

**UNCF Special Programs
Tertiary Education Linkage
Project**

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**Semi-Annual
Institutional Progress Report**

July 2001 – December 2001

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**UNITED NEGRO COLLEGE FUND
SPECIAL PROGRAMS CORPORATION**

Semi-Annual Report of Institutional Progress December 2001

Executive Summary

Introduction

This report covers the period of June 2001 through December 2001. The Report focuses on two aspects: the Executive Summary and individual institutional progress reports. 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 June 2001 and, as such, discusses the strategic interventions that have taken place or will take place in order to ensure sustainable capacity-building in the five focus areas. It will conclude with a discussion of actions that highlight those programmatic and administrative improvements UNCFSP has taken in order to maximize project results at TELP institutions.

Unlike the June 2001 report where a three-pronged approach was used to gather data that would allow for a comprehensive analysis of the achievements and challenges, the December 2001 report employs a two-pronged approach: reports from individual TELP Coordinators and reports gathered by UNCFSP Program Managers. This includes PIL semi-annual reports and workshop, technical assistance, and milestone reports. This continues to be the most effective method of supplementing data collected by TCs from the institutions.

TELP Coordinators (TCs) are required to collect the necessary data in a format that is prescribed by UNCFSP. Each institution provides 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.

While the quality of some reports has significantly improved since the June 2001 reporting period, there is still need for improvement in terms of the quality of information provided in the reports. TELP Coordinators are encouraged to use institutional program managers' reports, TELP committee reports, PIL reports, and discussions and/or reports from workshop participants. Nonetheless, many TELP Coordinators do not fully employ these sources in the preparation of their reports. UNCFSP provided feedback on their submissions during the annual TC workshop in November 2001. Another on-going problem is the lack of TCs ability to solicit broad participation in the assessment of institutional activities. A large segment of the TCs November workshop focused on evaluation and steps that can be taken to broaden participation of TELP participants in the evaluation of activities. This process needs to be discussed in more detail with more substantive follow-on activities.

The June-December 2001 reporting period began with a series of challenges that had begun in March 2001 in Year Three of the project. March 2001 saw the release of the National Plan for Higher Education that caused significant changes in the approaches described in the Year Three Workplan, and thus, the introduction of workshops and technical assistance that were required to ensure that HDIs responded to DoE's 31 July 2001 instructions. These were discussed in some detail under the section on Management and Administrative Development in the January – June 2001 Institutional Progress Report.

Since the June 2001 report, HDIs have been busy implementing the SAQA June 2000 submissions in preparation of the June 2003 SAQA requirements. Moreover, under management and administrative development, HDIs have been attempting to understand the requirements of the National Plan for Higher Education in preparation for the February 2002 release of DoE guidelines for three year rolling plans and the approved programme mixes, also scheduled to be released in early 2002. Most other activities are being planned as prescribed in the Year Four Workplan.

Since the beginning of Year 4, UNCFSP has devoted considerable attention to the new requirements that have emanated from the National Plan for Higher Education. This process will continue as UNCFSP recognizes that this is the only way that HDIs will realize a greater degree of sustainability in capacity-building activities.

I. Curriculum and Program Development

During the last reporting period, curriculum development activities focused on evaluating the progress made by each HDI in the implementation of June 2000 SAQA qualification specifications, assessing technical assistance, and providing the required implementation. UNCFSP is continuing the process of developing strategies for addressing subsequent activities beyond June 2000.

Technical assistance is being targeted toward the five SAQA requirements for post-June 2000 implementation of the outcome-based learning programmes at the institutional level. The evaluation process is continuing throughout the next reporting period, with the required technical assistance also scheduled to be completed.

Recommendations for Curriculum and Program Development

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

Actions Taken: Workshops and technical assistance will continue to be 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

Achievement Towards Year Four Result : Eight HDIs have implemented 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.

UNCFSP is in the process of conducting evaluations and providing the technical assistance that will ensure that this Result is met.

II. Management and Administrative Development

During TELP's Year 3, the third round of the three-year rolling planning exercises 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 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. Consequently, UNCFSP's efforts towards providing technical assistance for strategic and three-year rolling plans were also indirectly "paralysed".

Following the release of the National Plan for Higher Education (NPHE), UNCFSP sponsored a national workshop in April 2001 in order 1) clarify the requirements of the NPHE and its implications for institutional planning; 2) highlight key features and the potential impact of the proposed new funding model for public higher education institutions; 3) 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; and 4) provide feedback on planning strengths and weaknesses at the institutional level based on an analysis of a capacity assessment checklist. This workshop involved a wide spectrum of institutions, including the historically white institutions.

This workshop was followed up by a series of institution-specific activities that were facilitated by external consultants together with the institutional planners that were built

into the National Workshop Strategy. By facilitating institutional compliance with the National Planning requirements and exposing the broader strategic community of the institution to these requirements, UNCFSP strategic interventions remained relevant.

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 assessments and to provide technical assistance so as 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 **immediate requirements** of the NPHE instructed institutions to submit proposed teaching/research niche areas and programme mixes to the DoE by 30 July 2001. UNCFSP provided the technical assistance that was required for the HDIs to "strategically reposition themselves" due to the critical processes that were to take place based on their submissions and the subsequent recommendations that were to be made by the National Working Group to the Minister. The process itself had the following immediate timelines:

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

UNCFSP is now in the process of evaluating the 31 July 2001 submissions and will offer technical assistance in light of the Ministry of Education analyses and the approved qualification/programme mixes.

Human Resource Development Planning Activities

During the previous reporting period, follow-up assessments were conducted by UNCFSP in order to track progress and collaboratively design follow-up interventions that would enable HR Departments within the HDIs to transform from their usual HR maintenance function to a more strategic HR management and development function. UNCFSP is in the process of confirming the nature of the technical assistance so as to develop strategies for capacity building. These interventions will be reported on in the June 2002 Progress Report.

Gender Policy Implementation

Following the three regional gender policy implementation workshops held during the last reporting period, institutions were expected to incorporate "mentoring of women" as

an HR development strategy such that they would fall within compliance with Employment Equity targets, Skills Development requirements, and DoE requirements, thus promoting overall gender equity and sensitivity at the HDIs.

Follow-up activities in Year 4 include institution-based evaluations and technical assistance towards the development of policies and programmes that dovetail with institutional employment equity, skill development and staff development strategies. UNCFSP is currently in the process of ensuring that each of the 17 HDIs has undergone an evaluation and that technical assistance is provided in accordance with the findings of that evaluation.

Leadership Development for Senior Administrators

Following the leadership development regional workshops that were held during the month of March 2001 in Durban, Benoni, and East London, Year 4 activities were to follow-up with institution-based workshops that would have a wider coverage that includes members of the executive management. Nonetheless, UNCFSP did not find this feasible and is currently planning three regional two-day leadership workshops for senior administrators. UNCFSP incorporated a strategy of institution-based assessments that will be used to develop the content of the Regional Workshops. These workshops have been planned to take place in May 2002 and thus, will be completed within the next reporting period.

Mentoring Programmes for Women

Following the overall assessment that was made for all 17 HDIs in Year 3 that concluded that the concept of Mentoring as an HR strategy towards equity and training had not been on the HDIs' agenda until it got introduced through TELP in 1999, UNCFSP recognized that very little progress has been made at all the HDIs. This was primarily due to the fact that none of the HDIs had placed Mentoring within a broader institutional Human Resource Development and Transformation Strategy that is linked to the overall institutional strategic plan.

Thus, UNCFSP designed a structured programme in the form of three regional two-day gender policy implementation workshops in Year 3. Thus, having provided assistance to the HDIs in terms of the strategic and technical aspects of mentoring, Year 4 purposed to provide institution-specific assistance to each of the 17 HDIs with emphasis on incorporation of gender mentoring into rolling plan development. This assistance is being provided during the next reporting period.

Achievement Towards Year Four Result : Fifteen HDIs have the management, administrative and leadership capacity to effectively draft three-year rolling institutional plans.

DOE is expected to release new guidelines for three-year rolling plans in February 2002. UNCFSP will provide institution-based technical assistance in the development and implementation of strategic plans and three-year rolling plans. This technical assistance will be based on the assessment of progress made with rolling plan development, as prescribed by the new guidelines. Nonetheless, UNCFSP expects that the result will be achieved for Year Four, provided the scheduled release of the DoE guidelines takes place.

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 is currently being provided.

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

Action Taken: Institution-based HR workshops are being conducted

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: Regional Workshops have been planned.

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 to be conducted

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: To be 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.

III. 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 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, 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 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 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.

Year Four interventions in Student Academic Development continue to focus on evaluating progress of the Five-year Student Development Plans and providing technical assistance in SATs implementation and the development and implementation of bridging/foundation programmes. Most of this work has been completed and these activities will be reported on in the June 2002 Report. DTET is in the process of writing the reports.

In Year Four, two other milestones were added under Student Academic Development in order to ensure that bridging/foundation programmes and assessment requirements meet SAQA requirements and the new funding model. Specifically, UNCFSP has

planned a three-day National Workshop in April 2002 on foundation programmes with emphasis on main streaming subjects to SAQA requirements. Also planned for May 2002 is a one-day National Student Development Conference with emphasis on SATS and SAQA assessment requirements.

Achievement of Year Four Result 2:

Ten 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.

Activities to ensure the achievement of Result 2 are progressing as scheduled.

Recommendations for resolving outstanding issues in Year 4

Year 4 Recommendations

1. Appointment of Student Development Co-ordinators as a matter of urgency

Action taken: A number of institutions have now appointed or have under consideration the appointment of such officer.

2. Negotiate monitoring and evaluation systems with clear key performance indicators and timelines with all participating institutions.

Action taken: To be partially dealt with in National Conference on assessment requirements.

3. Create opportunities for inter-institutional skills sharing

Action taken: Still under consideration

4. Develop critical skills at institutions, e.g. writing of funding proposals and programme evaluation.

Action taken: Taking place under technical assistance activities.

IV. 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 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.

Proposal Writing

During Year 3, UNCFSP considered the fact that many TELP institutions were continuing to seek assistance with proposal writing in spite of the fact that in each preceding year, a great deal of attention had been given to proposal writing assistance.

Thus, in devising a new strategy, UNCFSP considered the levels of capacity as related to project development, proposal writing, and host country contracting and divided the HDIs into two regional groupings, employing a three-phase process in order to solicit a higher quality of proposal from the institutions. Phase One involved institution-based project conceptualization workshops. Phase Two involved two regional proposal writing capacity-building workshops and a review of Draft #1 of the proposal. Phase Three involved regional feedback workshops for Draft #2 of the proposals and individual feedback of Draft #3, where necessary.

Because evaluation of these workshops revealed the new strategy was highly satisfactory and because of the improved quality of the proposal submissions, the Year 4 strategy for proposal writing capacity building was the same as Year 3. It is also significant that the same facilitator was used again during Year 4, so the continuity and familiarity with individual institutional capacity also contributed greatly to the success of this strategic intervention.

Phases One and Two were conducted in November 2001 with evaluations, once again, indicating a very high satisfaction with both the process and the workshop facilitator. Because of scheduling difficulties due to the late start of the proposal writing milestone, the feedback workshop has not been scheduled until February 2002.

Semi-Annual Reports

Reporting back on actual implementation of PILs has increased the level of accountability for implementation practices. UNCFSP in collaboration with USAID, 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.

During the last reporting period, UNCFSP noted some improvements in semi-annual reporting. This improvement can be traced to the special feedback mechanism that has been developed that provides 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 April 2001 submission and the October 2001 submissions indicates that the greatest need was in the reporting of financial data and providing details concerning success stories.

In Year Four, two milestones provided training in all aspects of the PIL process, program management and semi-annual reporting. A two-day PIL Implementation Workshop was held in September 2001 and was attended by project leaders and financial managers of new PILs and Special PILS. Representatives from Border Technikon, Mangosuthu Technikon, Peninsula Technikon, Technikon Northern Gauteng, University of Fort Hare, University of the North, University of Transkei, University of Venda and Vista University attended the workshop. The purpose of the workshop was to ensure that the project directors and financial managers are fully conversant with UNCFSP/ USAID requirements with regard to the PIL process, including semi-annual reporting. Participants evaluated the workshop indicating that they had gained the knowledge to write the necessary financial, monitoring and evaluation (semi-annual) reports.

Secondly, a one-day training and re-tooling workshop was held in November 2001 for TELP Co-ordinators in aspects of PILs and programme management. While a number of TELP Co-ordinators were in their fourth and fifth years, the Year 4 cohort of TELP Coordinators included eight members who were not on board at the beginning of Year 3. Included were: Border Technikon; Eastern Cape Technikon; Mangosuthu Technikon; University of Fort Hare; Technikon North West; University of Venda; Vista University, and the University of Durban-Westville. Sixteen TELP Coordinators were in attendance. The only institution not represented was M L Sultan Technikon whose TELP Co-ordinator resigned at the end of September 2001 and a replacement had not been made. M L Sultan Technikon assigned a TELP Coordinator in January 2002 and he will be provided training in PIL implementation in February 2002.

The workshop addressed many aspects of the PIL process including the financial standing of the institutions as related to the claiming of expenditures from USAID and continued the discussion relative to the reasons institutions failed to claim in a timely manner. The importance of claiming was emphasized and the correlation between claiming and qualifying for Round 6 PIL competition was shown. A brief discussion of the revisions in the PIL Handbook was conducted as a revised, more user-friendly document was distributed. These revisions included useful USAID audit guidelines, new USAID audit criteria and the inclusion of PIL 47 with PILs 1 and 20.

Most of the participants verbally agreed that the day had been very informative. The overall idea was to provide information that the TELP Coordinators could use to focus issues around during their bosberaad. The participant evaluations indicated a very high level of satisfaction with the workshop. While 53.3 per cent strongly agreed that the workshop assisted and motivated them to carry Year Four activities, 46.7 per cent agreed, with no one disagreeing or strongly disagreeing.

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 many occasions.

There have been any number of problems associated with the successful implementation and monitoring of PIL activities. During the November TELP Coordinators Workshop, Dr. Khehla Ndlovu of USAID solicited from the TELP Coordinators those issues that explained why a large sum of funds remain in the pipeline. TELP Coordinators indicated thirteen points:

1. Timing of award, the start-up period
2. Host Country Contracting Violations
3. Institutional instability, extended strikes
4. Timely replacement of TELP Coordinators, extended vacancies
5. Dis-empowerment of PIL Activity Leaders, not sufficiently knowledgeable of their duties
6. Ill-defined roles of the person who submits vouchers
7. Confusion in the 15 per cent line item adjustment requirement
8. Delay in the appointment of a project leader

9. View of TELP as a minor participant in the overall institutional scheme
10. Transformation Process interference
11. High Financial Staff Turnovers
12. VCs role and the lack of communication between key individuals
13. Slow delivery of services and equipment by suppliers and HDI inability to make advanced payment for equipment

During the period August 20, 2001 to January 25, 2002, PILs to the value of R 5,237,112 expired. During this same period, most HDIs spent their time minimising amounts that would have been lost with these PILs, claiming R4,350,695 (83%) of the expiring amounts. This is well above the average claims made on all PILs by all HDIs to date being 67%. With all their energy devoted to ensuring no undue amounts are lost with expiring PILs, very little effort was devoted to active PILs.

During the past 12 months, a trend has started to develop in that most HDIs are attempting a catch-up project implementation plan, and not giving new PILs much attention. This is evidence from the diminishing value of actual disbursements on active PILs.

The importance of projects being "implementation ready" was a focus point during the Round 6 proposal writing workshops held during the last term of 2001. It is expected that such information would mean that implementation mistakes made by HDIs in the past will be avoided. Practical examples were presented to candidate project managers.

UNCFSP will continue to seek effective strategies to ensure that HDIs are claiming in proportion with their activity levels.

**PIL DISBURSEMENTS AT
25/01/02**

	ACTUAL DISBURSEMENT ZAR	REQUIRED DISBURSEMENT ZAR	VARIANCE ZAR	Percentage Disbursed of Required
ACTIVE PILs				43%
	7,669,086	17,720,260	10,051,174	
EXPIRED PILs				78%
	31,252,298	40,145,952	8,893,654	
TOTAL				67%
	38,921,385	57,866,213	18,944,828	

	ACTUAL DISBURSEMENT US\$	REQUIRED DISBURSEMENT US\$	VARIANCE US\$	Percentage Disbursed of Required
ACTIVE PILs	\$	\$	\$	45%
	1,278,181	2,868,142	1,589,961	
EXPIRED PILs	\$	\$	\$	65%
	5,208,716	8,044,788	2,836,072	
TOTAL	\$	\$	\$	59%
	6,486,897	10,912,930	4,426,033	

The differences between the percentage disbursed of required per US\$ and ZAR are because of the depreciation of the ZAR against the US\$ since the signing of PILs to the payment of disbursements. The effect is that the US\$ amounts disbursed becomes smaller in relation to the ZAR amounts disbursed.

PIL DISBURSEMENTS AT 20/08/2001

	ACTUAL DISBURSEMENT ZAR	REQUIRED DISBURSEMENT ZAR	VARIANCE ZAR	Percentage Disbursed of Required
ACTIVE PILs				61%
	9,076,446	14,922,938	5,846,492	
EXPIRED PILs				77%
	26,901,603	34,908,840	8,007,237	
TOTAL				72%
	35,978,049	49,831,778	13,853,729	

	ACTUAL DISBURSEMENT US\$	REQUIRED DISBURSEMENT US\$	VARIANCE US\$	Percentage Disbursed of Required
ACTIVE PILs	\$ 1,512,741	\$ 2,631,519	\$ 1,118,778	57%
EXPIRED PILs	\$ 4,483,601	\$ 7,097,273	\$ 2,613,672	63%
TOTAL	\$ 5,996,341	\$ 9,728,792	\$ 3,732,451	62%

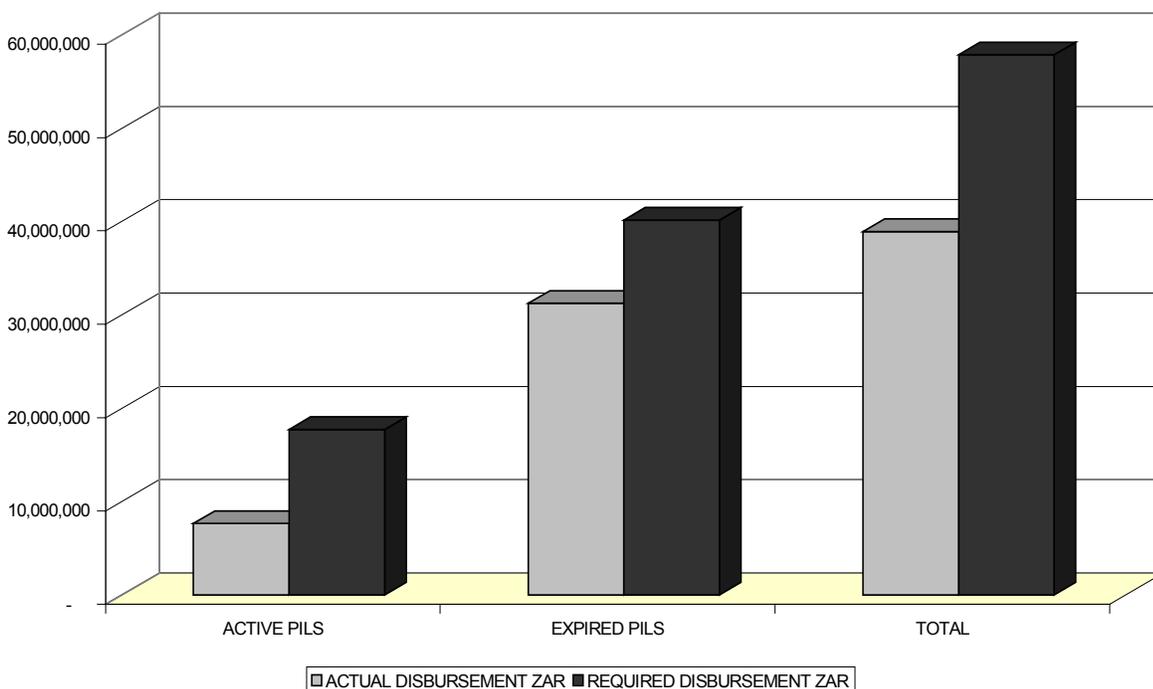
Achievement Towards Year Four Result 1:

Three (3) additional (18 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 18 well-developed and successfully implemented proposals from HDIs required for the achievement of Result 1, was exceeded in February 2001 by two (2). UNCFSP confirmed that the twenty (20) PILs are being successfully implemented. Thus, Year 4 Result has already been surpassed with the awarding of Round 5 PILs.

During Year 4, eight PILs were awarded: Peninsula Technikon; University of Fort Hare; University of Venda; Technikon Northern Gauteng; University of Transkei; University of the North; Border Technikon; and Mangosuthu Technikon. This brings the total to twenty-eight (28) PILs that have been awarded and are currently in the process of being successfully implemented.

