Self-evaluation portfolio for the
Higher Education Quality Committee
Institutional Audit
March 2010

Visit internet: http://reportal.uzulu.ac.za/UZAudit/index.htm
FORWARD

The University of Zululand embarked on the preparation for the institutional audit site visit scheduled for 14-19 March 2010. The division dealing with Academic Planning and Quality developed a project plan in 2007 with the establishment of 5 institutional task teams. The process included review of the 19 audit criteria of the Council on Higher Education.

To bring the University community on board special sessions were held to give them insight into this exercise based on the fundamental principles hence there was a reflection of optimism.

The overarching institutional audit task team committee met monthly and accepted the audit as an opportunity for growth based on ongoing monitoring and evaluation. This was also used as a base for entrenching quality in the core areas i.e. teaching, learning, research and community engagement.

To enhance capacity-building of the personnel, two experts from Wageningen University in Netherlands were invited through the Nuffic Project to facilitate the audit workshop. The output from this workshop mapped the way forward to enable this rural-based university to finalise the planning process.

Support has been received from the Higher Education partners including the different teams from the Council on Higher Education.

This self-evaluation portfolio is a testimony of the comprehensive analysis of our management systems and performance to-date as a comprehensive university.

Our institution awaits this collaboration with the relevant teams regarding evidence linked to the March 2010 audit as this is seen as a tool for improving on our limitations and capitalizing our strengths as a unique institution directed by the new mission statement and the values.

We function within an African university, hence our approach is developmental within the parameters of relevant education.

Professor Rachel V Gumbi
Rector & Vice-Chancellor
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<td>Academic Development Unit</td>
</tr>
<tr>
<td>APQ</td>
<td>Academic Planning and Quality</td>
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<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
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<tr>
<td>B.Com</td>
<td>Bachelor of Commerce</td>
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<td>B.Ed</td>
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<td>B.Sc</td>
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<td>CAL</td>
<td>Commerce, Administration and Law</td>
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<tr>
<td>CAO</td>
<td>Central Admission Office</td>
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<td>CAPEX</td>
<td>Capital Expenditure</td>
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<td>CEEL</td>
<td>Centre for Cooperative Education and Experiential Education</td>
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<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
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<td>CHE</td>
<td>Council on Higher Education</td>
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<td>COAL</td>
<td>Community Outreach and International Linkages</td>
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<td>CPC</td>
<td>Community Psychological Centre</td>
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<td>CRUZ</td>
<td>Coastal Research Unit of Zululand</td>
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<td>CSOP</td>
<td>Community Service and Outreach Programme</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<tr>
<td>DVC</td>
<td>Deputy Vice Chancellor</td>
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<td>DWAF</td>
<td>Department of Water Affairs and Forestry</td>
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<tr>
<td>FAO</td>
<td>Faculty Administrative Officer</td>
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<tr>
<td>FET</td>
<td>Full-time equivalent</td>
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<td>FRD</td>
<td>Foundation for Research Development</td>
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<td>EXCO</td>
<td>Executive Committee</td>
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<td>ERC</td>
<td>Education Resource Centre</td>
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<td>HEMIS</td>
<td>Higher Education Management Information System</td>
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<td>HEQC</td>
<td>Higher Education Quality Committee</td>
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<td>HEQF</td>
<td>Higher Education Qualification Framework</td>
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<td>ICT</td>
<td>Information Communication and Technology</td>
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<td>IKS</td>
<td>Indigenous Knowledge System</td>
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<td>Institutional Operating Plan</td>
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<td>LAN</td>
<td>Local area network</td>
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<td>National Working Group</td>
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<td>OBE</td>
<td>Outcomes Based Education</td>
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<td>OPAC</td>
<td>Online public access catalogue</td>
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<td>ORC</td>
<td>Overarching Reconfiguration Committee</td>
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Key to Footnote characters

- Webpage
- Box Files
- Hard Copy – Documentation Centre
- Flash drive
- Online
- Ring binders

Colour coding of box files

- Blue - University Documentation
- Purple - External bodies: Documentation
- Yellow - Faculty of Arts
- Orange - Faculty of Commerce, Administration & Law
- Red - Faculty of Education
- Green - Faculty of Science & Agriculture
- Black - Support Service division
1.1 Profile and Context of the University of Zululand

The announcement by the Nationalist Government in 1959 relating to the establishment of the “University College of Zululand” that would be affiliated to the University of South Africa, was met with mixed reactions by the community at the time. Many viewed the creation of the new institution as just another apartheid-driven scheme to foist a “bush college” upon the Black community in order to appease the demand for quality tertiary education and equal opportunities for all. While scepticism and even feelings of outright rejection were valid reactions, at least one person chose a positive long-term view.

