TELP's joint activities. We would like to have each of the eight campuses represented at these activities