PIL DISBURSEMENTS 25/01/2002



Achievement Towards Year Four Result 2:

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

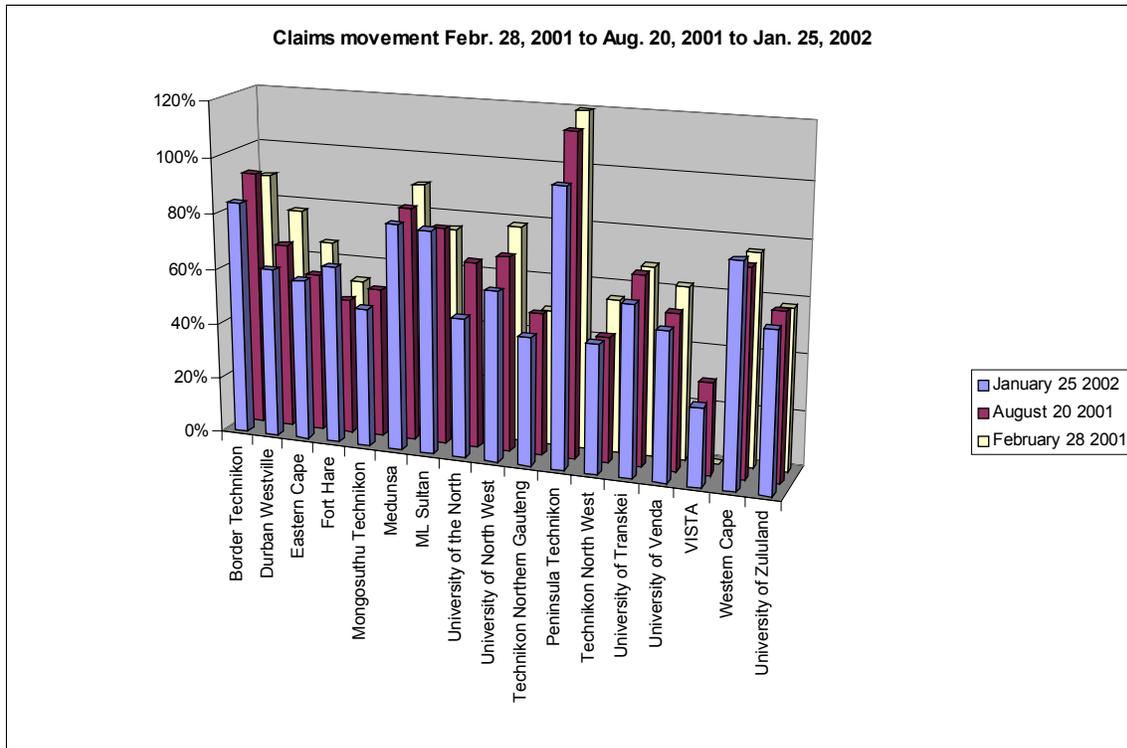
HDIs have received technical assistance during Year Four in order to help enhance capacity for submitting accounts payable to USAID for reimbursement on a quarterly basis. This TA has included institution-based assistance and in regional proposal writing workshops. Technical assistance was provided to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

As at August 20, 2001, only 4 HDIs managed to have claimed 75% of the amount required to have been claimed based on the time elapsed since the incorporation of their various PILs compared to 7 HDIs at February 28, 2001. By January 25, 2002, 5 HDIs managed to have claimed at least 75% of the minimum claim required.

Actual amounts Claimed against Required amounts Claimed per HDI

Historically Disadvantaged Institution	January 25 2002	August 20 2001	February 28 2001	Last Period Movement
Border Technikon	84%	92%	89%	-8%
Durban Westville	61%	67%	77%	-6%
Eastern Cape	58%	57%	66%	1%
Fort Hare	64%	49%	53%	15%
Mongosuthu Technikon	50%	54%	48%	-4%
Medunsa	81%	84%	90%	-3%
ML Sultan	80%	78%	75%	2%
University of the North	50%	67%	N/A	-17%
University of North West	61%	70%	78%	-9%
Technikon Northern Gauteng	46%	51%	49%	-5%
Peninsula Technikon	99%	115%	120%	-16%
Technikon North West	46%	45%	55%	1%
University of Transkei	61%	68%	68%	-7%
University of Venda	53%	56%	62%	-3%
VISTA	28%	33%	0%	-5%
Western Cape	79%	74%	76%	5%
University of Zululand	57%	60%	58%	-3%
Average Percentage claimed per HDI	62%	66%	67%	-4%
Percentage of combined total value claimed	59%	62%	76%	-3%

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. A full report on accounts payable figures will be provided in the June 2002 Institutional Progress Report. UNCFSP expects that the result will have been achieved by that time.



Actions taken on 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.

Action Taken: Workshop conducted in September 2001.

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.

Action Taken: Presentations detailing problems with semi-annual reporting were done at two workshops. More specific contact needs to be made with the preparer of the semi-annual reports.

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.

Action Taken: The Financial Manager has developed a much closer relationship with TELP Coordinators, participating in all workshops and keeping in closer contact with them via telephone.

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.

As reported in the June 2001 Institutional Progress Report, the most significant and the most prominent role in research continues to rest in the PILs. However, as linkage research reports become much more detailed, there is evidence that Linkage activities are yielding substantive research output. Particularly, notable are activities that are being conducted in sustainable development, in such areas as water resources, food resources, the environment; and engineering. Particularly, M L Sultan Technikon, Peninsula Technikon, University of the Western Cape, Eastern Cape Technikon and Mangosuthu Technikon have made notable achievements in the area of research related to sustainable development. 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.

As in Year 3, linkage researchers played a more active role in communicating the results of the linkage research activities. The linkage researchers are gaining capacity to audit activities and determine the benefits to their institutions. Nonetheless, Linkage Researchers need training in research methodology and more opportunities to share their findings at workshops and conferences.

As in previous years, 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.

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.

Action Taken: None, because of funding constraints. However, every attempt will be made to incorporate a research focus in the 2002 Annual Linkage Conference

VI. Improvements Administrative and Programmatic Areas

This section will seek to address those changes on which UNCFSP has placed its highest priority in Year 4 in order to improve upon basic programmatic and administrative matters. As the way forward envisioned in June 2001, UNCFSP has made the following changes in the way it operates.

A. Joint Activities

Recognizing the complexities of Joint Activities (JA) 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 have taken place.

1. The JA Project Manager no longer manages the student academic and social development focus area. This focus area is now managed by the Deputy Chief of Party.
2. The Director of the Resource Center provides more direct assistance to the Joint Activities Project Manager. She manages 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 also developed reporting requirements for workshop follow-up activities at the institutions and is responsible for evaluating these activities to ensure that they support the particular focus area. This assistance needs to become more structured.
3. All workshop contents, structure, and implementation are scrutinized by the UNCFSP Management Team. Decisions affecting workshops whether national, regional, or institutional are joint. As much as possible, workshop schedules have been 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.
4. All efforts have been 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.

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 made the following changes:

1. A Workshop have been designed for PIL Implementation for project and financial managers.
2. The Financial Manager now plays 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.
3. Special attention has been given to the development of leadership and managerial skills among TELP Coordinators.

Year Four Recommendations:

1. That institutional visits be conducted by the Financial Manager to determine specific problems.

C. Linkages Component

UNCFSP has endeavored to provide more clarity to ensure the effective operation of linkage arrangements with the following:

1. Technical assistance is 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.
2. The Pretoria Office has assumed a more active role in the implementation of linkage activities among the HDIs. A new reporting system, Semi-Annual Linkage Research Reports, have been put in place to keep UNCFSP abreast of all activities, including visits by U.S. partners and their plans for the activity.
3. UNCFSP has facilitated a sharing of expertise with visiting professionals from the United States Linkage Partners at the regional and national levels, where possible, and has sought 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.
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 have been requested to prepare more comprehensive site visit reports in order to formalize a feedback strategy. Also, U.S. institutions have been requested to more clearly indicate in their annual and quarterly reports the specific trips and the outcomes of the interventions. A Linkage Milestone was added in Year Four to ensure that U.S. visitors improve accountability.
6. Based on the analysis of lists of achievement of HDIs visits to U.S. partnering institutions, HDIs have been 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 have incorporated information gleaned from the U.S. faculty and consultants visits.

In conclusion, the co-operation, between UNCFSP and USAID has added a great deal of value to the project as a whole.

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

I. Curriculum Development

A. Status at last reporting period

The Teaching and Curriculum Specialist resumed her duties at Border Technikon in July after a mentorship stint at ML Sultan Technikon. During her stint at MLST, there was no one who could carry on the resolutions made and taken at the regional workshop in April 2001. There was a curriculum committee in place that was formed by the faculty of Human Sciences and the non co-operation by the academic staff from the faculty of Applied Technology was highlighted.

B. Intervention Activities.

- Bridging Programmes workshop was held on 12 September 2001. The aim was to expose the academic staff to different models of bridging programmes. The models presented at the workshop are available on institution's Intranet for staff perusal.
- The Teaching & Curriculum Specialist identified a need for technical assistance and submitted a proposal for writing the Outcomes Based Education (OBE) learner guides in HET Band. The workshop was held on 18-19 October 2001, College Street Campus, East London and was attended by Border Technikon academic staff.

C. Results

1. Differences made

- There is some enthusiasm shown by the members of academic staff of Applied Technology after the bridging programmes workshop. Their attendance in large numbers to those two workshops was a positive indication.
- Various departments are currently engaged in completing study guides that are OBE oriented for 2002
- Marketing strategy for curriculum matters have been developed through Intranet and Border Technikon newsletter.

2. Barriers encountered

- The Teaching & Curriculum Specialist had to go for mentorship programme after the regional workshop as result the resolutions taken at that workshop could not be implemented.
- There is no curriculum development policy in place at the moment
- The Faculty of Human Sciences Curriculum Committee is no longer operational.
- The rejection of our proposal for technical assistance by Desmond Tutu Educational Trust on bridging programmes resulted in the reduction of the number of participants.

3. Lesson learned

- With the appointment of the curriculum specialist, curriculum activities took place at Border Technikon. Two workshops were held in September and October focusing on bridging programmes and learner guides respectively.
- Deans should come up with curriculum policy from faculty level
- It has been identified that most of the lecturers are not OBE literate and they need training on basic OBE

4. Recommendations for addressing outstanding issues

- Revival of the Human Sciences Curriculum Committee.
- Technical assistance on Assessment
- A workshop on OBE is proposed for all Border Technikon academic staff

Management and Administrative Development

Status at last reporting period

The linkages grant that is awarded as a result of the linkage between Border Technikon (BT) and University of Maryland Eastern Shore (UMES) helped BT in the development of the Institutional Strategic Plan 2001-2005. The trainers from BT who were trained at UMES on strategic planning and policy development in turn trained BT staff on what they have learnt at UMES.

Intervention Activities

- Submission of the Programme and Qualification Mix 2002-2006
- Milestone 6, which focused on strategies for Quality Assurance and maintaining a QA database, will be replaced by a new milestone, which focuses on Business Process Re-engineering (BPR) to support service restructuring at BT.

- Team building workshop for the Department of Finance was held in September 2001. The aim was to increase individual contribution to build up the Institutional Plan
- A draft policy on Student Recruitment, Enrolment and Retention plan was prepared by the PRO schools and community liaison who was trained at UMES on recruitment and retention strategies
- A number of BT staff have been trained in Self Assessment Model and included are six top officials namely, the Vice Chancellor, Strategic Planner, Director: Student Affairs, a Dean and one Head of school.
- Institutional submission on mergers to the National Working Group and the meeting with DoE officials to discuss BT Programme and Qualification Mix 2002-2006.

C. Results

1. Differences made

- Planning on developing Institutional Strategic Plan
- Development of policies on human resource development
- Development of student recruitment and retention strategies
- Drafting of Quality Assurance Policies

2. Barriers encountered

The major problem encountered was that most of the members involved in the linkage programme were part of the teams that were involved in the preparation of documents for submission to Department of Education (DoE). This meant less time spent to oversee the objectives of the project and meeting the deadlines

3. Lesson learned

- The electronic mode of transfer of funds from UMES to BT has improved the effective implementation of the project
- Frequent communication between BT and UMES have enhanced implementation of the project.
- Communicating the activities of the project to BT community lead to the support of the activities by everyone in the institution.

III. Student Social and Academic Development

Status at last reporting period

Desmond Tutu Educational Trust offered technical assistance for policy formulation on Student Leadership component. As a result of the intervention the Student Affairs department developed a student development policy.

Workstudy programmes

1. Supplementary Instructors (SI)

- A SI programme that was initially funded by TELP covered in PIL 102 has been sustained with Border Technikon financial assistance. It has helped students to be academically independent as a result the pass rate of students who have participated in SI programme has increased
- SI supervisor has been employed for mentoring SI Leaders effective from 01 January 2002.

2. Peer Helpers

- Peer helping programme was also funded by TELP under the expired PIL 102 and the focus has been on HIV/Aids training for counseling students
- Peer Helpers provide Pre and Post counseling to students that are infected
- Learner Driver Academy have a well developed plan and the project has taken off
- Student car wash initiative/ project is in place for institutional and staff vehicles
- Clean up campaign for the residences and the campus is also continuing
- Administrative assistance by students enrolling for Office Administration as a form of experiential training is also in progress.
- First Aid training for students was offered by the Safety Officer

3. Student Leadership and enrichment

- On the 19 & 20 November a workshop for Leadership by design was held. The target was on leadership of student political organisation focussing on planning, budgeting and project management
- On the 20- 23 November - SRC Induction and Strategic planning workshop was held
- On the 26 November - Skills training workshop concentrating on CV design, job -seeking and interviews was organised by the Student Development Officer for last year students

Results

1. Differences made

With the employment of the Student Development Officer activities for students are organized and channeled through to a relevant person.

2. Barriers encountered

- SATSU, CHET workshops and CDP training in most cases are not communicated with student affairs. The Student Development Officer should be the one to co-ordinate these activities
- Shortage of human resources
- Lack of documentation, procedures and policy manuals

3. Lessons learned

- Technical assistance is needed for workshops on legislation, especially Higher Education Act, to comply with requirements of the act that are relevant to student governance, development, residences, sport, health services and counseling and also on drafting policies and operational procedures in the above areas.
- Technical assistance is needed to develop more leadership programmes for the students

IV. Staff development

A. Status at last reporting period

The proposal that was submitted to USAID for Round 5 of TELP grants was approved and BT was awarded a new PIL (143), which focuses on OBE, ICT skills and English proficiency respectively

Interventions Activities

- PIL award launch that was held at Border Technikon was organised by the TELP and Academic development offices. Border Technikon academic staff who are meant benefit from the Professional Excellence programme under the new PIL 143 attended it.
- Employment Equity Plan and Skills development workshops were attended by Human Resources staff in preparation of the plans for the institution
- PIL proposal writing workshop was attended by five representatives from BT in preparation for Round 6 of TELP grants
- Team building workshops organised by "trainers of training" who were trained at UMES, assisted in developing departmental plans
- Workshop for PIL management was attended by the PIL activity leader, TELP Co-ordinator and the PIL Finance Officer
- The Director for SAAIR bursary visited the institution to interview bursary holders

Results

1. Differences made

- Draft plans on Employment Equity and Skills Development have been developed by the Human Resource Department.
- Through the workshops by UMES trainees, departments developed departmental plans that will be incorporated to the Institutional Plan.
- PIL proposal workshop assisted the team to conceptualise and write a proposal that will be submitted for the next Round of PIL application- Round 6.

2. Barriers encountered

PIL approval letter was received much later than the expected date as a result the dates of the activities had to be postponed.

3. Lessons learned

The workshop held in Pretoria for PIL activity leaders and finance officers helped them to know and understand their assigned duties as well as to manage the new PIL properly.

4. Recommendations for addressing outstanding issues

- Leadership workshop for senior managers is needed.
- More funding is needed for short and long term training for staff development.

V. Research Development

Status at last reporting period

A new Head of Research was appointed in June in a full-time permanent position. She found in place a Technikon Research Committee and two Faculty Research Committees.

B. Intervention activities

The Research Office has hosted several NRF workshops. These ranged from orientation to the newly launched funding programme, to Student Support Services, and Research Support and Quality Assurance. These are mainly information sharing meetings on NRF funding policies that are being restructured currently.

C. Results

1. Differences made

- **Research Manual**
An existing Research Manual has been revised to include the Technikon Research Philosophy, Guidelines and Procedures for applying for Internal Research Grants. This comprehensive manual also includes a list of ALL the research grants that can be accessed through the BT Research Office. This document has since been accepted by the Senate and is available on the INTRANET.
- **Research Collaboration**
A concerted effort has been made to encourage and facilitate inter-institutional research collaboration. One has been successfully established

with Port Elizabeth Technikon, Department of End User Computing to collaborate with Border Technikon on one of the NRF niche areas. Others are still being negotiated with Rhodes University and Eastern Cape Technikon. It is believed that these collaborations will add value to the research activities of all parties involved.

2. Barriers encountered

- **Historical Legacy**
Since research was not part of the core academic activities for technikons before 1993, it is only recently that academics are making an effort to acquire research skills. Thus, historical legacy of Technikon education is making it difficult for Technikon staff to adequately meet the research requirements as set by the new statute.
- **Financial Constraints**
Border Technikon's financial resources are limited. As a result, not all research applications are considered favorably. Staff has to compete for limited resources. Some of the criteria used to award grants include the ability to write meaningful proposals and a track record of successful research projects. Thus, most inexperienced researchers find it difficult to access the limited funding resources.
- **Heavy Teaching Loads**
Since Technikon educators were expected to be exclusively teachers, their teaching loads left very little if any room for other activities. Now that research and community partnerships are encouraged, it is critical to reduce the time allocated to teaching in order to accommodate other core academic activities such as research.

3. Lessons learned

- Teaching loads of all academics must be reviewed in order to accommodate newly added academic responsibilities.
- It is critical for the Technikon to embark on rigorous fund raising in order to support research and research related activities.
- A serious redress policy is necessary to fast track the development of research skills for Technikon academic staff.

4. Recommendations for addressing outstanding issues

- Several intervention strategies are underway to improve BT Research services and activities. Firstly, capacity building for researchers is critical. A recommendation has already been made to separate research management from grant management. When this is achieved there will be room for a meaningful and continuous research capacity building process.
- Another proposal has been the establishment of two research officer positions so that each faculty would be provided with services related to its research methodologies and outcomes.

- The Social and Human Sciences need somebody with strong analytical and writing skills. While Applied Technology needs somebody who is geared to the production of patents and artifacts from research results.
- Common issues such as management of grants, Research Software Training and Statistical Analysis of Research Data must be centralised. Thus, a statistician is urgently required to enhance research activity at the Technikon.
- Also, a language specialist is needed. Currently both staff and students, whose first language is not English, are paying exorbitant amounts of money for the services of people who edit and proofread their research reports. Since the skills of these people vary tremendously, the results usually leave much to be desired.
- Finally, both community and industry ties will be strengthened. If Human and Social Scientists are involved in developmental research, their findings must have an impact on the lives of the people in the communities around the Technikon and further. If Applied Technology Scientists are involved in industry and technology related research activity, their research results must have an impact on industrial and technological services.

Research activity in higher education institutions is funded by public funds and some accountability must be achieved. The research office has as its research management priority, making Border Technikon Research activity impact on communities and industries, firstly in Buffalo City and later furthers afield.

Financial resources will be necessary to achieve some of these plans, especially Research Capacity Building. Organisations such as TELP and others will be approached in due course to contribute towards realisation of these goals.

VI. Major challenges, unusual activities and special problems

There is a lot of transformation taking place around us. For instance, the Department of Education is ushering in several changes such as the size and shape (institutional mergers) and programme mix. There is also talk about transforming Technikons into Universities of Technology, thus expecting Technikons to offer postgraduate courses with a firm research foundation. The Department of Education has further circulated new regulations for funding higher education. SERTEC, a Qualifications Authority that has been accrediting Technikon programmes and courses has just been terminated. SAQA will take over this exercise. In the interim CTM is evaluating new programmes and courses. Also, NRF is overhauling its funding programme and has launched a completely new framework.

All these changes have brought about a lot on uncertainty which ranges from job insecurity, to lack of confidence for educators who suddenly realise that they need new skills and further qualifications to secure their jobs, up to absolute confusion about job descriptions.

Some staff members are grappling with all this transformation, while others are getting demotivated and demoralised.

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

I. Student Academic Development

A. Status at last reporting period

The program is currently providing academic support to Learners in the following six key Academic Development Areas:

- Tutorials and Supplemental Instruction. There are 07 academic departments participating in the programmes. A Departmental Coordinator who supervises the activities of Tutors and SI Leaders monitors each department. Results achieved in the last examination are indicative of the impact achieved by the intervention in terms of improving learner performance from those subjects that are strictly monitored.
- Writing Center. About 10 instructional programmes participate in the Writing Center activities that revolve mainly around language development. Five lab assistants who are senior students, who also report to the project coordinator monitor the two labs that make up the center. The lab is also utilized by general learners to type and print their academic tasks.



A senior student who is a lab assistant in the writing centre

- Peer Help. The programme has since the last reporting period been extended to all the satellite campuses, that is Umtata, Queenstown and East London Satellite campuses. Senior Students have been appointed as Peer Helpers of these

campuses under the supervision of the Student Guidance Officer and Student development Officers in the campuses.



The 2001 Peer Helpers with their mentor the ECT Student Counsellor

- The Literacy Program and Digital Library. The programme is administered by the Technikon Library Services. It introduces Technikon Students to Computer-based Learning and exposes these students to the Internet as a more effective way of access to global information. Learners are also enabled to have access to web-based instruction that the Technikon is currently pursuing. The Technikon Chief Librarian serves as the activity manager for the program. There was no significant development in the literacy programme since the last reporting period.
- A centralized and formalized Work-Study Program has been developed. For academic development purposes, about 80 trained senior students were hired to assist junior students in individualized instruction.

I. FOUNDATION PROGRAMME

A. Status at last reporting period

Forty eight students who would not have been admitted to the Technikon because of poor matric results will be absorbed into mainstream engineering programmes in 2002. Twelve of the best performing students in this program have been awarded the initial registration fee as part of the ECT access campaign and workstudy program. The program is targeting 200 students for the year 2002 with 06 additional departments in the Faculties of Applied Technology and Business Sciences coming on board.