While addressing a host of local and international dignitaries during the official opening ceremony in 1961, King Bhekuzulu, after whom the great main hall on the campus was later named expressed the following words of wisdom:

“ It is a great thing we do here today. Some say that the College is not good for us, but I say that it is the best offer we have had. We must accept our opportunities to go forward and develop.”

As the bulldozers levelled the hilly countryside, King Bhekuzulu disregarded the negative sentiments and obstacles of the time and chose to see the future. The single-storey structures designated as residences, kitchens, lecture halls and an administration block, arose as harbingers of the modern high-rise buildings that today dominate the skyline. Today, King Bhekuzulu’s vision is there for all to see: a university of repute with a vibrant student population of over 10 000 students. UniZul can today take its place on equal footing with similar-sized institutions nationally.

Spread over more than 15.67 hectares in KwaDlangezwa, some 150 kilometres north of the city of Durban, and 20 kilometres from the nearest town, Empangeni, the University of Zululand is a rural-based higher education institution serving the disadvantaged rural communities north of the uThukela. The land on which the University is built was donated by the local community. Local residents at that time complained when they were displaced: “Kodwa Nisaphi?” The response was: “Anywhere!” Hence the name “ENIWE” for those who relocated across the Umhlathuze River. Today, the University has the majority of its employees from the local community. Thus, besides providing access to higher education, the University is also the main source of employment to the local Mkhwanzi community.

The University was officially opened on 8 March 1960 with 41 students (36 male and 5 female) and 14 lecturers in two faculties, namely Arts and Education. A year later the Faculty of Science was opened. Dr PAW Cooke was appointed as the first Rector. In 1963 the first graduation ceremony took place. In 1964 Prof JA Maré was appointed as the second Rector. The infant college grew apace which led to the institution being granted full university status on 1 January 1970, in terms of the
University of Zululand Act 1969 (Act 43 of 1969). At this time, the student enrolment stood at 600. Dr TF Muller was appointed the first Chancellor in 1971. Prof AC Nkabinde became the first Black Rector in 1977 and in 1979 Dr MG Buthelezi was installed as the first Black Chancellor. Up to this time, it was meant for the University to enrol mainly Zulu and Swazi students. However, the University enrolled Black students from the then Rhodesia, South West Africa and Nguni people of South Africa, including Swazis. In 1975 an Institute for Public Service and Vocational Training was established which provided members of the community with access to legal services and the homeland governments paid fees for the service to the University.

The Umlazi Extramural Division was established in 1979 with 150 students and 12 members on the academic staff in order to bring the University to the people, and to provide extramural tertiary education for working people in the initial stage, especially for teachers who wished to better their qualifications. The University broadened its thrust in 1983 by opening the new Umlazi building complex worth R3.5 million; by 1984 student numbers had grown to 736.

In 1980 the great dome-shaped King Bhekuzulu Hall was officially opened. It is one of the largest such structures in South Africa, and has since hosted each year’s impressive graduation ceremony.

In 1984 the University was granted autonomy and two years later an historical milestone was reached when the institution was opened to all South African race groups. 1985 saw the creation of a Research Unit for New Religious Movements and Churches and the setting up of a Science Centre. In 1987 the new library was completed.

In 1993 another milestone was when the Transformation Committee was formed to provide guidelines on and oversee transformation at the University. Part of this initiative was to forge links with international academic institutions. In 1994 an Honorary Doctorate was conferred upon King Goodwill Zwelithini at a graduation ceremony attended by the former President Dr Nelson Mandela. In 1995 the University conferred an Honorary Law Doctorate on Mr FW de Klerk, the former President of South Africa. In 2001 Dr JZ Zuma, the then Deputy President of South Africa, was installed as the University’s third Chancellor.

In 2002 the University of Zululand was designated as the only comprehensive institution of higher learning north of the u-Thukela River. During this time the University experienced an increased intake of students from other parts of Africa, including Namibia, Nigeria, Kenya, Zimbabwe and Botswana. In 2003 the University appointed its first woman Vice Chancellor, Prof RV Gumbi. Prof Gumbi succeeded Prof CRM Dlamini as Rector. Prof Gumbi was appointed at a time when the University faced a serious financial crisis and was running on overdraft facilities in excess of R56 million. A financial consultant was appointed by the Minister to assist the university in its financial management. The following year the University Council appointed the Chief Financial Officer to manage the finances. Over a four year period there was a turnaround of the finances of the University to a point where the University no longer relies on borrowing to cover its operational costs.
In 2002 the Government set up the National Working Group (NGW) to make recommendations on the size and shape of higher education in South Africa. The Cabinet approved the National Working Group’s recommendations on the restructuring of higher education. The principal recommendation was that the

7.24 “University of Zululand should refocus its mission and become a comprehensive institution offering technikon-type programmes as well as a limited number of relevant university-type programmes, with its future growth being in the technikon programme area, and with major involvement in the Richards Bay region”.¹