An award ceremony for the best performers in the first ECT Foundation Programme. The SAD Project Leader and Lecturer in the programme congratulate the students

A press release from the Daily Dispatch 11/19/2001



B. Results

1. Differences made

- The SAD Project has been successfully marketed amongst stakeholders within the institution. Faculties and departments have undertaken to own the project in the sense that coordinators of the Supplemental and Tutorship program with effect from January 2002 will be lecturers instead of the SAD Project Leader from the faculties. The project does enjoy support from Senior Management. Foundations have been laid in 2001 for the institutionalisation of the project and the process will continue in 2002.
- The Eastern Cape Technikon (ECT) managed to benchmark SAD activities from leading institution like the Peninsula Technikon, Cape Technikon, Universities of the Western Cape and Cape Town. Strong relations and networking were established towards forming mentorship for ECT's academic development.
- From May 2001 Student Academic Development activities were extended to satellite campuses in line with the requirements of the Certification Council Of South Africa (Sertec). SAD had to be made visible on satellite campuses as a result of demands by academic staff and Sertec requirements.
- Regular monthly meetings as a monitoring system helped the project team to learn to facilitate a communication process about the implementation challenges and to modify the learner support system to suit Eastern Cape Technikon.
- The services of the Writing Centre were improved by the establishment of the second Language Development Centre that was installed with twenty computers from the newly established Foundation Programme. In addition the project office completed the purchase of Language Software on the Writing Process Workshop. Learners will from 2002 be exposed to the use of computer software in structuring and planning their academic tasks especially the design of business reports. Those to benefit in this learner support system include the general business science students across the board.
- Institutionalisation of the ECT Foundation Program for the first time in the History of the Technikon, its ability to sustain itself and some of the USAID Student Academic Development initiatives. Fusing the two projects together for sustainability purposes seems to be a strategic decision that is paying off.

Student Academic Development is very proud of its achievements during its first year of project implementation. Some of these achievements have exceeded the planned targets, thanks to the commitment of the visionary project team members.

Following the study tour in Cape Town, the project office built a very strong System of verifying project activities in order to measure the project impact. These systems of verifications have helped yield the following achievements:

- For the Supplemental Instruction alone, about 2050 benefited from various SAD activities during the current reporting period. The total outweighs the targeted 500 students. The same group of learners were targeted for language development and peer help. Unfortunately, impact on this activity is only measured by the number of claims made by Student Assistants. Since March 2001, about 80 Senior Students were appointed in the work- study programme. R50, 020 have been paid out to these learners with 50% of this amount contributing towards their student fees.

Student Academic Development Awards

On 24 October, Student Academic Development (SAD) held a function to award certificates of appreciation to the student assistants who had participated in various SAD activities during the academic year.



Mr V M Dwayi, Project Co-Ordinator: Student Development said: "This function marks the celebration of our small successes in the arduous process of improving ECT teaching and learning systems."

Approximately 80 students participated in various SAD driven projects such as Supplemental Instruction (SI), Peer Help and a Writing Centre. More than 1450 learners have benefited from these SAD activities this year.

This R1 million, USAID- funded project is aimed at developing student academic performance through Supplemental Instruction and a Writing Centre.

Present Student Academic Assistants receive their certificates: (l-r) Semele Genqese, Nomando Njilo, Sherron Poto, Xolani Gwelo, Sinyile Nongweni, Nqaba Dikanda, Sinelewa Njilo, Puzza Thoa, Gontona Mabele.

Awards given to 80 Student Assistants as a token of appreciation for their contribution to the Technikon.

About 08 Lecturers in satellite campuses and 05 Student Development Officers have been trained in Supplemental Instruction. This intervention proved to be significant to lecturers who were exposed to this methodology for the first time. Reports received from Lecturers are indicating observed improvement in learner performance. The strict monitoring of student results seem to require an improved data management system than the one currently in place.



A group of lecturers and students from ECT satellite campuses who were trained in SI .

2. Barriers encountered

Under performing itself could be attributed to the lack of management support by some of the departments concerned, abdication of responsibilities by certain departmental coordinators, lack of learner support culture in the departments caused by frequent disruption of tuition on campus due to institutional instability. Having taken note of these implementation challenges, the project office is currently engaging staff to alleviate the situation. Again, experienced obstacles in implementing project activities could be generally attributed to the absence of a fully-fledged Academic Development Center at the Eastern Cape Technikon.

3. Lessons learnt

With one faculty having recommended for the payment of departmental coordinators by their respective heads of departments as an incentive for enthusiastic project participation, the office decided to sell the idea to other faculties. Plans are also in place to pay staff from other Technikon resources for ensuring the sustainability of the project. Currently, discussions are conducted by the project office for the academic departments to budget for SAD activities especially the payment of Departmental Coordinators as decided in one Faculty Executive Management Committee. Strengthening of the peer support system because of the prevalent state of HIV/AIDS among young adults in particular necessitates a pro-active approach in revamping organizational systems and processes.

4. Recommendations

At present, the project coordinator is facing an enormous task of having to formulate the policy framework of the project towards institutionalizing the Academic Development Unit. At the same time, he is confronted with the day-to-day management of operational issues. For project sustainability, there is a serious need for hands-on people on each project activity, namely a fulltime Writing Centre coordinator to manage the activities of Language Development; a full-time coordinator of the Digital Library to help learners with information literacy skills; a fulltime Peer Help coordinator to supervise peer helpers in dealing with learners' emotional and social problems; and a fulltime SI Coordinator to train in and supervise Supplemental Instruction sessions. A more efficient data management system is required to monitor student results.

II. Curriculum Development

A. Status at last reporting period

- ECT staff was exposed to SAQA, NQF, DOE, and CHE 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.
- The Linkage grant from TSU has been used to support on-going curriculum development activities, thereby strengthening the partnership.
- 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.

B. Intervention activities

The following activities took place within this reporting period:-

- In June 2001 a proposal for the next round of joint activities in curriculum development between ECT and TSU was submitted to TSU.
- In July 2001 a paper was delivered locally by Irene Harvey and Danie Bessinger in the use of Rubrics in Assessment with Mechanical Engineering students at Eastern Cape Technikon.
- From August 12, 2001 – August 23, 2001, Dr. Claudette Ligons from Texas Southern University held a Professional Development Workshop for Engineering Departments. The topic for discussion was "The Principles of Learning and the Learning Cone."
- In September 2001, the departments of Mechanical Engineering, Management Studies and Travel and Tourism were identified for pilot training in Collaborative Friends Groups. Departmental teams were utilized in the process.
- In October 2001 a proposal was approved by Dr Daniel Davis (TSU Linkages project director) for the next round of joint activities in curriculum development between ECT and TSU.

- In November 2001 the unit held a workshop for the Department of Communication on Re-writing Learner Guides. This was jointly facilitated by Irene Harvey and Adele Moody.
- In December 2001 a Paradigm Shift with Department of Mechanical Engineering was implemented. A two-day workshop was jointly facilitated by Irene Harvey and Danie Bessinger. This became Phase 1 of the training of departmental teams (Collaborative Friends Groups) a model imbibed from TSU. The other two Engineering departments could not see their way clear to attend this training.
- In January 2002 the Technikon will have the pleasure of hosting Dr. Barbara Tedrow, a Fulbright Scholar, who will continue with the work kick-started under the TSU/ECT Linkage Project.
- From 11 – 16 February 2002, the ECT Curriculum Development Project Leader will deliver a joint paper with Claudette Merrell Lignons (Texas Southern University) and Josephine Rice on “Sustained Faculty Support for Program Improvement: A United States-South Africa Partnership.” The conference will be hosted by the Association of African American Studies in the USA.

C. Results

1. Barriers encountered

- The accounting system currently used by the institution makes it very cumbersome to obtain funding for any planned activities.
- Curriculum activities are co-ordinated from the East London campus. The TELP office is at the main campus in Butterworth. It sometimes becomes difficult to make contact with the office. This has resulted in poor communication between the two offices.
- The fact that curriculum development activities are still not driven from the office of the Vice-Rector (Academic).
- Curriculum development is no longer a full time TELP driven project. It currently receives some of its funds from the ECT/TSU Linkage Fund while some funding comes from the institution. For this reason and the proximity of the two offices monitoring of Curriculum Development activities and the impact they have on the overall change process is cumbersome.
- The reporting and monitoring mechanisms utilized by the Curriculum Development Unit at this stage are not clear to the TELP office as there is limited accountability to UNCF/USAID and more to the institution.

D. Recommendations

TELP funding should be kept separate from Technikon funds. The status of this fund should also be easily available to project leaders and TELP managers.

The Curriculum Development Unit needs monitoring and reporting mechanisms that comply with the USAID principles for the duration of the funding period by the Linkage which is USAID funded. This will enable the TELP office and UNCF to have better insight of the impact made.

III. Management and Administration

1. Status at last reporting period

A number of activities were achieved: -

- 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.

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.

2. Intervention activities

Three two-day workshops on strategic planning were conducted by the Institutional Planning Unit. The head of the Strategic Planning Unit has been selected as a priority candidate for short term studying in the United States in 2002. The purpose is to strengthen the Unit in terms of being responsive to the changing trends in the South African Higher Education landscape.

C. Results

I. Differences made

A revised Institutional Strategic Plan carved by all the stakeholders was finalized so was the Institutional Three Year Rolling Plan for submission to the Higher Education Directorate.

II. Barriers encountered

Internal instability within the institution has made this to be a lengthy process more than it should have. There is a lack of co-ordination and accountability in this particular focus area. The institution lacks a comprehensive plan to drive the process. Some of the earlier interventions in this focus area have not been sustainable.

III. Lessons learned

The institution has learnt the hard way that strategic planning is a process and not a once off event. The sessions have given the institution an opportunity to make a hard introspection in terms of dealing with its weaknesses and that was not an easy process.

IV. Recommendations

Further technical assistance will be needed in ensuring that the strategy is successfully implemented more especially in further Management & Admin capacity building to meet the challenges of the changing Higher Education scenario. Linkage resources need to be harnessed to stimulate this particular focus area. A plan needs to be put in place to drive the processes under this focus area.

V. Staff Development

A. Status at last reporting period

- 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.
- Developing a staff-training manual was completed.
- 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.

B. Intervention activities

- Two three-day workshops in August and December 2001 on proposal writing and fundraising were conducted through capacity building provided by the ECT/TSU Linkage. Dr Zainuba, an expert in fundraising from Texas Southern University conducted the workshops.
- The training is a response to fundraising as part of the institutional strategic focus, and establishing a fundraising culture amongst staff members at the Technikon.
- An Institutional Development Unit has been established which serves as a vehicle to promote and institutionalize Fund raising while coordinating all such processes from a centralised point.

- ECT/TSU Linkage staff development initiative took off with the selection of two staff members for further study in Texas Southern University in 2002.
- Martin Podges, a senior lecturer, from the Electrical Engineering Faculty has been selected to develop a CD Rom version of the book he authored under the Material's Development Project. The SAD Project Leader delivered a paper in an International Conference on Academic Development hosted by the University of the north in December 2001.
- The project leader for solar energy research, a lecturer in the department of Electrical Engineering delivered a paper in a conference in USA.

C. Results

1. Differences made

- 20 staff members across faculties have benefited from the training. Approximately all the participating individuals have taken initiatives to produce proposals that will target the local and international circles for funding.
- 02 staff members, one from the Finance Dept. and another from the Management Studies Dept. have been selected to study an MBA programme at Texas Southern University for 2002. The Linkage Fund will provide financial assistance.
- The newly formed Institutional Development Unit has been strengthened through this intervention. A policy guiding the functioning of the unit is in place and buy in on the functioning of the unit has been solicited from all the stakeholders.
- The SAD Project Leader as a result of the paper he presented has been selected to the national task team that will advise the Ministry of Education on Academic Development issues.

2. Barriers encountered

The deal to get the two staff members to Texas for further study took two years to materialize. With the new Leadership in the management of the Linkage there has been some misunderstanding of the guiding principles of Linkage Management between the partner institutions ECT/TSU. Unfortunately this impacted on the progress of some planned activities as more of the activity focus for this reporting period was on strengthening the Linkage. The institutional instability has sometimes resulted in the Vice Chancellor's office losing touch with TELP matters because of the crisis management scenario.

3. Lessons learned

The importance of the VC'S office for support purposes cannot be underestimated. Equity in Linkage management is still a problem for the ECT/TSU partnership. The Linkage can be utilized to strengthen intervention in the TELP Five Focus areas. Plans are underway to make that a reality.

4. Recommendations

A co-ordinated approach to staff development is still a problem. Faculties have to prioritise the skills needs and scholarships be awarded accordingly. The current brain drain calls for staff retention measures.

The intervention by UNCF has assisted a great deal in facilitating some of the processes in Linkage Management. More assistance from UNCF would assist towards better management. Fast tracking activities in the Linkage Focus Area will assist in dealing with activities not yet tackled. Better access to Linkage Funds by the Eastern Cape Technikon, the TELP Manager and Focus Area Leaders could yield better delivery on the TELP focus areas.

VI. Research

A. Status at last reporting period

- 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.
- 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 in 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. Challenges cited

- The minimal involvement of staff and facilities in planning and management of research development.
- The lack of information provided by ECT to staff and possible sources of funding.
- The need to establish an office of research Management and Development.
- The lack of a suitable research Infrastructure.
- The need to strengthen the research Capacity at ECT.
- The need to increase research Output.
- The need to develop a research Culture at ECT.
- The lack of organized cooperative activities with the private sector and society at large.

C. Intervention activities

Substantial progress was made on this element of the project. Over 10 manuscripts were received for consideration for publication in the first issue of the journal. Seven manuscripts were accepted for publication. Several other promising projects were reviewed and authors advised on revisions necessary for publications. The list of manuscripts that were submitted are as follows:

- Translating curriculum into practice at ECT - Harvey and Van Wyk

- Competency/Based Assessment; Food for Thought - Dr. Moodly
- Rural S. Africa and Photovoltaic - Mr. Mather
- Web/Based Interactive Multimedia - Mr. Podges
- Managerial Communication Instructions - Dr. Zainuba
- Application of Computer Technology - Mr. Owusu-Sekyere
- Reflections of Activism in Energy and Education - Dr. Joshua Hill
- Texas Renewable Energy Roundtable - Dr. Joshua Hill

D. Results

1. Differences made

- A Strategic Plan for Research is in place.
- The plan prepared through capacity building provided by TSU was submitted to all the relevant stakeholders at Eastern Cape Technikon and was approved in principle.
- Faculty – based research grants valued at \$6000, 00 were awarded to 04 Faculty staff members in August 2001.
- A research journal was published for the first time in August 2001.
- Support from the government and the private sector has been lobbied.
- Eskom has a partnership with the Technikon and has donated solar panels worth R20 000, 00.
- There has been considerable Linkage support for research into solar power applications as part of rural development. Community outreach has taken off and continues to be part of the plans for 2002.

The results from the research efforts in the solar component of the project have been phenomenal.

- Since it's inception, 25 ECT students (male and female) including lecturing staff members received training on design, installation and maintenance of solar electric applications
- Professional solar practitioners from the United States and Texas Southern University faculty and staff members have successfully organized and conducted solar applications workshops to include participation of students from TSU and ECT. These workshops were conducted in November 2000, May 2001 and July 2001.
- Texas Southern University is working to assist ECT staff in their efforts to further develop their own solar program with the establishment of a solar lab and required knowledge to conduct solar applications research.

Students installing the solar panels donated by Eskom on the roof top of the new lab in East London Satellite Campus (July 2001)





Figure 4: A pre-school at Kentane village has electricity from solar energy for the first time. The pre-school teacher looks happy



Figure 5: Kentane community rejoice over solar electricity at their pre- school

2. Barriers encountered

The institution still does not have a well co-coordinated center for research administration. A considerable number of staff members still need to be capacitated in Research. Access to research funding information still poses some problems for those interested.

3. Lessons learned

The capacity provided by the ECT/TSU Linkage has had an enormous impact in kick-starting the process of institutionalising a research culture at the Eastern Cape Technikon.

4. Recommendations

- The Linkage technical and financial assistance will still be needed until the process is stable enough to cope on its own.
- Eastern Cape Technikon needs to put a plan in place for sustaining Texas Southern University intervention and the institutionalisation of Research.

VII. Major achievements

- Major steps have been taken in institutionalization of Student Academic Development at Eastern Cape Technikon.
- Faculty co-operation and involvement has been solidly established.
- A writing centre for the first time in the history of the Technikon is up and running.
- A centralized and well co-ordinated workstudy program is in place.
- The Foundation programme has proved to be successful with 48 out of the 50 enrolled students making it to mainstream programs.
- A comprehensive support system to carry such students through mainstream has been put in place.
- The SAD model used for mainstream students is to be extended to the Foundation Programme students for extensive support.
- Senior management has prioritised SAD and it has become a part of the institutional Strategic Plan.
- Curriculum Development has been successfully institutionalized more departments have come on board since its inception and materials have been developed according to OBE requirements.
- Two ECT staff members were finally admitted to the Business Faculty at TSU to pursue MBA degrees.
- The USAID – funded SAD Project Leader because of his major contribution in SAD has been selected to be part of a national task team to advise the Ministry of Education on AD matters.
- 20 staff members are recipients of skills in fund-raising an intervention facilitated by TSU.
- A solar laboratory has been established in the East London Satellite campus.
- Community outreach in solar energy research has been vibrant during this period.

- Links with the government and the private section in solar energy are more strengthened than before.
- The first research journal for ECT has been published in June 2001 through the assistant of the Linkage Team.
- A sustainability plan for all TELP interventions is in place and its implementation is underway through the Fund-raising policy and the newly established Development Unit.
- A plan to strengthen the Linkage between ECT/TSU is in place through a joint fund-raising effort.
- A US – based company, Shell has recognized the efforts of ECT/TSU in Solar Energy Development.
- A relationship between the two institutions and Shell has been established.

VIII. MAJOR CHALLENGES

- Change management
- Winning over the support of major stakeholders in the implementation of all TELP activities.
- Integration of activities across TELP Focus areas, there is still a lot of protection of each other's turfs and undermining of accountability.
- The transition period undergone by the Linkage between May and November 2001 has posed some serious challenges on the management of the Linkage.
- The turbulent atmosphere within the Institution for the best part of 2001 hampered the progress of some activities.

IX. LESSONS LEARNED

Financial and human capacity to fully sustain TELP activities in HDI's will remain a challenge for some time because of an inherited legacy, which cannot be shaken off overnight.

Until the government is vocal enough on the funding strategy for SAD, the solid foundations laid by ECT may take years (more than required) to yield the desired results in terms of addressing equity in our national education system.

Still with the limited resources it is amazing to see how some Project Leaders can afford to make ends meet.

The TELP effort, over the years, may not have woven a magic wand in terms of preparing ECT for the transition period and the dawn of the new Era in South African Higher Education but definitely attitudes towards transition have changed, and the HDI approach towards running the Institution like a business entity has changed too. Amazing enough, the change is for the better. The turbulence that the institution has had to go through in 2001 is highly indicative of changed attitudes.

The seeds sown by TELP are gradually beginning to bear the fruits.

M L SULTAN Technikon
Vice Chancellor: Prof. D. Ncayiyana
TELP Coordinator: Bheki Hadebe

I. Curriculum Development

Introduction

At the heart of this focus area is PIL No. 119. This PIL provides support to ML Sultan Technikon to carry out activities that will both establish and implement an appropriate model for an Effective Learning Centre, based on research into local, national and international best practice. The ELC supports the development of institutional capacity to develop effective learning materials that embed the critical outcomes of communication and the application of Information Technology. These materials are designed to meet the needs of the current learners and to begin to meet the needs of non-traditional learners. An integrated part of opening up access to non-traditional learners is the development of processes and practices for the Recognition of Prior Learning. Both research and evaluation (quality assurance) are strong underpinning characteristics of the development of the ELC.

Intervention Activities

Activities during the reporting period have focused upon the following:

- Monthly meetings of the Extended Project Management Team (EPMT),
- Monthly meetings of the Core Research Team (9 meetings),
- Establishment of Evaluation Teams (5 teams),
- Establishment of Courseware Design Teams (4 teams),
- Ongoing research into focus areas (Courseware design, Evaluation and RPL),
- Establishment of operational model and guidelines for ELC ,
- Holding a series of workshops (7) on using PowerPoint software (78 staff attended),
- Holding a symposium for staff to share practice in Computers and Information Technology (40 staff attended),
- Developing materials: Microbiology (Card Game): Chemistry (Board Game),
- Piloting and evaluating Card game and Board game,
- Developing a framework for the design of materials, and
- Presenting reports of piloting and evaluation to the Technikon community.

Results

1. Differences Made

- The Courseware Design Team initiated the frameworks and design of materials.
- The Evaluation Team piloted and implemented appropriate evaluation tools. The data is currently being analysed.
- The operational model for the ELC is being implemented.

- Through the PowerPoint workshops, staff members have shown a commitment to changing approaches to teaching. These workshops were a success and have resulted in a request for a further series of workshops.
- 6 Departments designed PowerPoint materials.
- One department piloted PowerPoint materials (i.e. Chemistry department).
- The process for the identification of external researchers was begun.
- 22 Microbiology 1 students were involved in the pilot and evaluation of the card game.
- 60 students played the "Chemistry is a gas " board game.
- 16 Chemistry staff members have played the "Chemistry is a gas" board game.
- A number of potential models emerged for the design of materials.

2. Barriers Encountered

The Extended Project Management Team was supposed to have a membership of 8 persons, but there are currently 7 members in the team. The Materials Development Coordinator is the de facto member of the team but this post has not yet been filled and this has negatively impacted on the Effective Learning Centre. Attendance of Project Management Team meetings by Science and Engineering faculty representatives has been less than satisfactorily. This is being addressed through the relevant Faculty Deans.

3. Lessons Learned

At the time of developing the ELC project proposal, there was little coherent development relating to the Recognition of Prior Learning (RPL) at a national level. In recent months, the Committee for Technikon Principals established a working group tasked with developing a policy for RPL. Therefore the activities of the ELC with regard to developing materials for RPL needed to be aligned with the development of a national Technikon policy on this matter.

4. Progress Made Towards Achieving Results

The research undertaken contributed significantly to ensuring that the activities of the ELC are aligned with the needs of staff to enable them to develop suitable materials for students. The research has highlighted, in particular, the importance of keeping abreast of trends and developments in using Computers and Information Technology in teaching and learning.

5. Recommendations For Addressing Outstanding Issues

The following technical assistance is required from TELP: Linkages with other local and national institutions where similar centers (ELC) have been developed.

II. ADMINISTRATIVE AND MANAGEMENT DEVELOPMENT

A. Introduction

PIL No. 79 provides support to the ML Sultan Technikon to carry out activities that will develop leadership skills. It also provides for opportunities for linkages with other tertiary

education institutions as well as leadership training to develop transformational leaders who can think creatively and act as a catalyst for positive change within the institution.

B. Intervention Activities

The following activities took place:

- Workshops for 27 Academic Heads of Department and the Academic Registrar. This was an academic leadership workshop, and
- A US visit for one senior administration sector staff member from Human Resource Division and back-home planning for revision of Higher Education systems and policies in the administration sector.

C. Results

1. Differences Made

One staff member of each administration department has gone abroad to review administrative systems and policies. The follow-up back home is for them to conduct workshops with their respective departments to transfer learning. Hence, departmental policies and systems have been developed in line with US (international) norms and standards for the institution. Some of these policies and systems are already under implementation.

2. Barriers Encountered

- Not having a full time project leader for the leadership development project, and
- Problems associated with accreditation of courses have created obstacles for the long-term leadership training of staff through a Masters course in Applied Leadership. Due to requirements from the Department of Education, this planned Masters degree in Applied Leadership could not be developed.

3. Lessons Learned

Instead of the Masters degree in Applied Leadership, the Technikon has developed a Masters degree in Entrepreneurship, which has been approved by the Department of Education.

4. Progress Made Towards Achieving Results

- The US visits enabled staff member to experience US institutions systems and discuss policies first hand thereby contributing to the goal of administrative development, and
- The academic leadership workshops were held at a most appropriate time. They prepared the academic HODs for their coming new role in a merged, stronger institution.

5. Recommendations For Addressing Outstanding Issues

Upon return from overseas institutions, management and administrative staff ought to provide cascade training to departmental members. There is no financial support for such cascade workshops.

III. Research, Staff and Student Development

A. Introduction

- PIL No 94 provided for mainly two activities, viz:
- Activity One: The creation of the School of Post Graduate Studies (SPGS),
- Activity Two: A research skills development programme for staff and post graduate students enrolled at the Technikon.

B. Intervention Activities

The following activities were undertaken:

- Volume 2 of the Journal of the School of Post-Graduate Studies (SPGS) is in preparation for publication. First draft has been completed,
- Guidelines for supervisors and post graduate students have been completed and accepted by the Board of Management of the SPGS,
- Faculty of Engineering Research Day held, and
- Further linkages were explored

C. Results

1. Differences Made

- The Journal of the SPGS is now a regular feature of Technikon research activities. Students are motivated to submit articles.
- The Quality assurance mechanisms for postgraduate research are now in place.
- Staff and students research skills were enhanced through the following workshops:
 - The SPGS Statistical Package (facilitated by Prof. J. Hwang)
 - Research Supervision (facilitated by Prof. C. Kapp)
 - Publication of Journal articles (facilitated by Mr. Dhunpath)

2. Barriers Encountered

Staff members engaged in postgraduate studies are accorded lecture load replacement consultants. Some members of staff have had difficulties in finding suitable consultants to replace them. There have also been problems on finding M Tech and D. Tech supervisors.

D. Progress Made

- The establishment of the School of Post Graduate Studies (SPGS) and an enhancement of its activities,
- Research capacity building among staff has been enhanced,
- External linkages have enhanced the Research and Development activities of the institution
- 16 staff are in the process of getting lecture load replacements as their pursue own post-graduate qualifications,
- 6 M. Tech staff and students have completed their Masters degrees, and
- 1 D. Tech students completed

E. Recommendations For Addressing Outstanding Issue

Technical support is needed in identifying US experts in the promotion/supervision of research.

MANGOSUTHU TECHNIKON

Vice-Chancellor: Prof. A. Ndlovu

TELP Coordinator: M. Mkize

I. Curriculum Development

Status at last reporting period

There was a Curriculum Development Committee that comprised of the academics and through TELP Funding, had managed to spearhead technikon wide awareness regarding the changes in policy affecting Higher Education. There was an awareness on NQF as well as SAQA requirements.

Some members of the committee had received exposure on OBE assessment after attending a symposium at the University of the Western Cape last year.

Intervention Activities

- The Department of Chemistry had a workshop on OBE materials' development, assessment and course delivery. it has begun to shift its programmes towards an OBE focus.
- The Department of Electrical Engineering, received funding for one of its faculty member to attend an OBET workshop at the Pretoria technikon where different institutions held presentations on shifting towards OBET training.
- Preparations for a new Centre have been underway since May this year. This center which begins its operations next year will be called "The Teaching & Learning Support" Centre. This center will serve as a cornerstone for planning and co-ordinating academic support policies, procedures and programmes.

RESULTS

1. Differences made

- Academics from the Department of Chemistry have been empowered to develop their course material in line with SAQA specifications of OBE.
- The Department of Chemistry will launch its first Bridging Programme next year in July after one member benchmarked bridging programmes in the US from MT's linkage partners.
- The department of Electrical Engineering received a workshop after one faculty.
- More than 60% of the academic departments have placed their programmes on the WebCT server so that students could access their programmes from any campus-based computer and later even from off-campus computers.
- The "Teaching & Learning Support" (TLS) Committee comprises of the DVC Academic, Faculty Deans, Dean of Students, Academics from the three faculties

previously proactive on Curriculum Development activities, three student representatives from each faculty as well as the Directors from these departments (Computer Services, Resource Centre, Student Counselling, Research, Co-operative Education, Staff Development and the Planning Unit). The wide representativity of the major role-players within this committee means that the expected new higher education policies will be discussed not only with the selected few. Basically, this suggests that top management will be involved in the institutionalization of all curriculum activities.

2. Barriers Encountered

- TELP seemed to operate outside the Technikon's plans but the establishment of the TLS Committee will help ensure that TELP comes as a support into the institution's plans.
- Absence of a Teaching & Learning Support Centre has resulted in an inability to drive the whole institution towards SAQA requirements, OBE in particular.
- Slow progress with OBE hinders rapid change.
- Lack of sufficient staff makes it difficult to hasten the development of OBE curriculum.

3. Lessons Learned

- The TLS Centre can steer the institution towards SAQA requirements.
- The huge response on programmes already available on WebCT shows an urgent need for the institution to have more computers accessible to students.
- Top management involvement & awareness about institutional activities on curriculum could hasten progress towards SAQA requirements, hence the formation of the TLS committee with the major role-players within the technikon.
- TELP has to be a part of the institution's activities.

4. Recommendations

- According to the DVC academic, the TLS Centre will have to train one of its staff members intensively on OBE so that, that OBE specialist would monitor the implementation of an OBE curriculum across all faculties. That specialist would really have to drive OBE throughout the institution. Instead of an all-encompassing conference of OBE, the DVC Academic recommends that the person who gets employed in the TLS Centre receive vigorous training on OBE, &SAQA requirements. In that way there won't be any excuses for any department to lag behind with the implementation of OBE programmes.
- For the WebCT to be more successful, there should be more computers accessible to the large student body.

II. Student Academic Development

A. Status at last reporting period

The Academic Support Unit had sent some of its members through PIL 59 to benchmark the best practices at the Alverno College in Canada. These staff members received training on running an Academic Support Centre and developing the WebCT.

The Standardised Assessment Tests (SATs) have to date been written by the students from the Faculty of Engineering who are already placed in a Bridging Programme called Pre-Tech. At this point, the students are not placed in new any bridging programme as they are already in a Bridging Programme. The SATs results have been used as an instrument to identify those students who are at risk and place them according to their weaknesses within the Pre-Tech programme. The positive things about the tests are amongst other things, its ability to help identify those students at risk, enabling the academics to refine their course material. The SATs have also brought an awareness within the learners that they have to work very hard to manage to compete in the outside world.

On student social development, some members who had attended a national workshop put together an institutional workshop for the New SRC.

The Work study project did not kick-start 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.

B. Intervention activities

- The Academic support Unit launched its E-Plan, which basically focuses on IT, education. This is computer-aided education at its best. Through its WebCT programme, the students could manage to access resources even outside the campus. The material is also copied to CDs, which the students could access from any CD player.
- The ASU has developed 19 different Life Skills which are taught to the students and the manuals are available for students.
- The ASU is accessed by more than 1000 students per week and has after hours facilities.
- Materials' Development for Communication and Mathematics.
- The Student Leadership Development Workshop run by the Desmond Tutu Educational Trust (DTET) for 15 (2001) SRC members. This workshop for student leaders (SRC Leadership) held in March this year, trained the New SRC on leadership qualities, communication skills & protocol.

C. RESULTS

1. Differences made

- The E-Plan being run by the ASU exposes more than 1000 students per week to computer-aided education. This life skill on its own eliminates cyberphobia from the students. It enables them to interact with the computer and brings to them confidence in accessing information from the computer.

- The input on the CD-Rom for education facilitates education as CDs are widely available amongst students. While having free time, a student could also get an output on his studies.
- The vast number of students accessing the ASU has increased a number of computer end-users.
- Limitations on students writing the SATs by non-participation by students in the SATs from other faculties.
- 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 workshops run early this year for the 2000 SRC developed effective leadership within the SRC. This manifested itself in their ability to contain student uprisings and being effective leaders. After attending a workshop for student leaders, there was a marked change in behaviour from the participants.

2. Barriers Encountered

- The ASU is understaffed which limits the time for contact sessions with a wider student body.
- Lack of sufficient computers and a bigger Web center.
- Limitations on students writing the SATs by non-participation by students in the SATs from other faculties.
- Lack of time, more funds to get more students for more workshops.
- The workstudy programme is not fully fledged owing to a lack of funds.

3. Lessons Learned

- Students are being challenged by technology and show willingness to adapt to IT for their learning.
- The current ASU cannot accommodate the growing numbers of the end-users hence a need for more computers.
- 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.
- SRC structures perform in an effective way if the SRC receives training on leadership before they are thrown into the process of being leaders.
- The workstudy programme entails departments being proactive in
- fundraising so that they could offer more job opportunities for the
- disadvantaged students.

4. Recommendations for addressing outstanding issues

- The ASU is used by many students, which means that the unit could be increased by using other facilities in order to accommodate the growing numbers.
- The Unit needs more human resources.
- More computers are still needed in-order to ensure that students do not get discouraged from visiting the Unit.
- 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 once committed for MT 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.

III. STAFF DEVELOPMENT

A. Status at Last Reporting Period

PIL 59 & PIL 82 strengthened the development of the Staff Development Unit. After a series of capacity building programmes run by the Unit from 1996-2001 with TELP funding, the Unit has become recognized as a center for staff development.

The Unit also published its first Magazine in which it listed all TELP funded activities over the previous year. (The United Negro College Fund has copies of these magazines).

Although TELP funding was not available in 2001, the Unit managed to motivate from the Technikon funding for staff development. The Skills Development Officer organized a number of courses according to the needs pre-identified by the Unit.

B. Intervention Activities

Workshops and training programmes:

- Teaching & learning (23 academics attended).
- Assessment (23 academics attended).
- Incident Investigation (attended by one person)
- Departmental Re-organization (24 Protection staff, HR and Dept. of Analysis Chem attended)
- Safety (attended by one person from Protection Services)
- Computer Literacy (197 staff members attended: academics and non-academics)
- Train the trainer (14 staff members attended)
- ABET facilitation (3 staff members from the maintenance Dept. attended)
- Vocational training (17 staff members from maintenance attended)
- Switchboard operation (8 staff members from Maintenance attended)
- Women in Management (15 female managers attended)

C. RESULTS

1. Differences Made

- The Unit was given a larger budget based on its successful training programmes undertaken during TELP funding.
- More staff members continued to receive training more with a focus on multi-skilling.
- Training workshops organized meant to benefit different stakeholders: More focus on equity.

2. Barriers Encountered

- Insufficient Technikon funds.

3. Lessons Learned

- Technikon community wants to become multi-skilled.
- Needs change, so the Skills Development Officer has to monitor the trends and provide training programmes, which are really in demand.
- The Unit managed to sustain itself beyond TELP funding.

4. 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 can offer more training workshops.

IV. Administrative and Management Development

A. Status at Last Reporting Period

The duties of the Employment Equity manager were allocated to the Snr Human Resources Director after the acting person had returned to her teaching duties. Therefore, this meant that the gender forum also fell within his duties.

The appointment of the Technikon's Strategic Planner ensured that the Technikon was able to submit its Programme Mix by July to the Department of Education. The College Fund offered technical assistance early in July towards finalisation of the programme mix

B. Intervention Activities

- A roadshow held early this year conscientized staff about the Employment Equity.
- In line with the Institution's Three Year Rolling Plan, the Strategic Planner formulated the Technikon's mission statement with various stakeholders.

- The Three-Year Rolling Plan has been revisited and the Strategic Planner is working closely with the Registrar, Human Resources Director and the Deans in attaining the goals originally set out in the Three Year Rolling Plan.

C. Results

1. Differences made

- Collaborative endeavour in the formulation of the Programme Mix between the strategic Planner and the Deans and their Heads of Departments.
- Creation of a mission statement to guide the institution as it gets into the new decade.
- Linking of the institution's mission statement with the Three Year rolling Plan.

2. Barriers

- The Employment Equity position was relocated to the person already being a Senior Human Resources Director apparently on an ad hoc basis. The person does not specifically deal with EE issues. He has his hands full with other HR issues.
- There is no budget for the Employment Equity and this mars progress.
- Initial problems involved fitting in the Technikon's strategic plans into the academic section.
- The Gender Forum though in its second year is not fully operating, obviously because there is no direct person solely responsible for it. The Snr HR Director states that the policy would be to employ women. Currently the Technikon is not expanding owing to merger threats.

3. Recommendations for Addressing Outstanding Issues

- The Snr Director: Human resources feels that there should be more training on Managing Diversity for Managers and operating managers.
- Constant revisitation of the Technikon's Three year Rolling Plan so that there could be an institutional co-operation amongst the Deans, the Registrar and the Snr Director for Human Resources.
- EE Plan needs to be put in line with the Institution's Policy.
- Gender Officer/Broad Transformation Officer is required to steer Gender Awareness Programmes.

V. RESEARCH

A. Status at Last Reporting Period

The Research Unit established since July 2000 is in full operation. There is also a Research & Publications committee which works jointly with the Research Office.

Through the Research office, both academics and non-academics get encouraged to register their projects. Currently, there are thirteen registered projects by faculty from the three different faculties.

In terms of publications, Mangosuthu faculty has presented papers both nationally and internationally.

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 Linkage project plays a pivotal role in the Research office.

B. Intervention Activities

- The United Negro College Fund capacitated a team of five members including the Research Director on proposal writing. This resulted in an award for the proposal on "The Development of a Research Unit at Mangosuthu Technikon".
- The Linkage project serves as an invaluable tool in developing the research culture within the Faculty of Natural Sciences.
- Mangosuthu Technikon has been awarded a R120,000 by USAID in September 2001 to further strengthen the linkage project with FAMU by including the Faculty of Management Sciences, which previously had not benefited from the Linkage component. This proposal will build capacity on Research Analysis, Public Policy Analysis and Financial Administration within the Faculty of Management Sciences.

C. RESULTS

1. Differences Made

- The MT faculty that have visited the three linkage partners in the US are making headway progress with their research projects back in SA. The knowledge gained shows a marked differentiation in their projects.
- More Research Projects are getting registered with the Research Unit.
- Exposure in Project Conceptualization & Development resulted in a winning proposal for the Research Unit. The same proposal will be submitted for funding with the Department of Energy in the US.

2. Barriers Encountered

- The time frames seem to be major barriers for academics doing research. This also relates to staff shortages.
- 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. Hopefully, this will soon be overcome since TELP has awarded the Unit R1 000 000 for development.

3. Lessons Learned

- Staff members need to be relieved from major teaching loads so they could have sufficient time to do research.
- The technikon needs to have incentives to attract more people to publish their research activities.
- Lack of skills in scientific writing hinder research writing.
- Journalistic writing programmes need to be run frequently to develop these skills within the people.

D. Recommendations for addressing outstanding issues

- More funds are needed to develop the Research Unit.
- To operate fully, the Unit needs an assistant to the director who might have to develop journalistic writing skills so there could be more publications and conference presentations.

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

- Major activities run by Staff development
- Research: Linkage fellows
- Strategic Planning
- PIL Award: Development of a Research unit

VII. Major activities run by Staff Development

This Unit looked hopeless as it approached its exhaustion of TELP funds. However, the technikon awarded the Unit a higher budget than it had originally anticipated. This enabled the Unit to undertake some of the outstanding projects, which owing to the exhaustion of TELP funds could not be pursued last year.

Consequently, the Unit managed to run a considerable high number of workshops. The staff at this Unit believe the capacity TELP gave them to run major projects must have been a strong supportive factor for them to be awarded to run a huge budget. They operated their multiple budgets efficiently.

A. Research Linkage fellows

Benchmarking the best skills from MT's linkage partners resulted in a differentiated output for their research. For example, one fellow has been commended by her Research supervisor at the University of Natal about being able to design her own study for two years as well as enabling them understand some topical questions regarding taro production which is a unique plant in KZN.

The other linkage research fellow's statistical skills gained in Iowa will be utilized fruitfully by the Strategic Planning Unit without having to contract external help.

B. Strategic planning

The Unit commences its tenure right at a time when institutions surrounding MT are merging. The office states that its major challenges are making the institution more differentiated from the others. The Program Mix submitted to the DoE was so designed such that the institution would gain a competitive advantage over its current competitors. The Strategic Planner praises the full support the deans extended to him and believes that this kind of strategic planning will help ensure the attainment of goals in the Technikon's Strategic Plan and Three year Rolling Plans.

C. PIL Award: Development of a Research Unit at Mangosuthu Technikon

Established in 2000, with a staff compliment of two, the Unit will amongst other things develop its infrastructure. Envisaged is the procurement of equipment for the Research laboratories within the three faculties, more training to develop the research capacity within the institution and mentorship on Research analyses.

VIII. Major Challenges, Unusual Activities and Special Programmes

A. Major challenges

The major challenge that faced the institution after a lengthy period of unrest and uncertainty, was getting everything back to normalcy. A smooth transition took place and in no time the community was working together and tackling major challenges together. The Programme Mix was tackled smoothly and submitted without any difficulties. Co-operation existed between the people and this was a real major challenge after the upheavals that had taken place.

The establishment of the Teaching & Learning Support Committee ensured that all the relevant stakeholders whose output is transforming education at MT is represented. This is a challenge for TELP because this means that the decisions to implement new policies on higher education will now be debated at a broader level rather than fewer people making decisions.

B. Unusual activities

Computer training has been extended to some general staff members and they believe that multiskilling will help them in the future when they seek better positions even within the technikon. For other staff members they have been empowered to perform other activities, which they could not do before, eg. drawing organograms, accessing and converting information from the internet into files and even drawing graphs.

With regards to Departmental Re-organisation, this need emerged when the Department of Training & Development analyzed the needs. As a result of the inherent problems in structures and processes, it became necessary to review the organization of that workshop. As part of the process, the respective departments revised:

- Job descriptions
- Restructured the organograms

- Redistribute duties
- Identified training & Development needs
- Drew up and implemented training programmes.

The students are excited about accessing their studies even from their basic CD players. This has created a marked interest in their studies.

The Staff development Unit gained experience managing larger TELP budgets and multiple projects. This has now capacitated them in running a bigger institutional budget.

The SRC as trained earlier this year by the DTET showed outstanding leadership qualities. They acted in a more responsible manner.

C. Lessons learned

If the overall leadership is in harmony, all the constituents act likewise. A lot of progress took place at MT this year. Where there are still resistances in the buying in of some TELP policy implementations, negotiations are taking place.

MEDICAL UNIVERSITY OF SOUTH AFRICA
Vice Principal (Administration): Prof. T.P. Masihleho
TELP Co-ordinator: Mr. F Daniels

I. Curriculum Development

Status at last reporting period

- There is ongoing program development in all faculties
- The Centre for Academic Development Services (CADS) plays a significant role across faculties to facilitate co-operation through training programs
- The Faculty of Dentistry held several workshops where a new curriculum for the BDS was planned
- The department of Psychology in the Faculty of Sciences continued to work on the design of learning programmes
- The National School of Public Health continues with the on-line bio-statistics course
- The linkage program with the University of Massachusetts strengthens the program implementation of the Speech Language Pathology program

Intervention activities

- Technical support from UNCF to focus on program development in the following outfits:
 - Faculty of Dentistry
 - Department of Occupational Therapy
 - School of Pharmacy
- Support from the TELP Linkage grant to sustain the ongoing exchanges with the University of Massachusetts to provide teaching and learning to undergraduate and post graduate students in the Speech Language Pathology and National School of Public Health programs respectively
- PIL 107 activity on multi-media lesson development to design computer based lessons for students
- Assessment by UNCF on Curriculum development

Results

1. Differences made
 - The Faculty of Dentistry finalised their new program for the Bachelor of Dental Surgery I students and all departments in the relevant program wrote their program components in the required OBE format.
 - All departments who participated in the Faculty of Dentistry's workshops are equipped and have started to produce student guides for the new program
 - All faculties and departments are working towards the objective of preparing the programs in OBE format, some without direct TELP financial support.

- The supporting role of the Centre for Academic Development Services (CADS) is invaluable
- 2. Barriers encountered**
- Limited financial resources and human resources to provide training and support for all departments.
- 3. Lessons learned**
- Striving towards a comprehensive institutional approach, but still allow departments to work individually on the discipline-based requirements.
- 4. 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. Departments or a group of departments who render a service to a common degree program should be able to utilise the services of a consultant to address their remaining needs for completion of the programs in OBE format.
 - Technical assistance to the Centre for Academic Development Services to develop training materials and reference manuals that will serve as Curriculum development training resources.
 - Technical assistance to trainers within the CADS that will develop their training skills when they assist academic departments.