7.25 “The Umlazi campus of the University of Zululand should be used by the new merged technikon, with appropriate arrangements made for existing university students to complete their programmes of study”.²

The process of reconfiguring the University into a comprehensive university commenced with discussions and acceptance of these recommendations. Prof PT Sibaya was seconded to head and manage the Reconfiguration Committee for Programme Transformation (RCPT) which was tasked to review the academic programmes. This led to the formulation of the Overarching Reconfiguration Committee (ORC) by the University Council to provide direction towards the reconfiguration of the traditional university into a comprehensive university. In 2004 the Programme Review Task Team (PRTT) was established to review the curriculum and make recommendations as to the size and shape of the university. The PRTT made several recommendations which aimed at reconfiguring the University into a comprehensive institution. Arising out the work of the PRTT, the Institutional Operating Plan (IOP) was developed.

In 2005 the former six faculties (Arts, Education, Science, Theology, Law and Economics and Political Science) were restructured into four faculties, namely Arts; Commerce, Administration and Law; Education; and Science and Agriculture. The previous Faculties of Theology and Law were restructured into departments within the Arts and Commerce Faculties respectively.

In 2006 the University Council approved the positions of Executive Deans for the four Faculties. In 2007 the four Executive Deans, an Executive Director: Human Capital Management, and a Director: Quality Promotion and Assurance were appointed.

The Institutional Operating Plan (IOP)³ 2005-2010 was approved by the Minister of Education. In 2007 the Department of Education, based on the approved IOP, set targets for the size and shape for the triennium 2008-2010⁴. The following targets were accepted by the Council:

- Increase headcount enrolment by 2.9% per year to 12000 students by 2010.
- Headcount enrolment should be by 2010:

18% in SET
22% in Business/Management
32% in Education
28% in Humanities

- The shape of the University was to be as follows:
  - 14% in undergraduate diplomas
  - 66% in undergraduate degrees
  - 16% in postgraduate qualifications below masters
  - 4% in masters and doctoral degrees

- The pass rate to increase from 71% to 75% by 2010 and
- Graduate output to increase to 22% of enrolment by 2010 i.e. 2600 by 2010.

A significant development was the grant of R130 million by the State to support the University's expansion in programmes in business/management and science/engineering/technology including funding to cover a major part of the construction of phase 1 of the City Campus in Richards Bay. The University Council approved the Infrastructural Project Plan 2007-2010 which included further refurbishment and additional teaching and laboratory venues as well as the construction of the City Campus at Richards Bay. The past two years have seen the refurbishment of teaching venues (R5m), teaching and laboratory equipment (R5m), upgrading of audiovisual equipment (R5m) and the student residences (R10m).

1.2 Description of the process of self-evaluation

The University of Zululand proudly presents its self-evaluation report (SER) to the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). The SER has been compiled in view of the institutional audit to be conducted by the HEQC in March 2010. This SER provides a critical reflection on the three core functions of the university, namely, teaching and learning, research, and community engagement. A Project Leader co-ordinated the realization of this report with direct accountability to the Council of the University. Five institutional audit task teams (IA Task Teams) were formed to unpack the nineteen audit criteria and write critical reports on the questions under Areas One and Two. The composition of each institutional audit task team included a Chair from the Executive Management, at least one member from each of the four faculties, a representative from the Quality Promotion and Assurance Division, a representative from the support services sector and student representatives. The IA Task Teams met regularly and reported on their progress at monthly scheduled meetings of the entire IA Task Team Committee.

It should also be noted that the institutional audit site visit by the Higher Education Quality Committee was scheduled for October 2008. This was later postponed to March 2010. This re-scheduling resulted in the loss of the momentum by the IA Task Teams and the University. In addition to this set back, two of the chairs of the IA Task Teams resigned. One staff member left the University, while the other had to go back to the Faculty of Arts as her term of secondment as Assistant Vice Rector ended. However, two Deans stepped in to take over the chairpersons of those two IA Task Teams.

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To support the workings of the five IA Task Teams, the following external experts were invited to conduct workshops and share their experiences\(^6\): the Quality Director of Durban University of Technology, the Quality Director of Tshwane University of Technology, Quality Specialist from Wageningen University (Netherlands) and HEQC delegates in 2008 and 2009. The Project Leader also visited Nelson Mandela Metropolitan University of Technology, University of Johannesburg, Tshwane University of Technology and Durban University of Technology. Through the Nuffic Project the Project Leader visited the Wageningen University and the University of Twente (Netherlands) in 2007 and 2009 respectively.