II. Student Academic Development

Status at last reporting period

- MEDUNSA performed testing of first year students in English, Science and Mathematics on Version III of TELP Standardised Assessment Testing (SAT)
- Work-study is decentralised in the MEDUNSA context and is working well

Intervention activities

- Two staff members (Dean of Faculty of Sciences and Head of Department of English) participated in national workshop on the revision of the SAT.

Results of Interventions

1. Differences made

- Results of previous SAT is being analysed and discussed

2. Barriers encountered

- Assessment of SAT for the year 2001 could not be completed due to staff involvement in examinations and related activities.

3. Lessons learned

- The outcome of the SAT results analysis will be reported on during the next phase.

D. Recommendation for addressing outstanding issues

- Technical assistance to have a workshop for work-study as soon as possible, as this is within the institution's student development strategic plan.
- Upon obtaining the required outcome for the work-study, technical assistance to bring the areas of SAT, leadership, and work-study into a comprehensive policy document through a implementation-oriented workshop

III. Management and Administration

A. Status at last reporting period

- Assessment by UNCF on Management and Administration systems
- Assessment by UNCF on Gender and Human Resources systems

B. Intervention activities

- None in this period

C. Results

1. Differences made
 - No interventions in this reporting period

D. Recommendation for addressing outstanding issue

- None

IV. Staff Development

A. Status at last reporting period

- Participation in workshops in curriculum development, student academic development and management
- Ongoing Advanced Computer training by Information Technology Staff under PIL 107
- Ongoing Computer training for secretaries and administrative staff under PIL 107

- Ongoing Computer training on multimedia lesson development under PIL 107
- Exchange and training of US academics under the Linkage with University of Massachusetts

B. Intervention activities

- Participation of staff in training workshops in curriculum development and the application of Outcomes Based Education principles
- Participation of staff in training workshops in student academic development management in relation to curriculum development
- Participation of staff in training workshops in computer skills development that include Microsoft MOUS 2000 training
- Participation of staff in training workshops in specialised computer skill development that includes Visual basic, MCSE and UnixWare.
- Participation of staff in training workshops in Multimedia lesson development using the Toolbook Instructor software
- Staff participation in Standardised Assessment Testing national workshop
- Teaching by Dr. Gloria Weddington in Speech Language and Pathology program and sharing her expertise with local staff in the department

C. Results

1. Differences made

- A number of staff benefited from TELP supported training in various aspects of curriculum program design, project management and student program management. As a result programs have been developed in many departments, and many programs are still being designed.
- Staff shares their experiences in program design across the university, and staff became more confident with the application of OBE principles
- Secretarial and administrative staff using the acquired computer skills in their day to day functioning.
- Several projects have been developed under the multi-media lesson construction training, some which will be used by students soon.
- Specialised computer training for Information Technology staff enabled them to provide further training to general staff, as well as maintain computer security and maintenance.

2. Barriers encountered

- Delay in PIL 107 activities for staff development, e.g. staff policy and managerial training.

3. Lessons learned

- Broad range of staff benefiting from appropriate training encourages institutional coherence and commitment.

D. 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.
- Trainer of trainees skills development of Centre for Academic Development Services staff who are responsible for staff and student development (academic and enrichment support of students)

V. Research

A. Status at last reporting period

- New collaborative initiatives between MEDUNSA and US institutions as a result of previous staff exchange programs under PIL 61.
- Linkage activities in Tele-medicine capacity building at MEDUNSA and the Polokwane campus

B. Intervention activities

- Acquisition and installation of the training cardiology simulator for students with appropriate computerised teaching material

C. Results of UNCF Interventions

1. Differences made

- Staff that participated in exchange programs have accelerated the progress in the degree programs they registered for with developed research skills and new collaborative initiatives

2. Barriers encountered

- None

D. Recommendation for addressing outstanding issue

- Acceleration of the Linkage activities towards more tangible outcomes.
- Technical Assistance for office of directorate for Research and Postgraduate Studies, as well as researchers on Research Information Management Systems.

VI. Listing of 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.

- The development of Tele-medicine through the acquisition of the Harvey - Cardiology Simulator will provide many students and staff an excellent teaching and learning experience.
- General program design development in terms of OBE transformation.
- Staff development programs in computer training, software application training, managerial skills training has contributed significantly to the capacity building initiatives under TELP

VII. Major Challenges, Unusual Activities, and Special Problems for the period

- Management systems and Administrative systems could benefit more from TELP interventions
- 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.

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

I. Curriculum Development

A. Status at last reporting period

The Curriculum committee reviewed all documents ready for submission to SAQA. The writing of integrated tasks including integrated assessment though criterion referenced assessment was in process. Extensive research was undertaken on senior students (2 – 4th years) to determine what their conceptions of learning are. The committee assisted with the administering of the instruments the results of this research will be beneficial to lecturers in terms of aligning or re-alignment of teaching and assessment strategies.

- In Broad curriculum development the established curriculum committee monitored the curriculum process using formal criteria for materials development, modularisation, assessment and learner guides.
- Specific curriculum development on a micro level saw Integrated modules written and published and research papers on the process presented and published
- The results of the standardised assessment provided information to all participating departments on first year students' preparedness to meet the demands of tertiary studies – this information was used very effectively by staff to select and support students in departmental foundation/bridging programmes.

B. Intervention Activities

- 21 August: the Curriculum Committee inspected submitted documents on Modularisation; Study Guides and Modules writing according to the criteria established. The institution is currently negotiating a programme California State University for a possible Linkage focusing on Life skills development of all students. Mr. Himunchul PIL 5 Activity 3 and convener of our SAD Plan has written the proposal and will take charge of the project. A website development process is also being established. A Formal staff-training programme for new staff was implemented as collaboration between PIL 5 Activities 3 and 4.
- 28 August: the planning for Diagnostic tests using the SATs was fully planned within a set timeframe.
- At the Panel Advisory Meeting from 25 – 26 September Peninsula Technikon's design logic was honoured to do the exhibition for the meeting. The exhibit was highly praised.
- 30 August: PIL 88 introduced a seminar series on mode 2 Knowledge production managed by the research coordinator Dr Chris Winberg. The activity leader has now introduced a very strong research focus to her work. This research is funded by the institution. It is planned that at least 1 Ph.D. and five Masters qualifications will result from this.
- 4 September: Modularisation training workshops were introduced to all three faculties (PIL 5 Activity 3)

- 6 September: Seminar by Ms Jenny Wright on the topic: Socially useful knowledge (Sobotsky and Muller) - (PIL 88)
- 13 September: the EDC presented a research supervision workshop facilitated by Prof. Fransman.
- 19 September: the Placement testing programme was initiated with a formal Time Schedule for each faculty. This programme includes the dates for Marking; Data capturing; reporting of results; interpreting results; Training of markers; and validation research.
- 20 September: Ms C Jacobs presented her second seminar on Changing Modes by Prof. Kraak.
- 20 September: A Media Ethics conference was successfully organised by 1 St year Journalist Students. The conference whose keynote speaker was the CEO of the SABC was organised and implemented by first year students only. They also performed a drama on ethics in journalistic reporting.
- 25 September: Pentech exhibited the TELP OUTPUTS of all the PIL Activities. I am proud to say that our team has done very well in the quality and quantity of the exhibits which included Books, CDs, Posters; a presentation by PIL 22 Activity Manager on the establishment of an Interactive CD-ROM by 5 HDI Technikons.
- 27 September: Ms P Engill-Hills presented the third seminar on Mode1/2 interrelationships by Prof. P Ensor. (PIL 88)
- 3 and 4 October: the training manager arranged a Mentorship workshop for Academic staff to support students during the pre-set years especially during research supervision.
- 27 November: a regional workshop facilitated by Pentech and UWC on Mode 2 Knowledge Production was hosted by Pentech. The workshop had two phases:
- Phase 1 Keynote speakers were Prof. Staak (Pentech); Prof. Sobotsky (UWC), Ensor (University of Natal and Prof. J; Muller (UCT)
- The introductions were followed by presentations of Mode 2 Curriculum Case studies by Peninsula Technikon staff Viz. Ms P Engel-Hills; Ms C Jacobs; Ms C Whiting – (PIL 88)
- During Phase 2 a discussion was held to establish a process on Writing up the curriculum research for publication.

The next event has already been planned for March 2002: A Conference entitled "Bridging the Gap" under the convenorship of Dr Wood of UWC and Mr. Himunchul of Peninsula Technikon. The conference will be funded by UNCFSPC under the management of Prof. Phala. A video is being edited which captured the Mode 2 presentations of the 27 November.

Peninsula Technikon Consortium proposal with UCT.

Ms Jacobs submitted a proposal that was co-written by her and Prof. Jeff Jarvis of UCT on the topic the curriculum and beyond. Prof. Phala was asked to consider funding the collaboration. Ms Jacobs informed MANAGEMENT that the UCT staff was highly impressed with the work done at Peninsula Technikon. They approached Ms Jacobs to request collaboration. (PIL88)

Round 6 Proposal

Ms Jacobs facilitated a TELP proposal writing workshop on 4 December 2001 for approximately 28 members of staff, which included the TELP Round 6 proposal writers.

Mr. James complemented the activity leaders for work well done he said Peninsula Technikon has learnt a lot through these TELP projects and has grown a lot. (PIL 88)

C. Results

1. Differences made

- The final layout for engineering materials has been completed. The macroeconomics author has submitted draft 1, which was moderated by Trudi Hadzenberg. A report will be formally submitted. The Bridging Mathematics author submitted draft 1 with evaluation being done by D Gabriels and E Crawford. It is envisaged that all three projects will be printed by December 2002. Thanks to the authors, the integration process for 2002 is in place. PIL 5 Activity 3.
- *Instructional design has been completed by 12 December for 12 Units. The development of the CD started the contractor. Mwembi worked through December to meet the deadlines. The draft of another 8 units were edited and completed (PIL 22).*
- *The publication of the 12 books by Oxford University Press is in progress. Ten manuscripts were handed to oxford on 12 December 2001. (PIL 88).*

2. Barriers encountered

Application of additional funding and line item changes requests slowed down our development process.

3. Lessons learned

The capacity developed through TELP since it's inception is now bearing fruit at Peninsula Technikon in that our staff now publish their own learning programmes; textbooks and research findings. They are also looking at research as a serious activity of each member of staff. The formal curriculum and research programmes and manuals helped this process tremendously. The documentation of strategic and rolling planning within the HE plan was really well done at the institution and fed into all TELP activities.

II. Student Academic Development

A. Status at last reporting period

The institution was working hard to attract students of quality. 12488 learners visited our career expo; 25 – 30 second and third year students attended a Self-Management Skills programme facilitated by Pentech staff. The 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 and Career development.

B. Intervention Activities

- During this period a second series was implemented on self-management skills again facilitated and co-facilitated by Pentech Staff.
 - 27 July: Orientation and introductions by Gerda Botha; Andy Coetzee
 - 3 August: Lifestyle Management by Bongji Sithole; Valerie Deelman
 - 17 August : self-determination by Malinge Gqeba; Andy Coetzee
 - 24 August: Creative Problem Solving by Tonya Stuurman; Thabo Mohlakoane
 - 31 August: Assertiveness And Conflict Management Bongji Sithole; Vicky Major
 - 7 September: Goal Setting And Motivation Gerda Botha
 - 14 September: Stress Management by Abie de Villiers Jacqui Scheepers
 - 21 September: Time Management by Abie de Villiers Stephen van Eyssen
 - 12 October: Physical Wellness by Mavis Myamya Zelda du Plessis
 - 19 October: Financial Management Stephen van Eyssen
 - 26 October: Skills Needed For Success In The Workplace by Maimuna Salie ;Vicky Major
 - 1 November: An Assessment Meeting and Homework hand in Gerda Botha
- A very well planned Orientation Programme will be implemented for all new students in 2002. Students will be addressed on the following:
 - *Student Development* : *IJJ Booyen*
 - *Student Counselling & Health* : *AB De Villiers*
 - *Financial Aid* : *G Renecke*
 - *Student Housing Announced* : *To be*
 - *Public Affairs* : *C Cloete*
 - *Library der Westhuizen* : *H van*
 - *Cooperative Education* : *M Salie or Representative*
 - *Campus Protection Services* : *E Henneberry*
 - *Judicial Services Announced* : *To be*
 - *Registration Announced* : *To be*
 - *Printing Strauss* : *C*
 - *Technical Services* : *D Kensley*

C. Results

1. Differences made

During a very glossy Excellence award ceremony junior and senior students received awards for excellence in:

- financial administrations of their project
- Implementing outreach projects

- Projects on campus on HIV/AIDS and
- Facilitation of leadership workshops.
- One of our students received a National award for his work on HIV/Aids and was invited to present his work at an international conference in Spain next year. Departmentally bridging programmes assisted staff to help students who accessed the institution lacking in skills to perform at tertiary institutions
- The workstudy programme is still doing good work .As TELP manager I received admin assistance by a Business study student who was proactive and hard working. It is good to work with products of this institution.

2. Barriers encountered

- Funding is however still a problem.
- Funding for student leadership development is an institutional matter.

3. Lessons learned

The students who have gone through the multiple programmes to develop lifeskills are now ready to use their skills to support and guide other students.

D. Recommendation for addressing outstanding issues

III. Management and Administration

A. Status at last reporting period

Mr. Dave Bleazard who is doing exemplary work submitted the Peninsula Technikon Plan for HE on 31 July

1. Intervention Activities

- On the 15 August Three female members of staff attended a staff development day entitled: Empower yourself – Understand Financial issues in higher Education. Dr Margaret Hendry Ex President of Roosevelt College USA presented two sessions on Integrating budgeting with strategic planning; Reading financial statements and the role of fundraising. Dr Joce Kane Burman presented a session on financial responsibility while Ms Elsa Steyn presented Research Finances.
- This was followed by a follow-up workshop on 26 – 27 September for 10 Pentech women on – Understanding your institution: The complexity of providing Higher education. Topics included: - Women as leaders in higher education; Changes in the higher Education system; The challenges of providing Student services; The challenges of providing an academic development programme in HE; Communication and marketing essential for HE; Academics as administrators and administrators as academics; Why higher education needs more women Mrs. Mazwi Tanga; The role of an academic dean: a woman's perspective; Globalisation universities and academic work; A woman as registrar-personal perspectives; Institutional culture and equity issues the make or break of successful HE institution; The Library – where have all the books gone:- From

traditional library to knowledge access centre; Challenges of providing campus security;

- The good thing about this workshop was that it was facilitated by a majority of HDI women. For Pentech it was also a good process in that Mr. Wakefield (PIL 5 Activity 4) selected 5 Mentors (those that attended earlier workshop) and 5 Mentees new selects) to attend. This kick started his Mentorship programme started on 12-13 September.
- 28 September: During a visit by a USAID official, Dr Coetzee (PIL 5 Activity 2) handed over 2 CDs containing Pentech's Policies and procedures documents. Dr Ndlovu who was on an institutional visit was also shown the new SAMRT structures equipment that arrived from America in that time. He was highly impressed.
- 3 October: Peninsula Technikon (PIL5 Activity 4) had a follow-up Inclusive Mentorship workshop for the same group that attended the workshop on 12-13 September (Mentorship Policy development workshop)
- 4 October: Peninsula Technikon hosted regional Mentorship workshop. In this regard Ms Sadeck who visited the United States for a three month Profession Development HERS-SA programme, chaired the workshop facilitated by Dr Chesterman. Ms Sadeck also hosted an American team of the Hers-SA project who develops senior women professionally. Mrs sadeck is now actively involved in Equity and Gender initiatives on campus.
- 16 October: The Peninsula Technikon SAIRR scholars were evaluation by Ms Koopman. They were C Arnoldus; E Rushford; P Le Roux; R Adams; T Stringer; Z Khan; J Crowe; J Farmer. During a debriefing visit with Prof. Figaji she stated that they were impressed with three members of staff who finished their programmes in record time. But they were especially impressed with Mr. Roland Adams was promoted from the Public Affairs Department into a lecturer position. She indicated that the funders are impressed with this kind of capacity building and promotion of staff.
- 16 October: Peninsula Technikon was selected to serve as a centre of excellence Hub for Mathematics; science and technology for an international project.

C. Results

1. Differences made

- Mrs. Tanga, who is now advisor to the Minister of Education, as well as other HDI staff, could train members from historically advantaged institutions in professional development.
- As a Hub of excellence Peninsula Technikon can do proper outreach work to schools to develop future Science Technology and Mathematics students. An ACSA project as well as a donation that was promised to the institution to grant possible 179 computers to our feeder (disadvantaged) schools reinforces this process.

2. Barriers encountered

Staff would love to do more outreach work into its industry but with the new funding formula they are overloaded just teaching their formal programmes.

3. Lessons learned

As an HDI we have grown in stature we must keep up teamwork, publication of our good processes and evaluation of what we do to ensure quality.

IV. Staff Development

A. Status at last reporting period

This was followed by two Mentorship workshops at Peninsula Technikon, facilitated by Dr Colleen Chesterman the Australian author of a series of Mentorship Modules commissioned by the Commonwealth Universities. Dr Chesterman donated the Mentorship Manual to each participant.

- *An Inclusive Mentorship for Peninsula Technikon staff and*
- *Mentorship for senior women of the 5 Western Cape HE Institutions*

B. Results

1. Differences made

- The UWC Telp Manager in association with their Equity officer used the two manuals developed for Peninsula Technikon's workshop to develop their own manual which they used for the UWC Mentorship Pilot project funded by UNCFSP.
- Dr Razeena Wagiet Advisor to the Minister of education launched a Mentorship programme that they would eventually certify formally and is quite prepared to come and share their model with us. So now we are really putting Mentorship on the National Agenda.
- FAWESA ON THEIR SIDE IS driving the Mentorship process nationally with the assistance of regional coordinators. They informed all FAWESA MEMBERS OF THE PILOR PROGRAMMES AT Peninsula Technikon and UWC.
- On 28-30 January we are hosting an INSET- PRESET Mentorship workshop in association with the Western Cape education department and King's College London. > At Pentech our Journalist Tonye Stuurman would like to initiate a mentoring -lifeskills – entrepreneurial programme in a local informal Township for Grades 10 - 12 female Learners. This she will do in collaboration with a female Pentech Lecturer/s. I will give them all the support I can and will call on you for guidance.

2. Barriers encountered

None

3. Lessons learned

The lessons learnt with regard to the Mentorship programme was that we could use funding from different sources very expediently through a networking process. In this regard funding from USAID, UNCFSPC, Ausaid and the British Council. I think we are making great strides with Mentorship thanks to you!

V. Research

A. Status at last reporting period

Linkage Activities in the Faculty of Engineering's Departments of Mechanical Engineering and Chemical Engineering with University of Michigan (Ann Arbor, MI) progressed well. Curriculum and Research Development Related to Cleaner Production Technologies and Advanced and Smart Materials is the focus. Capacity building in the academic program, promotion of student and faculty research, and industrial liaison which include specific activities such as: Faculty and student exchange; research training; joint research, and publishing; Short courses by UM faculty delivered in South Africa; Curriculum development and evaluation; Conference and workshops; and Laboratory development.

B. Intervention Activities

- Equipment. The Smart structure laboratory was equipped to start the necessary research locally. Prof. Sun could implement what he learnt during his visit in the last reporting period. Products from the US Company and well as processes were left with Prof. Sun by the American trainer who came to install the equipment.
- Student visits. Gregory Hangone arrived July 30 in Ann Arbor and departed Dec. 22 for a 5-month visit to UoM. This period includes the fall semester (Sept. 1 – Dec. 20). Greg is taking two courses and worked primarily with Dr. Greg Keoleian on life cycle assessment research related to cleaner production technologies. He completed a research literature review project.
- Student visits. Philemon Simelane Hangone arrived July 31 in Ann Arbor and departed Dec. 22 for a 5-month visit to UoM. This period includes the fall semester (Sept. 1 – Dec. 20). Philemon is taking two courses and working primarily with Dr. Diann Brei on smart material research, including both laboratory and modeling components. He completed a number of experiments and research projects.
- Planned and scheduling of student visits. We have identified a Ph.D. candidate who will spend 6 – 9 months at Pentech working in the smart material laboratory. Discussion regarding arrangements is ongoing.
- Planned and scheduling of faculty visits. Tentatively, Diann Brei will visit Pentech in May 2002. Stuart Batterman is anticipating a visit in February 2002.
- Both students completed final reports
 - *Greg Hangone, A Literature Review on the Energy Performance and Environmental Impacts of the Ethanol from Cane Sugar Fermentation System*

- *Philemon S. Simelane, Active Velcro for Smart Attachment Mechanism, A Brief Report – see contents below:*

C. Results

1. Differences made

- Mr. Simelane gave Acknowledgments to the following people for making the visit successful.
- “The following people have made my first trip abroad pleasant, fruitful and worth remembering for the rest of my life:
- Dr. Bohua Sun, my research supervisor at Peninsula Technikon for choosing me to participate in this program.
- The sponsors, The College Fund/UNCFSP, USAID, for the opportunity to have such an enriching experience at the University of Michigan. This worthwhile experience will certainly contribute to the study towards the Degree of Doctor of Technology at Peninsula Technikon, and to the establishment of a meaningful research culture at this institution. The author will remain forever thankful to them. Helmut Bowles, Research Coordinator at Peninsula Technikon, and Professor Stuart Batterman, my advisor at the University of Michigan, for making sure that nothing goes wrong on my first travel abroad. Nothing did.
- *The helping hand that was extended by the Smart Materials and Structures Design Laboratory team at the College of Engineering at the University of Michigan under the leadership of Dianne Brei (Associate Professor) will not be forgotten. I hope to reciprocate the good deeds.”*
- Mr. Hangone who visited in the same time also just had accolades for the professional manner in which they were trained and accommodated. Professor Batterman submitted a full Report in this regard.