A website was created on the University Intranet\(^7\) to keep the university community abreast of the progress of the institutional audit and to invite comments on the draft reports of the five IA Task Teams. Two posters were designed outlining the functions of the five task teams and the schedule of meetings with milestones. These two posters\(^8\) were displayed in all buildings and offices of senior staff members. The University Council, the University Senate, the Faculty Boards and all other structures were provided with regular reports on the institution’s progress in its preparation for the institutional audit. While the Staff Union members participated in the various IA Task Teams, the Student Representative Council attended some of the IA Task Team Committee meetings. There were regular meetings with the Heads of Departments and Support Services.\(^9\)

The first draft of the self-evaluation report was ready on 29 June 2009\(^10\). This SER was workshopped with the entire IA Task Teams members on 29 June 2009 and was facilitated by an internal senior English professor. This was followed by the incorporation of the comments and then editing by an external expert. Concurrently, the Quality Promotion and Assurance Division collected self-evaluation reports from the various academic departments and relevant documents from the various portfolio heads and the committee structures. These documents were filed and arranged on special shelves in the Documentation Room set up on the second floor of the Administration Building. These documents are referred to in the text of the SER as footnotes and are listed as appendices. The digital version of the documents will be available on the special website during the period of visitation.

The self-evaluation report focuses on the core functions of the University during the past three years (2007, 2008 and 2009), unless indicated otherwise. The outline of the report follows the format of the HEQC Audit Manual\(^11\), with few modifications. The IA Task Team Committee decided to add an introductory chapter, which describes briefly the background of the University, the second section covers Area One: Vision and Mission; Section three: Teaching and Learning; Section Four: Research and Community Engagement; and Section Five: Conclusion. For a less

\(^6\) Photo album: Documentation Centre.
\(^7\) Webpage of the University.
\(^8\) Posters: Documentation Centre.
\(^9\) Photo album: Documentation Centre.
formal introduction to the University of Zululand, the university website may be visited: www.uzulu.ac.za.\footnote{www.uzulu.ac.za . University webpage.}

In conclusion, it is hoped that this self-evaluation report (SER) will provide the reader, and especially the members of the Audit Panel selected for the site visit, with the necessary background and information required to make an informed assessment of the University of Zululand.
STRUCTURE OF THE INSTITUTIONAL AUDIT PROCESS

UNIVERSITY COUNCIL

UNIVERSITY SENATE

FACULTYBoARDS

INSTITUTIONAL AUDIT COMMITTEE

INSTITUTIONAL AUDIT TASK TEAMS

TASK TEAM 1
Chair: Dr John Boughey
Criteria 1 & 2

TASK TEAM 2
Chair: Prof NV Makunga
Criteria 3, 4, 5

TASK TEAM 3
Chair: Prof SN Imenda
Criteria 7, 8, 9, 10

TASK TEAM 4
Chair: Mr GS Maphisa
Criteria 6, 11, 12, 13, 14

TASK TEAM 5
Chair: Prof R Ori
Criteria 15, 16, 17, 18

STRUCTURE OF THE INSTITUTIONAL AUDIT PROCESS

Chair: Prof PT Sibaya
Project Manager: Prof C Kistan
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<tr>
<th>MARCH 2010</th>
<th>INSTITUTIONAL AUDIT SITE VISIT BY HEQC PANEL</th>
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<tr>
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<td>MOCK : SITE VISIT AUDIT</td>
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<tr>
<td>OCTOBER 2009</td>
<td>SUBMISSION OF SER TO HEQC</td>
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<tr>
<td>18 SEPTEMBER 2009</td>
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<td>10 SEPTEMBER 2009</td>
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<tr>
<td>AUGUST 2009</td>
<td>IA TASK TEAMS : DEVELOPING AN IMPROVEMENT PLAN</td>
</tr>
<tr>
<td>28 JULY 2009</td>
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<td>23 JUNE 2009</td>
<td>IA TASK TEAM : SER DRAFT FINALISATION</td>
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<td>28 MAY 2009</td>
<td>IA TASK TEAM : SER DRAFT DISCUSSION</td>
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<td>24 APRIL 2009</td>
<td>IA TASK TEAM : SER DRAFT DISCUSSION</td>
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<tr>
<td>16 MARCH 2009</td>
<td>IA TASK TEAM : SER DRAFT DISCUSSION</td>
</tr>
<tr>
<td>13 FEBRUARY 2009</td>
<td>IA TASK TEAM WORKSHOP</td>
</tr>
</tbody>
</table>

Chair : Prof PT Sibaya
Project Manager : Prof C Kistan
1.3 Four Open-ended questions

The HEQC criteria for institutional audit pose four open-ended questions besides the nineteen criteria. While these open-ended questions are broad, they are considered in the detailed discussions in the sections covered in this portfolio. Nonetheless, a few highlights will be outlined here with further explanation in the relevant sections.

1. What are the unique and distinctive ways in which the institution enriches and adds excellence to the higher education sector and society – regionally, nationally, and internationally?

Since opening its doors to students for the first time in 1960, the University of Zululand has grown in stature and is regarded as a beacon of hope for disadvantaged communities north of the u-Thukela River in KwaZulu-Natal. The University, mainly because of its unique geographical location, is committed to providing access to students from disadvantaged backgrounds, and to community service in order to uplift and enrich the lives of the people it serves. The vision of the University appropriately encapsulates this by aiming to become a leading rural-based comprehensive university providing quality education.

Through hosting of and participation in regional, national and international conferences and meetings, the University makes contributions to the higher education sector and professional societies, some of which are unique. Attending and hosting conferences are, in themselves not unique, but the uniqueness lies in the contributions made by individual researchers through the various research outputs and other contributions. In the Faculty of Education, for example, a study of traditional healers’ conceptions of the roles and functions of internal body parts has shed some light on some of the alternative conceptions that students present in science classrooms. These results have been presented at conferences nationally and internationally. Other participants at these conferences have acknowledged their value and contribution to existing knowledge and practice. Another example is the use of IsiZulu in the teaching of high school biology.

Regarding the enrichment of the social setting within which the University is located, one area in which we make unique contributions relates to the two constructs of “economies of skill” and “economies of scale”. The severe paucity of skilled people in the surrounding rural communities has necessitated that many for the University’s staff play important roles in the lives of communities and community members, which go far beyond their original areas of expertise. Some of the community projects in which staff play important roles include the following:

(a) Catholic Women’s League;
(b) conducting Saturday and holiday classes for Physical Sciences–Grade 12;
(c) assisting with chemistry practicals at local schools;
(d) volunteering in teacher upgrading;
(e) motivational speaking at a number of schools – Primary and Secondary.

The University is privileged to have been awarded a Chair in Nanotechnology. The recipient is Prof Revaprasadu. This Chair is one of only three Chairs in the area of Nanotechnology in South Africa. The materials research at UZ is recognized nationally. The student training and publication record is well above the national
average. Through innovative collaborations we have been able to produce work that is published in highly reputable international journals.

Computer science graduates from UZ are now able to join the CSIR/Meraka Institute because of the postgraduate programme of the Computer Science Programme which commenced in 2004.

The University adds excellence to the higher education sector through research in rural medicinal plants done in collaboration with international scientists.

The University provides community service in order to enhance and add excellence to education. One example is the High School Visiting Programme in which the Departments of Geography and Nursing Science are involved. Similarly the Department of Human Movement Science is involved in several community projects, e.g. wellness, disease prevention and health promotion, orthopaedics rehabilitation, management of chronic diseases and disabilities.

The Department of Human Movement Science is involved in internationally recognized research in biokinetics. Prof MF Coetsee has published a book in this area: *Biokinetic rehabilitation of musculoskeletal conditions: A practical guide*. ISBN No 978 0 620 42553 7

The Department of Nursing Science participates as an active research partner in a collaboration programme with the Elizabeth City State University, North Carolina, USA. The programme sponsored by the National Institute of Health (NIH) USA offers an opportunity for undergraduate students to conduct research at an international level with students from both universities working alongside each other as partners. The Department of Nursing Science through its head participates actively in the Southern Africa Development and Economic Co-operation (SADEC) programme “Strengthening Our Aids Response” (SOAR) which is an initiative of the Georgetown University sponsored by the NIH to promote educational activities related to the management of HIV and AIDS care in the SADEC region. The chairmanship of the forum is currently held by the HoD in the Department of Nursing Science, University of Zululand, thus giving the University the status as the seat of the project in Southern Africa. Based on this recognition the Rector of the University, Prof RV Gumbi was invited to open the summit held in May 2008, at which the World Health Organisation, SOAR USA, NIH USA and seven SADEC countries were represented. The summit gave birth to the SADEC arm of SOAR. The group under the chairmanship of Prof Mekwa was mandated by the summit to develop nurses’ competencies in the management of HIV and AIDS care along the guidelines of the World Health Organisation (WHO). The outcome of this exercise is a draft that is currently being reviewed by stakeholder countries for approval by member countries and WHO.

The Department of Zoology enriches and adds excellence to the higher education sector and society through its research arm, the Coastal Research Unit of Zululand (CRUZ). This Internationally recognized research unit, established in 1987, is focussed on research and community issues associated with Estuaries and specifically those within the Zululand region of KwaZulu-Natal. All academic staff working in the unit, are highly qualified in one or other of the fields related to
estuarine ecology and the links with both the near shore marine environment and the freshwater river and lake systems on the Zululand coastal plain. Fields of expertise include numerous biological components from invertebrates through to fish and birds, water quality and ecotoxicology.

Both staff and students, from 3rd year level upwards, work closely together within CRUZ translating their academic experience and learning into actual research activities and scientific output in the form of Research Reports and South African Post Secondary Education (SAPSE) publications. Since its establishment, research output and linkages have increased tremendously. Over the past 21 years CRUZ has produced 112 SAPSE rated publications and 132 research reports, as well as producing a number of popular publications. In addition Staff and Postgraduate students from CRUZ have presented the findings of their research at 66 International and 76 National Conferences. Student outputs from CRUZ include Honours, Masters, and Doctorate level degrees.