2. Barriers encountered

Few new students seem to be of a quality to take up this opportunity. Jobs are also offered to potential MTECH students.

3. Lessons learned

- The two members of staff will now have to implement what they have learnt at the University of Michigan. The next few months should see the drawing up of a research plan and strategy that will ensure that Peninsula Technikon can investigate on and implement the ideas of Smart Materials and Structure technology in the South Africa context. The current laboratory will be equipped further to take care of sensing and actuation technological needs of small to medium projects. A number of practical projects will be selected and given to B.Tech students. These projects will include the two projects as mentioned in the introduction above so as to ensure continuity and constant liaison with SMSDL. Also included will be the computational and numerical aspects of the BTech undergraduate projects.
- It is hoped that the Smart Device lab will be well developed and managed in such a way that it is among the leading centres in the research of smart materials and

structures in South Africa. Partnerships will be sought with other institutions and appropriate industries. This is because the intention at Peninsula Technikon is to conduct research on the appropriate use of smart materials (as part of the existing structures) and not the manufacture thereof.

D. Recommendations

- Technically, a research program could be drawn up based on the equipment that is available at the host institution's laboratory. Then a series of small well-structured experiments can be carried out to ensure that most, if not all, of the equipment are learned and understood. This will eliminate the uncertainties regarding the choice of a suitable project for visiting students, and will ensure that the use of equipment is learned in the appropriate and proper context. A document in the form of an experimental study guide can assist in aligning the knowledge of experimental work to the research work that is pursued. However, since not all the equipment are suitable for all types of research work, the most widely used instruments can form the basis for the initial stage of this study guide. For instance a dynamic signal analyzer, a signal amplifier, displacement sensors and load-bearing transnational stages, and similar equipment seem to be a more common feature in Smart Materials and Structures design work and they can therefore be assigned top priority to students whose background did not involve instrumentation and measurement. The manuals that come with the purchased equipment can be used as reference, with the relevant text being referenced in accordance with the experiments under consideration.
- It is also recommended that information be exchanged continuously between the Smart Materials and Structures Design Laboratory at the University of Michigan and Smart Device Laboratory at Peninsula Technikon regarding the project work that is conducted in both laboratories. This does not suggest duplication of work but a means of keeping each side informed about the latest developments in this important area of research. The well-established capability of SMSDL to conduct experimental work, and the fact that the work in smart materials and structures is yet to be fully developed in South Africa, can help SDL, which has so far been simulating the work computationally, acquire the latest smart technology and adapt to the ever-changing world of technological advancement. It is the view of the author that continued collaboration between SDL at Peninsula Technikon in South Africa and SMSDL at the University of Michigan in the United States of America will be to the benefit of laboratories, both institutions, and both countries.
- References and products as a result of the visit:
 - <http://www.pentech.ac.za/>
 - <http://www-personal.engin.umich.edu/~dibrei/smartmat/>
 - <http://www.sma-inc.com/SMAPaper.html>
 - Waanders, J.W., Piezoelectric Ceramics: Properties and Applications, Philips Components, The Netherlands, 1991.
 - Jaffe, H., Piezoelectricity, Encyclopaedia Britannica, 1961.
 - ABAQUS/Standard User's Manual Vol. 1
- Poster presentation in the SMSDL laboratory at the College of Engineering. Poster presentation in the SMSDL laboratory at the College of Engineering.

E. Recommendation for addressing outstanding issues

- The Completion of planning of student visits in December.
- Arrangements for upcoming student visits, e.g., visa, tickets, housing, etc.
- Discussions related to upcoming faculty visits.

VI. Major Achievements: PIL expenditure is very good:

• PIL 5	:	93%
• PIL 22	:	64%
• PIL 63	:	100%
• PIL 88	:	99%
• PIL 116	:	49%
• <i>PIL 138</i>	:	26%
• PIL 139	:	21%

TECHNIKON NORTHERN GAUTENG
Vice Chancellor & principal: Professor GSK Lenyai
TELP Co-ordinator: Ntsatsi Mantsho

I. Curriculum and Program Development

A. Status at last reporting period

- There were serious discussions around the role of convenor technikons as a result of CERTEC being faced out. Curriculum innovations are seen as critical matter for academics.
- The development of curriculum materials for engineering, leisure and tourism, and environmental health have begun to allow piloting of the materials and teaching approach early in 2002.

B. Intervention activities

- Professor has visited the institution and had discussions with active members of staff in areas of curriculum. The curriculum team submitted their plan of action for the year as a proposal. (see attached copy)
- The International Quality Assurance conference took place as planned.

C. Results

1. Difference made

- The conference exposed a lot of middle managers at TNG to their role with regard to curriculum matters.
- Curriculum materials produced through a concerted effort in the leisure management department.

2. Barriers encountered

Time is not on the side of staff with all the activities around curriculum development.

3. Planned activities

Pilot the curriculum materials for PBL.

II. Student Academic and Social Development

A. Status at last reporting period

The five year plan still being used as a guideline for student activities.

B. Intervention activities

- The DTET arranged an institutional visit and conducted interviews with SAD teams extensively.
- A two-day workshop was arranged for the SAT teams from different institutions nationally.

C. Results

1. Difference made

TNG once more will participate in the SAT tests conducted for first year students.

2. Barriers

None.

3. Planned activities

Running the TA for staff members involved in the SAT. Conducting the SAT tests.

III. Staff Development

A. Status at last reporting period

Staff members enrolled under SAIRR-TELP program.

B. Intervention activities

- Interviews with SAIRR scholarships director were conducted.
- Two names of staff in research and finance were submitted for the long-term training planned for 2002.

C. Planned activities

Send at least one staff member abroad. Promote the activities of TELP by holding a one-day seminar.

MANAGEMENT AND ADMINISTRATION

A. Status at last reporting period

- The Skill Development facilitator has been appointed. This appointment, it is hoped, will streamline issues if succession planning, gender and mentoring redress.

- The proposal for standardisation of computers and the promotion of open laboratory was submitted for funding.

B. Intervention activities

- A series of feedback from the review panel via UNCFSP was given on the proposal submitted. These feedbacks were given in order to strengthen the proposal and have it in a state where it could be turned into a PIL.
- The support and technical assistance has been given to write a proposal for Round six. The TA is highly needed in that the focus is in the five focus areas of TELP with the HIV/AIDS twist.
- The TA has been at the institution and at regional level.

C. Results

A proposal to standardise computer usage and promote computer skills in MIS among staff was awarded in September 2001.

1. Difference made

- The laboratory is renovated to be fully equipped in the New Year for full-blown operations.
- There is HIV/AIDS task team constituted for the institution, and there is TELP HIV/AIDS proposal team. The two teams are working hand in hand to promote diverse approach to address the epidemic.
- A weeklong HIV/AIDS program is planned for the institution.

2. Barriers

Qualified and dedicated staff to run HIV/AIDS intervention programs.

3. Planned activities

- Official opening for the open lab to popularise the objectives of the lab.
- HIV/AIDS program to be included in major institutional events like orientation of new students, open days of different faculties and major students activities.

IV. Research

A. Status at last reporting period

The activities under this section are covered largely under PIL 78. Staff members have continued with their research activities, and five of them attended an international conference in East London to present their papers.

B. Intervention activities

Two residential sessions were organised to allow staff members to complete their research. The TELP Co-ordinator presented the TELP Research Capacity Building Model to the Policy advisory meeting held in Cape Town in September 2001.

C. Results

At TNG, the approach and model of TELP-RCB has led to an institution wide research framework workshop. At this workshop, a four-member task team was selected to come up with ways TNG could follow to shift research office from being administrative to supportive unit.

1. Difference made

The research strategy at TNG is to embrace the RCB model to push for publications.

2. Barriers

The strategy to turn the office from administrative to supportive unit would mean redeployment of some staff members. This may be a challenge to the labour force.

3. Planned activities

The twenty-five papers produced under TELP RCB cycles need to be published. The plan is to request the rand-dollar differential from USAID to facilitate the process. A conference to share these papers with a live audience is planned.

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

I. Curriculum Development

A. Status at last reporting period

- Two workshops on Curriculum Development were run, of which one was facilitated by our partner institution, TSU. Resulting from the workshops, 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 departments even attempted redesigning their study guides.

B. Intervention Activities

As a follow on to the workshop, our director of Academic Development director visited several departments that were redesigning their study guides and curricula to assist them.

C. Results

1. Differences made

- Three out of the eight departments succeeded in drawing up new study guides, which are going to be used next year.
- The Department of Management was given full accreditation by CTP/HEQC for their programmes in Human Resources and Marketing.
- The Department of Public Management is working on modularizing their programmes for next year.

2. Barriers encountered

- Availability of academic staff for consultation on curriculum design.
- The fact that academic staff seldom approach the ADC department for assistance, so he has to go and impose or enforce himself.

D. Recommendations for addressing outstanding issues.

There should be an institutional workshop, where departments share their knowledge of the OBE and SAQA guidelines or requirements.

II. Student Academic Development

A. Status at last reporting period

- The SRC had attended a workshop on leadership skills, and their office management and human relations skills were improved. They were also able to produce well written out reports.
- There was still no policy on testing.
- The three-year plan on student development has not been drafted yet.
- The Foundation Year Programme was fully functioning, with about 45 students registered.

B. Intervention Activities

- Over 65 % of the students who did not do well in the SAT's Language Usage, Maths and Science tests were placed.
- A research consultant was invited to come and help about 30 B.Tech (final year) students with writing up research reports.
- TELP was involved (at observatory level) in the elections and functioning of the IEC (Independent electoral committee), who are responsible for running elections for the SRC.
- DTET paid us a visit early in November, to check our progress on student development.
- Academic staff members in the departments of Maths and Physical Science (one from each) and the TELP manager attended a national workshop on the revision of SAT's in November

C. Results

1. Differences made

- Over half of the students who were involved in the training were able to write their research reports.
- In September 2001, the SRC was successfully elected, through the office of IEC.
- SAT's are going to be revised for next year's testing based on the decisions taken at the workshop

2. Barriers encountered

- The department of student affairs is taking long to respond to student/TELP matters.

D. Recommendations

- The department of student affairs and other related departments should be more responsive and actively involved in student and TELP matters.
- Students usually come with good ideas, they just need to be given an opportunity.

III. Management and Administration

A. Status at last reporting

- There is currently no policy on mentoring and gender issues in the institution. There are a lot of institutional policies, which are being worked on, others are still being drafted and others are awaiting the approval from council.

B. Intervention Activities

- TELP office has introduced the system of Lunch Hour Talks. During this reporting period two seminars were held. At the first one, Ms. T January-McLean, talked on mentoring in the institution, the mentoring of both students and staff. Dr. Mathole Motshega addressed us for the second one; he talked on who we are as Africans, "Africa in Dialogue"
- A consultant from CHET was sent to our institution to assist us in drawing up and making a presentation on the National Higher Education Plan.

C. Results

1. Differences made

- Both staff and students were very impressed with the Lunch Hour Talks and requested that there should be more of these seminars. The Human Resources department is now working on a policy on mentoring.
- The institution's plan on National Higher Education was completed and submitted to the Task Team in June 2001.

D. 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.

IV. Staff Development

A. Status at last reporting period

- After the workshop on leadership skills, departments are now run better, with improved organization and communication. Even though the system of rotation of headship still continues, heads who attended the workshop are still in office.
- SAIRR awarded scholarship funds to six (6) of our academic staff members. Almost all the money has been paid into the candidates' accounts and some still has to be paid into the institution's account.

B. Intervention Activity

- One more staff member was granted the scholarship and another still awaiting the finalization of his registration.

- 2 academic staff and the TELP manager attended a workshop on the revision of Standardized Assessment Tests
- USAID made available 12 slots for training of staff members in America next year.

C. Results

A. Differences made

- One more staff member was given an opportunity to further his studies.
- Academic staff that attended the SAT workshop, their testing skill was improved.

2. Barriers encountered

Not many staff members were applying for these scholarships.

3. Lessons learned

None

D. Recommendations

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

V. Research

A. Status at last reporting

- No institutional research activity took place through TELP, except staff members doing research for their studies.
- The envisaged collaboration between TNG and TNW was delayed, so it ended up not taking place.

B. Intervention Activity

NRF sent a questionnaire through TELP for women in research in academic institutions.

C. Results

We are still awaiting results of the survey.

D. Recommendations

There should be more communication between TELP office and the office of Research in the institution.

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

- Preparatory Laboratory was launched in November as part of PIL 120 (Establishment of the Faculty of Engineering)
- We have been granted a PIL on the establishment of a Teaching and Learning Center, PIL 152.
- Lunch Hour Talks introduced.
- Semi Annual report on PIL 120 submitted.
- TELP committee established and fully functional.

VI. Major challenges, unusual activities and special problems for the period

- Availability of staff members for TELP issues viz a viz their duties.
- Limited budget in running workshops.

University of Fort Hare
Vice-Chancellor: Prof. D. Swartz
TELP Coordinator: Pinkie Sobahle

I. Curriculum Development

A. Status at last reporting period

- Project Implementation Letter No. 129 (PIL 129) on Quality Assurance is in operation.
- All the old programmes have been re-aligned and registered with SAQA.
- New programmes were submitted. Suggestions for improvement were made by the UNCF. Subsequently the programmes have been resubmitted with the necessary changes. However this process is ongoing, and the appointment of the Curriculum Development Director (see B-Bullet No.4) will facilitate the process.

B. Intervention Activities

- Faculty Quality Assurance Committees were established in all four faculties;
- The Quality Assurance Directorate:
 - Facilitated a workshop that gave support to academics on “how to write statements of outcomes and their associated assessments”.
 - Organised a two-day workshop that was facilitated by a Quality Assurance specialist.
- Technical Assistance was provided by the UNCF on the writing of new programmes.
- An academic from the University of Connecticut facilitated a workshop on the quality of teaching and learning. This forms part of the Linkages activities.
- The MBA (PIL 50/122):
 - Has made use of South African business experts to further the MBA programme.
 - Has undertaken travels to maintain the US linkages.
 - Has also embarked on industrial visits by students.
 - Has initiated on a recruitment programme.
- The Curriculum Development Directorate has been established.
- The unit is funded by the USAID under PIL 144.

C. Results

1. Differences made

- Revised new programmes were submitted for accreditation.
- Faculty Quality Assurance Committees were established in all four Faculties.
- The Quality Assurance Directorate developed the following documents:
 - A handbook on mapping out SAQA guidelines for programme development

- Procedures for assuring the quality of the proposed academics programmes
- Procedures for assuring the quality of modules.
- The MBA PIL has resulted in:
 - The design of an innovative MBA for Africa;
 - Three Graduate Programmes viz. Certificate in Entrepreneurship, Strategic and Financial Management and Diploma in Banking & Financial Markets
 - Post Graduate Diploma in Entrepreneurship.
- A credible MBA and related unique Graduate Management Development Programmes will be publicised for 2002.

2. Barriers Encountered

- None

D. Recommendation for addressing outstanding issues

- There is still need to train staff in writing OBE - aligned programmes. The appointment of the Director of Curriculum Development will go a long way towards alleviating this problem.

II. Student Academic Development

A. Status at last reporting period

- First year students will continue to write the Standardised Assessment Tests (SATs).

B. Intervention Activities

- Three academics attended workshops on the writing of the SATs.

C. Results

1. Difference made

- First year students will once more write the SATs.

2. Lessons Learn

- There is need to encourage discussion of the SATs and how they can further benefit the institution.

3. Barriers Encountered

- None

D. Recommendations for addressing outstanding issues

- It is important that the following are ensured:
 - Proper coordination of the designing and writing of the SATs
 - Institutionalisation of SATs
 - Training of more staff in administering the SATs
 - Utilisation of test scores in the redesigning the Foundation Programme courses.

III. Management and Administration

A. Status at last reporting

- The Human Resources Department (HR) developed its Strategic Plan in November 2000, within the context of the Institutional Strategic Plan.

B. Intervention Activities

- A Skills Development Facilitator has been appointed.

C. Results

- The Strategic Planning intervention of November 2000 is ongoing, with new details and developments being factored into the Plan.
- The Skills Development Facilitator has submitted a proposal that will assist in the conducting of a skills audit for the institution.

1. Differences made

- HR policies have been reviewed

2. Barriers Encountered

- None

3. Lessons Learned

- HR activities still need to be co-ordinated.
- HR staff need to be equipped in areas of Labour Relations, Conflict Management, Diversity Management, Communication and other related courses.

D. Recommendations for addressing outstanding issues

- Training is needed in the areas of Labour Relations, Conflict Management, Diversity Management, Communication and other related courses.
- The Employment Equity Act needs to be enhanced by:

- Giving more support to the Skills Development Facilitator
- Institutionalisation of Gender activities
- Ensuring that all the identified policies are in place
- 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 at the time of reporting was to appoint new Executive Deans. They have now been appointed. Only the Executive Dean of Research is an acting appointment, and this post has been readvertised.

B. Intervention Activities

- Project Implementation Letter No. 144 (PIL 144) has just been approved. This will lead to the establishment of the Curriculum Development Directorate. The main purpose of the Directorate is to assist academics in the crucial task of designing OBE-aligned programmes.
- The Linkage Agreement with the University of Connecticut focuses on the improvement of the quality of learning and teaching

C. Results

1. Difference made

- One staff member is on the TELP programme at the University of Connecticut, to study for a Masters Degree in Education.
- An academic from the University of Connecticut facilitated a four-day workshop on the improvement of the quality of learning and teaching. Fort Hare academics participated.

2. Barriers Encountered

- None

3. Lessons Learned

- None

D. 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

A. 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
- The post of the Executive Dean of Research has been readvertised.

B. Intervention Activities

- The Research institute has continued giving seminars on research issues.

C. Results

1. Differences made

- There is growing interest in research.

2. Barriers encountered

- None.

3. Lessons Learned

- None

D. Recommendations

- An internal publication of research that is done both on and off campus by staff members should be encouraged.

VI. Major Achievements and General Discussion of Achievements

National Workshops

- In September a workshop was held in Pretoria to assist institutions in the implementation of new PILs.
- In November another workshop for TELP managers was held. The purpose was to ensure that the expectations of the USAID and UNCF are met.

Regional Workshop

- The four institutions in the Eastern Cape including the University of the Western Cape and the Peninsula Technikon had a workshop in October. The purpose of the workshop was to share experiences.

Linkage

- In September the Vice Chancellor of the University of Connecticut. visited Fort Hare. The purpose of the visit was to explore further possibilities of collaboration.
- In November a four-day workshop was facilitated by an academic from the University of Connecticut. This is part of the Linkage Agreement.
- One academic from Fort Hare is registered for a Masters Degree in Educational Management with the University of Connecticut.
- One student is registered for a Masters Degree in Geography at the University of Connecticut. Two more students will register in August 2002.

PILs:

The status of the PILs is as follows:

- Project Implementation Letter No.50 (PIL 50) came to an end on 31/12/2001.
- Project Implementation Letter No. 129 (PIL 129) on Quality Assurance is progressing well. Through this PIL, Fort Hare was able to establish a Quality Assurance Directorate.
- PIL 144 on Curriculum Design and Development has just been granted. The purpose of the PIL is to establish a Curriculum Development Directorate.
- Fort Hare will participate in Round Six Proposal Writing.

Visits and Travels

- The Chancellor of the University of Connecticut, as noted above, visited Fort Hare in September.
- Seven academics from the University of Connecticut visited Fort Hare in November. The purpose of the visit was two-fold:
 - To facilitate the workshop on the improvement of teaching and learning
 - To prepare for the visit of students in Agriculture from the University of Connecticut.
- The University Southern Texas, which is in partnership with the Eastern Cape Technikon, visited Fort Hare in July. The purpose of the visit was to introduce their Debating Team to the Fort Hare students. The students exchanged addresses. Some of them are in still contact.

Major Challenges Unusual Activities and Special Problems

- Through PIL 50/122 Fort Hare was able to have the MBA interns hosted by Daimler Chrysler in East London. The challenge that is now facing Fort Hare to continue maintaining the good standards.
- Linkages with the following USA institutions have also been made possible by this PIL:
 - University of Michigan

- University of Massachusetts
- Ohio University
- Howard University
- Portland State University
- South Carolina State University
- Benedict College

Lessons Learned

- It was essential to institutionalise TELP. This was achieved by establishing the TELP Management Committee, which is representative of all activities on campus.
- A good working relationship should be maintained between the TELP Office and PIL Managers. Both the TELP manager and the PIL 50/122 manager were new. The fact that the two Offices were in constant communication made the task easier and enjoyable.

Recommendations

- A standing meeting between PIL managers to share expertise.
- Any contacts that were made as a result of the PIL or any TELP activities should be maintained beyond TELP.

Conclusion

The workshops that the USAID and UNCF organise should never be underestimated. There is always something new that one learns from them.

Sharing experience with other TELP managers is most helpful. My own development has been greatly enhanced by their support.

The support of Vice-Chancellors is equally important, and Fort Hare is most fortunate in having the full support of our Vice-Chancellor.

UNIVERSITY OF THE NORTH
Administrator: Prof. Patrick Fitzgerald
TELP Coordinator: M. Ntwampe

Introduction

The faculty reconfiguration exercise at the University of the North is now complete and operational. Each of the three faculties is headed by an executive director; and each school by a director.

This reconfiguration is tied to the five focus areas of the TELP project. And hence curriculum development and program re-engineering remain the fundamental focus of the exercise.

The five focus areas remain the most important areas to report on.

I. Curriculum Development.

A. Status at last reporting

With the help from TELP both the disciplines of English Studies and Chemistry have motivated other disciplines to follow suit. Disciplines, as subjects are now called, are expected to redesign their curricula commensurate with the needs and expectations of the reconfigured faculties.