Research facilities within the unit include a fully functional fish and invertebrate hatchery that can operate with fresh, estuarine and marine water. It also has a set of four environmental rooms within which research under fixed conditions, such as temperate, day night variations etc., can be undertaken.

In addition to the above, CRUZ has fostered linkages and undertaken co-operative research within the University including the Departments of Hydrology and Geography and at a National level with other universities, including the University of KwaZulu-Natal (UKZN), University of Johannesburg, and Nelson Mandela Metropolitan University as well as with other organizations, including Transnet, Oceanographic Research Institute, Water Research Commission and Mondi. At the International level joint projects and links have been established over the years with the University of Hull, the Australian CSIRO and the National Marine Fisheries Laboratory in North Carolina, United States of America.

Part of the international recognition that CRUZ has received for being an estuarine research facility of excellence is revealed in the fact that its staff members are regularly invited to act as reviewers of scientific manuscripts submitted to both National and International SAPSE rated journals. Members have also served on the editorial panel of scientific journals.

Based on the above it is clear that the Coastal Research Unit of Zululand of the Department of Zoology has and is still enriching and adding excellence to the higher degree sector and society.

It should be noted that the banking industry is perhaps the most competitive industry in the South African economy regarding employment opportunities. The curricula of both undergraduate and postgraduate programmes in the Department of Business Management are closely aligned with the banking industries’ vocational needs. Given the specialist training that black graduates receive in this department, they are most sought after by the banking industry. The Department of Business Management thus strengthens the character of the university as a comprehensive institution by giving effect to its vision and mission, in particular, with regard to relevant training and interaction with the professional banking community.
A member in the Department of Law has been running a unique course in legislative drafting during March and July each year, training parliamentary drafters of the Northern Cape Provincial Legislature.

2. What does the institution do to produce a vibrant intellectual culture within the institution and in society at large?

Generous financial support is provided to researchers, as well as granting researchers the opportunity (financial and time) to attend conferences, nationally and internationally. The existence of the research office and the allocation of huge financial resources (R11 million in 2009) for research and development has made the University one of the leading institutions in promoting a vibrant intellectual culture.

The University holds regular seminars, workshops and conferences – both on and off-campus. Over the years, these have included some very important topics, and not only University staff have participated in these events but students and members of the community also. For example, covering topics like the role of higher education in mitigating the spread and adverse effects of HIV and AIDS. Weekly faculty seminars are held at which staff and postgraduate students present their cutting-edge research and conference papers.

A number of academic departments have hosted government and private delegates who visited the campus with a view to recruiting our students for their institutions. The Department of Economics has built a strong relationship with Economic Research South Africa (ERSA) which has fully funded the costs of our staff attending the various workshops they organize, thus contributing to our capacity building exercise. Annual seminars are attended by postgraduate students who are hosted by commercial and investment banks. Topical presentations such as market volatility, banking financial crises, the future of banking, etc. are discussed and debated.

The Nursing Science Department in collaboration with Human Systems Trust (in response to a mandate from the National Health Research) and the Ngwelezane Hospital Management has undertaken a pilot project to develop health care researchers (including non-qualification driven research) in work situations. To encourage vibrancy and dialogue a research day will be held as an annual event at the hospital where novice researchers (nurse and other allied health professionals) will showcase their studies. The first of these takes place in October 2009 under the leadership of the Nursing Science Department.

The Department of Nursing Science has introduced a module, “Independent Study”, for the masters’ programme in order to develop a culture of debate and critical analysis of facts at this level of learning.

3. In what ways does the institution act as an incubator of new ideas and cutting-edge knowledge and technologies within the national system of innovation?

This takes place at various levels and in different contexts – informal, non-formal and formal. Through various research programmes, new ideas evolve, are tested and developed. The weakness at this point, in-so-far as the University is concerned, is
that it has not established research niche and focus areas in terms of which the research expertise of groups inter-faculty staff are pulled together for purposes of collective intellectual engagement. As a result much of the incubation of ideas is done at a personal level, or by small interest groups formed at a non-formal level. Currently, there are efforts to establish research niche and focus areas which should enable the staff to perform better, and more efficiently, in this regard.

The Faculty of Commerce has formed a partnership with the KZN Provincial Government in developing co-operative programmes for budding business entrepreneurs. The Faculty of Arts has worked closely with National Government in setting up an Indigenous Knowledge System (IKS) centre at the University. The Department of Botany together with local traditional healers has produced ointments for skin diseases from medicinal plants. There are several internationally recognised research teams notably from science in nanotechnology, environmental research and the use of indigenous plants for medicinal uses. The isolation of new structures of active compounds from medicinal plants (botany, chemistry and microbiology), research in IT (computer science), and nanotechnology research (chemistry) are examples of the University’s cutting-edge research.