B. Result

1. Difference made

- There is a great deal of difference between how departments, now disciplines, were organized in the past and how they are managed now. There is a move towards 'inter-disciplinarily;' a phenomenon, which was largely unknown in the past. This move towards 'inter-disciplinarily' challenges the teaching paradigm of the past few years.
- Due to this fervent pursuit of the program re-engineering exercise, discipline heads have succeeded in having a number of programs approved by the CHE.

2. Barriers encountered

- The demands of the new reconfigured architecture of the University of the North demands a thorough understanding of market expectations. Some of the programmes are designed without profound feasibility studies. This is the reason why, in the beginning, most of the programs were returned by CHE. Often the reason was that the program is detached from the strategic vision of the institution.
- Modularisation presented some problems to some discipline leaders.

3. Lessons learned

Both curriculum and program re-engineering make it easy for students to see the relevance of what they are studying. They easily see that issues within their study programs are not distant from their way of life and how industry both private and public operate. These connection makes study and teaching enjoyable.

D. Recommendations

It is recommended that those who still have problems in re-designing their study programs be aided through technical assistance from UNCF. One way of ensuring that this is done would be through workshops. This calls for an audit of which programs have been successfully completed and accepted by CHE. And those whose programs have been accepted should be requested to share their best practices with everybody on campus.

II. Student academic and social development

A. Status at last reporting

- This is the responsibility of the Desmond Tutu Education Trust.
- Around November last year officials from the DTET visited Unin with the sole purpose of ascertaining the status of SATS. The University of the North has a student academic development office (SADO) that helps in workshops for student development. Every year newly appointed student mentors are workshopped by members of this office. The main idea is to acquaint new students with an “away-from-parents” and “away-from-high-school” lifestyle.
- First entering students benefit from the SAT testing because this test helps in placing them. The testing is meant for those students who under normally circumstances would not gain university entrance.

B. Results

1. Difference made

- In the past ‘underserving’ students were not even considered for admission. Those who are placed according to their SATS results do much better than would be otherwise.

- There are members of staff who attended a student development workshop late last year. This has empowered such members to best deal with students, particularly those who would not have been admitted to Unin due to poor matric results.

2. Barriers encountered

Since there are no rules obligating students to attend supplementary instruction workshops, students tend not to be enthusiastic about attending workshops to help them cope up with university work. The work study program is not as vibrant as it was supposed to be due to lack of adequate financial support. And those students who serve as mentors are no longer motivated to participate in the mentoring program of the institution.

3. Lessons learned

In the absence of mechanisms making attending workshops that have to do with student development mandatory, and also the absence of an academic development center, students will always play truant. From discussions with members of the student development section it is obvious that some restraining mechanisms would be required to regularize this.

D. Recommendations

The work study program should be revived to motivate and help students with their fees. Internships/learnerships should be organized with both public and private sectors to grant student an experiential learning environment.

III. Management and Administrative development

A. Status at last reporting

Except for the faculty reconfiguration exercise nothing spectacular was done in this case. However, a workshop on improving academic quality at the university was conducted in December of last year. The main purpose of this workshop was to interrogate certain academic practices at the university.

B. Results

1. Difference made

Nothing much has been done except for the fact that the three faculties are now functional. Executive deans and directors of schools have been appointed. The big difference is that the institution enjoys some stability.

2. Barriers experienced

Change is always threatening. The reconfiguration exercise brought about a lot of uncertainty to most members of the university community. The fact that the institution was being restructured meant that some members will unavoidably be asked to take early retirement or voluntary severance packages. Lack of

commitment to the course the institution was taking as well as low morale among both teaching and general staff are common phenomena. This is worsened by lack of employee assistance program or employee counseling.

3. Lessons learned

In any situation where change is mooted communication and more communication is a prerequisite. Meetings with both those who would be affected by change are also very important to allay the fears of those who would be affected. It does seem, however that this has not been strictly adhered to.

D. Recommendations

- It is recommended that counseling services be provided to staff that is affected by change. Naturally even those who are not to be affected need to be counseled.
- An EAP program needs to be introduced to serve staff generally.
- Regular in-service training, not just workshops, would be quite beneficial to the university employees.

IV. Staff development

A. Status at last reporting

The South African Race Relations is funding senior degree studies for four faculty members. In addition to this one staff member from the Department of Social Work visited the University of Pittsburgh in September. Her trip was funded by the TELP linkage grant.

B. Intervention activities

A staff development workshop was run in December of last year. However, this workshop was basically for those developing new programs. The College Fund organized two proposal writing workshops. One of these workshops was run on campus; the second one was in Pretoria. Both of these workshops were facilitated by Dr. Zinn.

C. Results

1. Difference made

The difference lay in the on-hands experience in writing fundable proposals. Exposure to other institutions particularly the University of Pittsburgh constitutes another difference made as evidenced by trip reports submitted to the College Fund.

2. Barriers encountered

No barriers were experienced because the proposal writing team was duly released by the institution. And the faculty member who went to Pittsburgh was also duly released by her department.

3. Lessons learned

Within academic exchange there is always a cultural element, which is very important for personal growth. The experience gained by faculty members is incomparable given the fact that they participated in lecturing at the University of Pittsburgh.

D. Recommendations

- Exchanges like the one referred to above and experiential workshops are the best in inculcating new knowledge and experience. The proposal writing workshops were extremely valuable given the fact that most attendees were not exposed to such workshops.
- Academic exchanges should enjoy priority since these empower faculty. It is also recommended that the initial memorandum of understanding should be revised so that faculty members should be given a chance of studying abroad under the current linkage grant and not just visit for short periods of time.

V. Research

A. Status at last reporting

Nothing much has been done in this case.

B. Intervention activities

This will only be possible depending on the outcomes of the proposal written on the promotion of research.

C. Results

Most institutions, particularly the historically disadvantaged institutions lag behind in as far as research is concerned. The Research Unit of the University of the North even though it falls outside the ambit of the TELP grant is doing its utmost to promote research.

1. Barriers encountered

The general lack of interest in research is the only barrier that could be mentioned.

2. Lessons learned

The strategies of dealing with fear for research is the most important lesson. Organizing and encouraging people to attend problem specific research workshops could be the only way of inculcating the research spirit and culture.

D. Recommendations

Technical assistance should be offered as it is the case presently. It is further recommended that a research mentorship program be introduced so that experienced researchers are coupled with the less experienced.

VI. Major achievements

The major achievements for this reporting period center around:

- Faculty exchange visits,
- Student exchange visits,
- The reconfiguration of the University of the North faculties,
- The fervent desire among faculty members to re-engineer their programs in answer to community and national expectations

VII. Major challenges

Writing proposal is the major challenge for this reporting period. The other biggest challenge was the reconfiguration exercise. It was a huge task for management to convince faculty members of the need to have the institution restructured and faculties reconfigured.

VIII. Lessons learned

- As at this time the most important lesson learned is the ability of management to deal effectively with fear for change. The restructuring and accompanying reconfiguration of the institution was the most important lesson learned during this reporting period.
- The opportunity of allowing experienced and to a large extent focused workshop facilitators left an indelible impression in the minds of most of us.

University of the North West
Vice-Chancellor: Dr. M. Takalo
TELP Coordinator: M. Ramaili

I. Curriculum Development

A. Status at last reporting period:

No specific activities were undertaken under this component since the last reporting time

B. Intervention Activities

- The last intervention activities in this respect were workshops on Quality Assurance, Modularization and Development of New Learning areas

C. Results

1. Differences made

As a result of these workshops faculties organized their own workshops and Bosberaads to expedite the process of Modularisation, for instance.

2. Barriers encountered

- In-fights: Within departments there are cliques. These impacts negatively on change. Members sabotage departmental efforts. Such members just refuse to participate in implementing senate of faculty decisions just because they do not like the person leading the process.
- Teaching loads: Teaching staff feel that their teaching are too heavy as such they have limited time to do other tasks. They would rather have the University outsourcing the process.

D. Recommendation for addressing outstanding issues

- In this area of Curriculum development we need more TA on Modularization and Quality Assurance. Even though TA was offered before and faculties claimed to have modularized their programmes it clear that departments only chopped their existing curricula and divided them into “ modules”.
- The same applies to Quality Assurance. Up to now faculties have not developed their own quality assurance mechanisms in place to guide individual faculty members

II. Student Academic Development

A. Status at last reporting period

- i. Under this component the University has done a lot: Standardized Assessment Tests
 - There is now a committee to oversee SAT administration and other related matters
- ii. Senate Discretionary Admissions
 - There is also a Senate Discretionary Committee to oversee the development and implementation of special academic programmes to assist those students who have been admitted in the University through other channels than normal
- iii. Work-study
 - Interviews for work study officer were done and selection done, however, the appointment of the work study officer had to be put on hold because there were some queries from some quarters within the University
- iv. Supplemental Instruction (SI)
 - This programme has not yet taken off. There has to be training of SI supervisors by the SI specialists from the University of Port Elizabeth. I hope this will happen soon

B. Intervention Activities

- Standardized Assessment Tests (SAT): Four staff members were work shopped further on SAT.

C. Results

1. Differences made

The four members contacted relevant departments about the importance of the SAT. Departments contacted were the SRC, Staff Association, Student Academic Services English, and the some members from the Faculty of Agriculture, Science and Technology.

2. Barriers encountered

- Financial constraints
- At this point in time there is no specific budget allocated for the SI and SDA programmes. It is therefore very difficult to secure funds for activities related to these.

3. Lessons learned

The institutional management should be involved all the way so that it could be easier to commit them

D. Recommendation for addressing outstanding issues

- Relevant departments within the Institution, such as finance, should be made aware of the reasons why TELP is involved in HDIs and the importance of finance department willingness to financially support the activities that have been approved by the management.

III. Management and Administration

A. Status at last reporting period

- Development of National Plan on Higher Education.

B. Intervention Activities

TA offered to assist the Institution to develop its NPHE and meet the government July 31, 2001 deadline.

C. Results

1. Differences made

- The Institution developed its document and met the deadline

2. Barriers encountered

- Instability within the Institution. The University Management changed for more than once during 2001 only. This therefore impacted negatively on the morale of personnel that otherwise should have been involved actively in this process.

3. Lessons learned

- That stability within the institutions is important. Management should be accountable so that necessary processes should be promoted as should

D. Recommendation for addressing outstanding issues

- More TA even from within to expose students to changes in educational system
- Exposure to developing strategic documents.

V. Staff Development

A. Status at last reporting period

- More staff continue to receive financial assistance for further studies locally
- Members of the English Dept. visited OSU as part of their staff development through the other linkage we have with Michigan State University.
- Two staff members have been ear marked for short-term training in USA in the near future.

B. Intervention Activities

Financial assistance given to individuals enrolled for further studies

C. Results

1. Differences made

- One member of staff has completed his doctoral studies another Masters

2. Barriers encountered

Participants refusal to submit reports and make presentation after attending conferences and workshops

IV. Research

A. Status at last reporting period

Nothing to report.

B. Recommendation for addressing outstanding issues

V. Listing of Major Achievements and General Discussion of Achievements for the Period:

- Development of the National Plan on Higher Education
- Formation of the SAT, SDA and SI committees

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

- Appointment of Work study Officer
- Allocation of budget to SDA and SI programmes
- Institutional understanding of modularization concept as well as quality assurance and their advantages to improving academic performance when they are properly put in place

VII. Lessons Learned

- Experience is gained by actively involving the entire departments within the Institution

UNIVERSITY OF TRANSKEI
Vice-Chancellor: Prof. N. Morgan
TELP Coordinator: Prof. Zama Gebeda

I. Curriculum Development

A. Status at last reporting period

The transformation process necessitated that some programmes be revisited to align them to the new vision and mission of the institution. There was need to follow through on programmes that had yet received registration and accreditation. Requirements of NPHE were available at the institution to be complied with.

B. Intervention activities

Internally, the Academic Support Unit continues with assistance with Faculties that need help in May and in August/September to assist with issues of assessment and evaluation in a semesterised environment and under the OBE mode.

C. Results

Notwithstanding hiccups around supplementary examinations and positioning of the examination period within a semester – a fully blown examination process was undertaken. There was also a question whether external examiners should also be involved with June semester examination or not.

D. Recommendations

The situation of Curriculum Development at Unitra still needs close monitoring. Faculties should be reviewing how the new system operates and what adjustments, if any, need to be effected. Senate should develop policies governing the entire system of assessment and evaluation of programmes. External assistance may be needed in the future.

II. Student Academic Development

- This focus area has four sub –focus areas namely
 - Student Leadership development or enrichment
 - Bridging programmes or Foundation programs
 - Standard assessment Testing
 - Work –study programme.

A. Status last Reporting Period

The institution did not test the required percentage of students because of admission problems. The awaited work- study project did not come soon. Foundation programme was being followed by an increasing number of students.

B. Intervention activities

- Two academics from the Foundation programme team attended a Science Foundation Programme Indaba on 1 and 2 June 2001 at the University of Witwatersrand.
- Internal workshops on the use of the SATs and how best to streamline their use at Unitra.
- The Director of Student Guidance & Counselling Unit attended the NASDEV conference in East London on 16 to 19 September 2001.
- The Director of Student Guidance & Counselling Unit attended the society for student counsellors in Southern Africa (SSCSA) conference in Cape Town on 08 to 12 October 2001.

C. Results

- Among new policy formulations that we developed in September 2001 some were governing student's admission.
- PIL # 145 on work-study programme was granted in August 2001. Two workshops were held; one on campus in September 2001 to introduce the concept of a work-study programme and another off-campus in October to plan the implementation of the programme.
- Activities around the 5Year Plan are picking up as planned.

D. Recommendations

- During Year 4 or as soon as either DTET receives new contract or somebody else should visit Unitra to see that systems are in place to test at least 65% of new students in 2002.
- A follow –up workshop is necessary to ascertain the condition of the institution to administer, and score the test in 2002.

III. Management and Administration

A. Status at last reporting period

- The main challenge under this focus area was compliance with the requirements of the National Plan on Higher Education (NPHE).
- There was need to develop a 3 –year rolling plan for 2000 –2002
- Leadership development workshop for the Eastern Cape Region was held in East London in March 2001.

- Attendance of a national workshop on Responding to the National Plan for Higher Education in April 2001.
- A workshop on Human Resource Development was held on campus in February 2001.
- The Skills Development Committee was formed in the institution.

B. Intervention Activities

- In response to the NPHE the institution began to review its vision and mission. A workshop was held on 23 – 25 May at Seagulls for the management, Deans, and Heads of sections or departments to launch Phase two of the restructuring exercise.
- A workshop on Viability Assessment was held at Port St Johns on 23 –24 August 2001.
- Three representatives from the institution attended a conference at Gallagher Estate, Midrand on 19 –21 October 2001 on National Teacher Education Policy.

C. Results

- A new Vision Mission for the institution has been developed.
- Among many new policies that have been developed the Human Resources Skills Development Policy is crucial for purposes of equity.
- About 90% of what needs to be done to restructuring the institution has been done.
- Acting on the Three Year Rolling Plan for 2000 –2002 has had to be kept in abeyance as a result of the restructuring process.

D. Recommendations

- Technical assistance may be required to complete the restructuring process.
- National government plans for Higher Education need to be transparent and people –friendly in order to engage the people on the ground level effectively in educational enterprise.

IV. Staff Development

A. Status at last reporting period.

- Out of the 10 slots for Unitra in the TELP/SAIRR bursary program 4 have graduated, one dropped out and 5 are still continuing. For overseas programs three are now studying.

B. Intervention Activities

- The Director of the TELP/SAIRR bursary program visited the students on campus during this reporting period to meet with the students and monitor progress.
- USAID has made an offer for one person who may either come from the management team or academic personnel to undergo short –term training

overseas in a focus area that is considered to be strategic and vital by the institution.

- The institution has chosen to send for training a group of middle managers to strengthen the linkage process under TELP as a special project that has been made possible by USAID to take place, hopefully, soon in the new year.

C. Results

- As the people graduate with more skills the institution as a whole is bent to benefit through enhancement teaching and research.
- Those who study overseas are contracted to serve at their institutions for a certain period of time before they may consider other options. Of the three that have returned only one has moved on to work elsewhere.
- The TELP/SAIR staff development programme has been successful that another round would be most welcome.
- The staff development component of the Linkage program is equipping junior personnel with higher academic qualifications, masters, thus building the capacity of the institution in some ways

D. Recommendations

- More funding for the in-country staff development program would be most welcome.
- Restrictions on doctoral participation should be relaxed so that people may be assisted as any stage of their studies for a specific period
- The reporting system still needs streamlining. It is not clear at present whether progress reports are given half –yearly or not and to whom. This applies to both local and overseas grant –holders.

V. Research

A. Status at last reporting period.

- There is a lot of research going on at Unitra but not under the auspices of TELP. When asked to priorities, the institution presently wrestles with other life – and – death issues other than research in order to stay alive.

B. Intervention activities

Through TELP some academic staff were assisted to attend research –oriented conferences in the country. The office of the TELP Manager and the Dean of Research in the institution have been brought closer together for collaboration. This will hopefully stimulate activity in this focus area in the near future.

C. Results

The institution has been engaged in research in relevant areas of national plan for higher education equity; gender issues and other related matters.

D. Recommendations

It will be advisable, once the institution is firm on its feet in other respects that research activity receives the attention it deserves even through TELP.

VI. Major Challenges

- The restructuring process is almost completed with all its attendant pains.
- The institution academic programs are now modularised and semesterised.
- Policies are now in place in a number of areas of University operation.
- The TELP linkage program is beginning to run smoothly. Visits, exchange between the linking institutions are going smoothly.
- The Joint Activity division of UNCFSP has been very supportive in getting workshop going in TELP Focus areas, Equity issues, Human Resource Development, Gender policies, strategic planning etc.
- Another junior staff went for studies in the US in August 2001.
- Disbursements or PILs are on schedule.

VII. Major Challenges

- The institution should test at 65% of all the fresh in-take of students in 2002.
- A Gender Centre should be established at the institution in 2002.
- The viability assessment exercise for the institution should be completed in the New Year.
- A system that is fairly water tight to process the workshops follow –up activities still needs to be developed.
- The new phase of the TELP/SAIRR staff development bursary program should take off in the new year
- Learning from USAID that there is a sizeable pipeline fund served to prompt us at Umtata to be more delighted with disbursements.
- Prospects for a TELP 3 which will probably be open to all tertiary institution to compete for funds will be a new challenge for Unitra but hope is there that technical assistance will still be available to those that need it.
- There is need to clarify exactly when is the current linkage expected to expire.

Conclusion

This reporting period has been a very busy and active period in TELP at this institution. TELP has also been allocated a bigger space on campus allowing room for smooth operations. Prospects for the future look brighter.

UNIVERSITY OF THE WESTERN CAPE
Vice Chancellor: Prof. Ikey van Rheede
TELP Coordinator: Ms. Patricia Smith

I. Curriculum Development

A. Status at last reporting period

Ongoing programme activity/development in the various faculties

B. Intervention Activities

- Further development of foundation courses (PIL 93)
- Visit by Mary Gunderson (UM) centred around the integrating information technology into the curriculum
- Work around the TELP test as assessment instrument
- Visit to UM by A Daniels.

C. Results

1. Differences made

- Establishment of academic contacts in area of distributed education.
- A lot of activity in the area of distributed education

2. Challenges

Staff changes on both sides of the Women Studies Career and Curriculum Development Linkage Project hampered achievement of goal of engendering the Economic and Management Sciences

D. Recommendation for addressing outstanding issues

None

II. Student Academic Development

A. Status at last reporting period

- 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

B. Intervention Activities

- PIL 124 activities
- National Workshop: review, validation, administration and implementation of SATs

C. Results

1. Differences made

- Appointment of coordinators for postgraduate reading and writing groups in the residences
- Compilation of database of workshop/seminar attendance by students
- SAT for Mathematics could provide useful measure of students' competencies – assist department in providing appropriate academic support

2. Challenges

No follow-up on 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 as per last report (May 2001)]

D. Recommendation for addressing outstanding issues

None

III. Management and Administration

A. Status at last reporting period

- Broader understanding of transformation
- Importance of trying to strike a balance between leadership and management

B. Intervention Activities

- National workshop for new PIL managers and financial administrators.
- Institutional Mentoring Workshop

C. Results

1. Differences made

- Financial administrator highly motivated
- Enthusiasm for mentoring

D. Recommendation for addressing outstanding issues

None

IV. Staff Development

A. Status at last reporting period

- Women staff have better understanding of labour legislation
- Women staff is empowered to apply labour and equity legislation
- Acting VC was informed of place of TELP in higher education
- Compliance with HCC was stressed

B. Intervention Activities

- Participants in SAIRR scheme
- Visits to UM by D Moila, B Ngoma and M Mushwana

C. Results

1. Differences made

- Possible improvement of lecturing and professional practice skills through observing linkage partners
- Collection of material for writing articles for publication

2. Challenges

- Too many planning activities by HR
- One SAIRR participant resigned from UWC employ to join the private sector due to improved qualifications.

D. Recommendation for addressing outstanding issues

Follow up of HR planning

V. Research

A. Status at last reporting period

- Collaborative research projects in progress
- Joint conference presentations and publications planned

B. Intervention Activities

Nothing specific

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

- PIL 124 continues to make a real difference to the lives of post-graduate students at UWC.
- Renewed effort was put into the planning of student development activities.
- Writing and submitting a proposal to UNCF to fund a pilot mentoring project for women. This encouraged teamwork across the various sectors and highlighted the commitment of various role players at the institution to the development of women.

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

The National Plan for Higher Education demanding increased planning and responding

VIII. Lessons Learned

- That teamwork is essential and that back-up activities must be part of this.
- TELP has the ability to bring people from different sectors together for the common good of the institution.