The Coastal Research Unit of Zululand in the Department of Zoology acts as an incubator of new ideas in that it provides a focus for research activities for both academics and students (it has produced more than 100 SAPSE rated publications over the past 21 years).

Within the national system of Innovation UZ Computer Science has been able to attract THRIP (from the national Department of Trade and Industry, through the NRF) funding for the past 7 years to support the development of our GUISET - Grid-Based Utility Infrastructure for SMME-enabling technologies. This is an innovative technology which is geared towards generating SMME-type Information Technologies.

4. What are some of the notable examples in the last three years of institutional success in promoting and enhancing quality?

This question is answered in the various parts of the self-evaluation report.
UNIVERSITY OF ZULULAND

VISION
A leading rural-based, comprehensive University providing quality education

MISSION
• To make education accessible to diverse students
• To provide relevant education
• To generate knowledge through research
• To produce knowledgeable graduates

VALUES
“T E A M”
• Innovation
• Teamwork
• Efficiency
• Accountability
• Mutual Trust
SECTION TWO: AREA ONE

2.1 UniZul Vision, Mission, Values and Goals (Criterion One)  
   2.1.1 Vision  
   2.1.2 Mission  
   2.1.3 Values  
   2.1.4 Goals  

2.2 Transformation within the University  

2.3 Structure of the Academic Section  

2.4 Structure of the Support Section  

2.5 Staff profile  
   2.5.1 Recruitment  
   2.5.2 Employment Equity  

2.6 Student Profile  

2.7 Planning, Resources Allocation and quality (Criteria Two)  
   2.7.1 Planning  
   2.7.2 Resources Allocation  
      2.7.2.1 State Subsidy  
      2.7.2.2 Tuition and other Fees  
      2.7.2.3 Investment Income  
      2.7.2.4 Other Non-Rec current Income  
      2.7.2.5 The Process  
   2.7.3 Physical Facilities and Planning at the University  
   2.7.4 Quality Management  
      2.7.4.1 Quality Framework  
      2.7.4.2 Areas of responsibilities  
      2.7.4.3 Quality Promotion and Assurance  
      2.7.4.4 Monitoring  
      2.7.4.5 Advisory Role  
      2.7.4.6 Implementation  
         2.7.4.6.1 Department/Programme Review  
         2.7.4.6.2 Impact Studies  
         2.7.4.6.3 Student opinion surveys  
         2.7.4.6.4 University-wide surveys  
         2.7.4.6.5 Department Review of Curricula  
         2.7.4.6.6 Academic Development Unit  
   2.7.5 Academic Planning
2.1 UniZul Vision, Mission, Values and Goals (Criterion One)

The Cabinet approved the National Working Group’s recommendations on the restructuring of higher education. The principal recommendation were in parts: 7.24 which stated that the “University of Zululand should refocus its mission and become a comprehensive institution offering technikon-type programmes as well as a limited number of relevant university-type programmes, with its future growth being in the technikon programme area, and with major involvement in the Richards Bay region”\(^\text{13}\), and 7.25 which stated that the “Umlazi campus of the University of Zululand should be used by the new merged technikon, with appropriate arrangements made for existing university students to complete their programmes of study”\(^\text{14}\).

The process of the University’s discussions and acceptance of these recommendations and the subsequent planning and monitoring process led up to the formulation of the current vision, mission, values and goals. When the Minister of Education announced the National Working Group’s (NWG) recommendations in January 2002, the recommendations were approved by a special meeting of Senate on 14 February 2002. At a University Council workshop on strategic planning, the decision was taken that an extensive SWOT analysis (strengths, weaknesses, opportunities and threats) be undertaken in preparation for the new change of the institutional direction envisaged in the NWG recommendations. Meetings were held with all major internal and external stakeholders, and a composite SWOT analysis\(^\text{15}\) produced.

In June 2002, a joint Council and University *bosberaad* culminated in the creation of a new Strategic Plan\(^\text{16}\), and a new vision and mission\(^\text{17}\). In August 2002, copies of the University’s new Strategic Plan were distributed to all staff via their internal mail boxes and through their email addresses. A total of 19 meetings to discuss the Strategic Plan were held with faculties/departments and other sections.

In view of the continuous changes in the higher education sector, particularly the Government’s programme launched in 2003 of restructuring the higher education landscape through mergers, incorporations, reconfigurations and changes to institutional mandates, the University re-visited and evaluated its Strategic Plan in

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\(^\text{15}\) SWOT Analysis. 2002 Annexure 5.
\(^\text{16}\) Strategic Plan. 2002 Annexure 6.
\(^\text{17}\) Vision and mission. Poster (old): Documentation Centre.
2004 and again in 2006. In the 2004 round, faculties were also invited to interrogate the vision statement. The appellation of “rural-based” came in for particular comment, where the feeling was that the phrase gave the wrong impression. However, at a meeting of the Overarching Reconfiguration Committee (ORC)\(^{18}\), after much discussion, “rural-based” was retained in the vision statement.