UNIVERSITY OF ZULULAND
Vice-Chancellor: Prof. C. Dlamini
TELP Coordinator: Gugu Gule

I. Curriculum Development

The beginning of 2001 saw the implementation of the modular programmes at UZ. This transition has come with huge challenges for both staff and students. The mixed reaction to the implementation bears testimony to the challenges that lie ahead for the various stakeholders, particularly academic staff and students. Staff need to adjust to the new way of delivery; and students need to get used to taking responsibility for their own learning. The new curriculum presents a learning curve for both staff and students. It also demands that the various institutional stakeholders be committed to the success of the changes inherent in the new system.

One of the objectives of the institution is to “offer specialised market-oriented programmes which are aimed at improving employment prospects of its students.” This calls for the academic staff to continuously review their subject packages to be in line with the current demands of their respective catchment areas.

The Quality Development workshops held earlier in the year became a relevant tool in assessing quality in the early stages of the implementation of the new curriculum. A very successful workshop in Quality Development was held in May, introducing the concept to senior faculty management staff of the University. The direct impact of this workshop was discussed in the previous report.

Only one out of the four subsequent workshops planned for the month of June ended up taking place. The TELP office together with the Academic Development department asked the Deans to choose a maximum of eight staff from their faculties to attend the first June workshop. This workshop attracted a total of 30 delegates from five out of our six faculties at the main campus. Although the workshop was conducted in-house, it was held off-campus, for obvious reasons.

A sudden tragic death of a staff member at our Durban-Umlazi campus (DUC) prevented the second workshop from taking place at DUC in June. This unfortunate turn of events derailed the other workshops, and these had to put on hold as well. Lee Sutherland, our facilitator from our Academic Development department, was on leave as from July until the end of 2001. With her assistance, the TELP office plans to continue with these workshops during the first two months of 2002.

The aim of the subsequent workshops was to see to it that the information from the first workshop reached as many relevant staff as possible. The evaluation of the June workshop indicates that there is a need to expose an even wider compliment of staff to this kind of workshop. This will enable staff to transit smoothly into the modular system without losing out on the quality of their offerings. Besides, in these early days of the implementation of the new programmes, there is more need to build quality into the programmes the institution is now offering.

One staff member will visit the MCID shortly to take the debate of curriculum restructuring further with our partners. This visit has been postponed in the recent past because UZ felt they were not ready because the new curriculum had not yet been tested.

II. Student Academic Development

The status of this focus area has not changed much since the last reporting period. This report, like the previous one, will touch upon Student Leadership Development, Standardised Assessment Testing (SATs) and the Workstudy Programme.

A team of student development practitioners are ready to train student leaders on both campuses. One of the biggest challenges during the second semester is the fact that the leadership responsible for student governance (SRC) only becomes effective in October of each year. Soon after getting into office, the SRC becomes busy with end of the year activities. Trying to fit in some training, however well meaning, becomes difficult, if not impossible.

This did not stop the SSD from organising a leadership workshop and a leadership training course for the University's House Committee and SRC respectively in November 2001. A factor for success for both workshops was the fact that they were held off-campus. The disruptions that come with familiar surroundings effectively minimised.

Although evaluation of the workshops indicate that students felt they benefitted immensely from them, the real impact is yet to be seen as both these sectors of student leaders take their positions at the beginning of 2002. The workshops actually helped the SSD realise how much still needs to be done before the students are ready to tackle the responsibility that comes with being put in the position of leadership.

The main campus is a residential campus, and therefore boasts of different student formations looking after different aspects of student life on campus. However, between the two campuses, there are enough student leaders who would benefit from a leadership training that is focussed. Any training undertaken will have to take cognisance of the fact that UZ is fledging into a multi-campus institution. Sooner than later, the needs of students from the growing number of satellite campuses will have to be properly planned for as well.

If student leaders are trained at the beginning of each year, they have at least six months in which to apply the acquired skills for the duration of their term of office. The student development practitioners together with the SSD are planning to continue these leadership training workshops at the beginning of 2002. The challenge that the SSD is likely to face again is the fact that budgetary constraints are a painful reality at UZ during the first three months of every year. Anything requiring use of funds is usually postponed until April, when the institution has received its governmental subsidy.

The previous report reported at length about the status of SATs at UZ. The DTET has since been informed that UZ has had to put its plans to conduct the tests during the second half of 2001 on hold. The transient nature of student intake that came with the implementation of the modular system made it impossible for the SSD to conduct the tests during the second semester as planned. The department that will manage, monitor, and do follow-ups on the testing also falls directly under the SSD. This department has been

briefed and it is now ready to conduct these tests as part of the first year intake procedures and orientation at the beginning of 2002.

The SSD has made tremendous strides in the area of Workstudy Programme. The Dean of Students is not only passionate about the subject, but the inability of students to pay their fees upfront is a reality that this department has to face almost on a daily basis. Following on last year's workshops with the DTET, the SSD has rigorously engaged the relevant stakeholders on campus on the issue of centralising the employment of students on campus.

Presently student employment is decentralised, and the money students receive does not necessarily end up decreasing the moneys they owe the institution. There is, however, a lot of resistance from the individual departments presently controlling the funds to centralise. The SSD has had to look for alternative means of funding the project. The department has written numerous submissions and presented these to various funding bodies for the possibility of funding. By the look of things, 2002 might see the implementation of a well co-ordinated Workstudy Programme firmly under the SSD. UZ' Financial Aid Bureau, a department earmarked to control the Workstudy Programme, falls directly under the SSD.

III. Staff Development

The previous report mentioned that two UZ members of staff spent ten weeks at Jackson State, one of our partner institutions, on a specialised training in financial management. Mr H. Mamba came from the main campus whilst Mr N Njapa was from DUC. This training took place between June and August 2001. One of the stated objectives of the MCID-UZ partnership agreement is "to enable finance staff to improve services and transparency through improved knowledge of the skills essential to effective financial management and an understanding of the importance of the need for ongoing controls..."

From the feedback from the two members of staff who went abroad the training was relevant and suited the training needs they outlined for their visit. Feedback from MCID indicated that the participant trainees had made a very good impression and had been very professional for the duration of the training. The trainees came back with action plans to allow them to implement knowledge and skills gained. The TELP office has since spoken to the management about giving the staff an opportunity of putting their knowledge to fruitful use.

Lack of clarity about succession policies within the institution is behind the inability of the institution to utilise the trainees effectively upon return. This in turn impacts negatively on the morale of the trainees. Very little, if any interest has been shown in what the trainees have learned and in what they can now offer the institution, post training.

A series of workshops is planned for staff in the Finance section at the beginning of 2002. The facilitators will be the two staff members who went for training. Management has also agreed, in principle, to allow these staff members to work closely with senior financial personnel in order to learn the ropes, and to share with them what they have learnt. Dr Kevin Appleton who co-ordinates all the training in finance at Jackson State, will visit UZ in February 2002. This visit aims at finding out to what extent is the training that the UZ financial staff has received abroad since the beginning of the partnership, been effective.

According to the Linkages partnership programme, another group of staff from Financial Aid, Buying and Stores and Information Management Systems will be going abroad for short-term participant training in their fields. Arrangements for their departure in January 2002 are already at an advanced stage. This is in line with the key objective of the third year of the implementation of the MCID-UZ agreement, which is, "to enhance the capacity of different staff from the Administration department to manage their functions effectively." The training of the Financial Aid staff, for instance, can help them develop strategies to increase financial resources available to the University's student population.

During August 2001 five members of staff: Ms M F Vezi (Business Administration), Ms S M Ntuli (Public Health), Ms S Magagula (Social Work), Mr J D Kunene (Financial Administration) and Mr Q E Nyoka (Agriculture) started their masters degrees at Jackson State and Alcorn State Universities

respectively. Originally this would have been a group of six, had the staff member from the Chemistry department joined the above group. MCID gave him a chance to join the rest of the group in January of 2002 on an accelerated programme. All of these students must have finished their studies abroad by August 2003.

Recent feedback from the above candidates indicates that they have already overcome some of the teething problems of a new academic environment. They have settled down and they are working hard. They are grateful for the orientation that prepared them for studentship in the US. The problems associated with the arrangements shortly before their departure are now a distant memory.

The financial aid offered to staff studying in country has been put on hold, pending changes TELP envisages on the next allocations. Staff at UZ anxiously awaits the outcome of the new regulations governing new allocations. As an institution, UZ has a long list of staff studying in country. The TELP office is inundated with enquiry's as to when assistance will become available.

IV. Linkage News

During June the University hosted three distinguished visitors from MCID: Dr Ally Mack, Dr Jim Perkins and Dr Lulla Collier. This visit co-incided with the time when UZ was supposed to respond to the requirements from the National Paper on Higher Education (NPHE). All tertiary institutions were asked to carve niches for themselves; thereby justifying their continued existence. The visitors held a very fruitful two-day workshop on the subject with senior academic and administrative staff. They provided an outside objective view to the task of reassessing the stand of the institution vis-à-vis changes taking place in the country.

In September the Vice-Chancellor, Professor C R M Dlamini and the University fundraiser, Mr Welcome Shange went abroad for short-term training in fund-raising and other related skills development. They visited various institutions where they held high-powered discussions on fund-raising strategies. The objective of the visit was to enable UZ to engage in effective fundraising.

The issue of fundraising is a critical one for UZ because of an ever increasing student debt and lack of visible means of sponsoring the student population who come mainly from impoverished backgrounds. The challenge of meeting students halfway is the one the institution has yet to overcome. One of the lessons learnt was the fact that

prospective donors do not give money to total strangers. It is important to build relationships first, and on the basis of such relationships, set out to help one another.

Infrastructure development forms part of the partnership agreement between UZ and the MCID. The Linkages partnership agreement includes supporting UZ with the necessary infrastructure to allow participating departments and other departments to be the best that they can be. The project has bought the institution three computers and a printer in the past. Recently, MCID has given UZ about \$10 000 as part of infrastructure development.

This money will be used to buy some basic equipment to start a small Resources Centre, which the TELP/Linkages office hopes will be operational early in 2002. Once available, the material will be loaned out to staff for short periods. The TELP/Linkages office has also applied for the training of the current Administrative Assistant in basic managerial and operational skills in preparation for increased responsibilities when the Resources Centre is up and running.

V. PIL Activities

At present UZ does not have an active PIL. During November UZ joined those institutions which actively participated in the proposal development workshops organised by the UNCFSP to help TELP-affiliated institutions with their next round submissions. The proposal writing team has to be commended for the hard work they put in to produce the draft, which all the competing institutions have to submit before the final workshop in February 2002.

VI. Major Challenges

The TELP Committee was very useful in helping put together the present Proposal Development Task Team. For this, the TELP office is grateful. Another challenge was getting the long-term participant trainees on their way to their studies in the US. Now that they are well and settled, all the challenges were worthwhile.

The TELP/Linkages office also intends working harder at publicising TELP on campus. TELP activities and achievements will have to be publicised more and integrated into campus life. The UZ TELP Newsletter, briefly outlining TELP activities on campus during 2001 will reach all staff early in 2002. This is an attempt to inform all staff about TELP activities/achievements on campus.

The TELP office will have to work harder at involving the DUC in the TELP project.

Putting together this report presented a major challenge for the TELP office in the face of comparative inactivity of the TELP project on campus during the designated reporting period. It is obvious from the above report that many TELP-affiliated activities have been shelved in the interest of more pressing issues. It is up to the institution to honour those activities that are aimed at making it the best that it could be. As the report indicates, things are shaping up for the better. This report will also serve at the relevant structures where its contents will hopefully be positively received.

Another challenge mentioned earlier in the report is the effective utilisation of the skills and knowledge received by various staff during their training in the US and locally.

Mechanisms need be in place so that the institution does not lose out in the end. Staff given an opportunity to go study should be compelled, institutionally, to serve it for an ex period on their return.

Their performance needs to be monitored and evaluated as well. The new expertise and knowledge need to be shared even by those staff who will not get the opportunity to get the training themselves. We are hoping that the trained staff will be placed in senior positions of responsibility, where they can positively influence the culture of the University.

VII. Conclusion

Although the Staff Development has been discussed on its own, it is part of the Linkages aspect of the TELP project.

The more the UZ TELP office works on the TELP programme, the more it realises how much it needs to be integrated into the institutional strategic plan. That way, TELP activities will not be viewed as extra, and they will be properly planned for. That way, TELP will have achieved one of its major objectives: that of enhancing the capacity of the HDIs compete equally in the changing South African education landscape.

University Of Venda
Vice-Chancellor: Prof. G.M. Nkondo
Acting Telp Co-Ordinator: Prof. E.L.M. Bayona

I. Curriculum Development

A. 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 PIL 125 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 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.

B. Intervention Activities

Since the last reporting period the Curriculum Development Project (PIL 125) has engaged in the following activities:

- A workshop on Quality Promotion and Assurance was held on campus (04 –05 October 2001) for staff in the School of Environmental Sciences and Agriculture.
- A textbook synopsis on Ecology and Resource Management has been approved to be jointly written by staff from the School of Environmental Sciences (UNIVEN) and Ohio State University.
- A top delegation from the University of Virginia including the Vice-Provost for International Affairs visited the University and signed a Memorandum of Understanding on Curriculum Development in Environmental and Agricultural Sciences on 22 August 2001.
- Two visiting professors from the University of West Virginia spent one Semester (July – December 2001) in the School of Environmental Sciences.
- Two professors from the University of Cape Town and WITS spent two weeks in the School of Environmental Sciences – during which a review of the school's curriculum and laboratory facilities were made.
- Facilities for GIS and Remote Sensing were installed in the School of Environmental Sciences.

C. Results and lessons learned

- Staff were enlightened in issues of quality Assurance and Promotion.
- The visits from USA, Cape Town and WITS were a boost to the internationalization of the university's curriculum; supervision of graduate students and research.
- New facilities, seminars and workshops, have impacted positively on the Curriculum in the Schools of Agriculture and Environmental Sciences.

II. 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:

- Installation of software
- Training of four computer tutors

B. Intervention activities since the last reporting period

Since the last reporting period the following interventions have been made:

- English Language Programme (PIL 80 A) has fully taken off.
- Final touches to the laboratory were done
- Tutors and ECS lecturers received training from Advtech on the use of the PLATO programme.
- Network cards for linking stations were installed.
- USAID stickers were attached to the equipment.
- Participating in DTET training programme on student assessment (SAT).

C. Results and Lessons Learned

- The lab is now fully functional and the project will start achieving the teaching learning objectives stipulated in the project proposal.
- Unforeseen technical problems related to power cuts, manpower and expertise do cause some delays in implementing the programme.

III. Student Academic Development

A. Status at the last reporting period

- Computer laboratory for the English Department was completed.
- University wide computer centre was under construction.
- A programme for student exchange visit between USA and UNIVEN institutions was underway.
- Work-study programmes in different schools.

B. Intervention activities since last reporting period

- English Language Programme (PIL 80 A) has fully taken off.
- DTET Institutional Evaluation visit November 08, 2001.
- Participating in DTET training programme on student assessment (SAT).

C. Results and Lessons Learned

- DTET programmes need to be evaluated more often. There is very little support and monitoring by the DTET.
- Student leadership and enrichment programmes need to be intensified.
- The University needs more technical assistance in student academic development – especially on bridging programmes, student assessment and research.

IV. Management and Administration

A. Status at the last reporting period

- The process of Strategic Planning for the period 2001 – 2005 started.
- All Deans attended the UNCFSP Leadership Development Workshop.
- A workshop on Employment Equity took place on campus.
- Four staff had attended a UNCFSP Regional Gender Policy Workshop.

B. Intervention activities since the last reporting period

- Strategic Planning continued.
- Workshop on Employment Equity: 23-24 October 2001.
- UNCF technical support on the production of the Programme and Qualification Mix for 2001 – 2006.

C. Results and Lessons Learned

- University of Venda for Science and Technology Strategic Plan for 2001 – 2005 completed.
- Employment Equity Forum established on 01 November 2001.
- Increased understanding and awareness by the University Community of the importance of collaboration and team-building on Strategic Planning.
- Increased understanding by staff of the Employment Equity Policy, Leadership styles and skills at tertiary institutions.

V. Major Achievements, Challenges and Recommendations

- 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.
- More technical assistance is needed – especially in :
 - Staff development
 - Student academic development
 - Research development
 - Infrastructure development
 - Strategic Planning and Management.

VISTA UNIVERSITY
Vice-Chancellor: Prof C Tsehloane Keto
TELP Coordinator: Charlotte Motha

I. Curriculum Development

A. Status at last reporting

- Delay in the constitution of the Project Management Team for PIL 126, curriculum and programme development
- Delay in the appointment of Project Leader for PIL 126

B. Intervention Activities

- PIL 126's Project Leader appointed in September 2001
- PIL 126 Project Management team was constituted in June 2001
- Senate has identified the purpose-focused programmes to be developed
- Curriculum Development team leaders have been identified
- Dr R Anguelov, Mathematics lecturer at Vista University presented a seminar at Southern University (linkage partner) on "The use of technology in Mathematics teaching". This took place in October 2001.

C. Results

1. Differences made

- Two curriculum development project teams have developed project plans
- Two Mathematics Faculty staff from Vista University (VU) and Southern University (SU) jointly presented a paper on "Undergraduate Mathematics teaching" at the Third Southern Hemisphere Symposium held at the Kruger National park in July 2001.
- Collaboration proposal between SU and VU in the development of a Masters degree in Mathematics at VU was finalised in October 2001

2. Barriers encountered

- The appointment of Project Leader for PIL 126 was only effected in September 2001. The Project Management team has not been able to meet between March and October 2001.

3. Recommendations for addressing outstanding issues

- The Project Leader for PIL 126, Programme Coordinators and the Management team must ensure that the planned activities are accomplished

- PIL 126 Management team should include all five Faculty Deans

II. Student Academic Development

A. Status at last reporting

- A proposal for implementing SATs across Vista campuses is being developed and it will be submitted to Senate for approval
- The absence of a testing policy is a major obstacle towards implementing SATs
- Need to establish SAT Committees on each of the seven campuses to drive and sustain SAT processes and practices on campuses
- Foundation programmes for students from SAT who need placement should be established on all seven campuses
- AD staff at four of the seven campuses have resigned and no replacements have been made.

B. Intervention Activities

- Three AD Practitioners have been appointed
- The proposal on using TELP SATs was presented to Senate in September 2001 and Senate approved the implementation of SATs across seven Vista contact campuses.
- Three lecturers nominated by Deans of Arts and Science participated in the two day SAT National Workshop on the analysis of Version 3 and development of Version 4 tests held on 7 and 8 November 2001

C. Results

1. Differences made

- Vista University has developed and presented a policy on the implementation of SAT to Senate. This policy was adopted by Senate at its meeting held on 26 November 2001
- SAT coordinators and people responsible for placement have been identified and they will participate in the capacity building workshop organised by the DTET
- The Department of Student Affairs has developed a three-year student academic development plan. This was submitted to the Desmond Tutu Education Trust in June 2001

2. Barriers encountered

- Difficulty in getting Student Affairs staff to make inputs in developing a three year student academic development plan.
- Difficulty in obtaining staff cooperation in implementing action plans following participation in workshops, partly exacerbated by the Voluntary Severance Package activity that resulted in numerous staff leaving the University.

D. Recommendations for addressing outstanding issues

- Before SATs can be implemented, Academic Development practitioners need to conduct an audit of the foundation programs or forms of academic development intervention available on the various campuses
- We require technical assistance in building the capacity of the newly appointed AD staff in understanding AD work

III. Management and Administration

A. Status at last reporting

- Round 5 proposal was not recommended for funding
- Workshop participants reported that action plans could not be provided because of the National Plan on Higher Education issues currently affecting Vista University

B. Intervention Activities

- In the light of the impending Higher Education merger, Vista University Distance Campus (VUDEC), UNISA and Technikon South Africa joined together for a workshop on video conferencing. The aim of this workshop was to formulate a common vision on video conferencing for the three institutions

C. Results

1. Differences made

In order to bring Vista University on par with UNISA and TSA in video conferencing, the partnership between Vista University (VU) and University of Central Florida Consortium (UCF) is supporting Vista to set up the infrastructure for video conferencing. The budget for this has been approved by both institutions, invoices have been sent to UCF and Vista University will for the first time have video conferencing facilities. This will enhance institutional capacity in media-based instruction. The linkage grant will also enable VU to set up the HIV/AIDS Information Centre at VUDEC as well as to equip the Itsoseng Community Centre at the Mamelodi Campus

2. Barriers encountered

Difficulty in obtaining staff cooperation to implement action plans following participation in workshops

D. 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

- Seven Faculty staff have been awarded TELP/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

B. Intervention Activities

None during the reporting period

C. Results

1. Differences made

One of the recipients of the TELP/SAIRR bursary has completed his Masters Program in Labour Relations Management

2. Barriers encountered

The two Faculty members who were awarded scholarships could not commence with their programme because the University would not grant them special leave. According to the conditions of service staff members have to serve the University for a period of three years and they should have sufficient leave days before they qualify for study leave

D. Recommendations for addressing outstanding issues

The University should seek to build the capacity of staff by granting them special leave to undertake TELP-related activities.

V. Research

A. 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.

B. Intervention Activities

None during the reporting period

1. Differences made

A joint research proposal between Maths Faculty staff at SU and VU on “The use of Technology in Mathematics teaching” was finalized in October 2001

2. Barriers encountered

None during the reporting period

C. Recommendations for addressing outstanding issues

The Public Administration activity leader at Vista University needs to initiate processes that will lead to the achievement of a joint research project between Vista University and Southern University.

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

- Vista University has developed a policy on testing using TELP SATs and this policy was adopted at the Senate meeting held on 26 November 2001
- One of the recipients of the TELP/SAIRR bursary has completed his Masters degree in Labour Relations Management
- Two proposals for collaboration between SU and VU were finalised in October. The one is aimed at strengthening Vista University’s Masters Programme in Mathematics and the second one is on researching the use of technology in Mathematics teaching
- The budget for establishing the infrastructure for video conferencing has been approved by Vista Steering Committee and the University Central Florida Consortium.

VII. 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