On 26 February 2008 the University Management went on a Strategic Planning workshop facilitated by an outside expert at the Richards Bay Hotel. Arising from this workshop a new Strategic Plan 2008-2011\(^{19}\) was developed. A separate Strategic Plan workshop was held for all the University Council members at the same venue. The following is the new vision of the University:

2.1.1 Vision

**The University of Zululand aims to be a leading rural-based, comprehensive university providing quality education.**

In this concise but clear vision statement, the University:

- Commits itself to continual development and change in maintaining a developmental edge (“leading”)
- Emphasises one of its unique strengths as a base for further development (“rural-based”)
- Signals its educational mandate as that covering the teaching and learning, research, and community service activities associated with general universities as well with universities of technology (“comprehensive”); and
- Shows its commitment to upholding the highest levels of academic excellence and professionalism in the execution of its mandate (“quality”).

2.1.2 Mission

The University of Zululand is a comprehensive institution which is set:

- To provide access to students from diverse backgrounds to an enabling and caring teaching and learning environment.
- To provide relevant quality education which integrates career preparatory, and general academic programme offerings and research, which are responsive to the development needs of society.
- To generate knowledge through appropriate research and disseminate it through publications, teaching and development, in partnership with the local and internal communities.
- To produce knowledgeable undergraduate and postgraduate students characterised by impeccable character and good citizenship.


2.1.3 Values (i – TEAM)

As part and parcel of its educative mission, the University seeks to integrate education and ethical values in developing its staff and students. These values are:

8.1 **Innovation**: promoting attributes of excellence, creativity and discovery among students and staff.
8.2 **Teamwork**: working together to accomplish a common goal.
8.3 **Efficiency**: sustaining high levels of productivity.
8.4 **Accountability**: subscribing to integrity and transparency.
8.5 **Mutual Trust**: inculcating dependable and trustworthy relationships.

(Strategic Plan: 2008:4)

2.1.4 Goals

The original nine goals of the 2002 Strategic Plan have now been rationalized to the following four primary goals which direct the University’s activities and functions:

**Goal One**: To provide formal, non-formal and informal learning programmes of high quality, which are relevant and responsive to the needs of students and of society.

**Goal Two**: To conduct research appropriate to a comprehensive University in partnership with the local, national and international community.

**Goal Three**: To build a positive image of the University through high quality academic outputs and, amongst others, meaningful partnerships with business/industry, civil society, other higher education institutions, and research organizations.

**Goal Four**: To mobilize and utilize the human, financial and physical resources of the University effectively and efficiently.

2.2 Transformation within the University

The Council on Higher Education (CHE) Report (2000)\(^{21}\) which was built on the Report of the National Commission on Higher Education: A framework for Transformation (NCHE: 1996)\(^{22}\) and the White Paper 3: A programme for the Transformation of Higher Education\(^{23}\) (DoE: 1997); provided the focus and direction to the transformation agenda at the University. The Report states: “Higher education, and public higher education especially, has immense potential to contribute to the consolidation of democracy and social justice, and the growth and development of the economy. The overall well-being of nations is vitally dependent on the contribution of higher education to the social, cultural, political and economical development of its citizens” (CHE:2000: 25-26).

The University of Zululand was seen as part of this national process, hence it sees itself as a catalyst and a change-agent. In response to the national agenda and to the changing landscape and restructuring of higher education in South Africa, the

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\(^{22}\) NCHE 1996. Annexure 9.
new vision for the University of Zululand is to become a leading comprehensive institution for access to quality education, research and technological skills.

In 2002, Unizul commenced a reconfiguring process to transform itself from a purely traditional university into a comprehensive educational institution in accordance with the National Higher Education Plan. The main focus fell on making the institution accessible to all – on offering university programmes together with technikon-type qualifications. Central to the transformation agenda was curriculum transformation from a purely traditional academic qualification to more career-focused practical offerings.

“Transformation has a specific manifestation in each core function because in each case it happens within specific activities which have their own theoretical framework and range of practice” (Lange: 2009). This paradigm shift required a major mind shift and re-skilling of staff in the way they taught, assessed and conducted research. In order to meet its mandate in its curriculum transformation, the University set up in October 2004 a Programmes Review Task Teams (PRTT) to interrogate the condition of teaching and learning, research and community engagement in the university, and as a means of operationalising the Vision and Mission (2004: 14). By February 2006 the PRTT had rounded up its task and produced its findings, recommendations and decisions on which the Institutional Operating Plan (IOP) is significantly based. The PRTT Report made several recommendations and also identified the strengths and quality gaps of the core functions. In addition to this initiative by the University, the Institutional Operating Plan: 2006-2009 (later extended to 2010), approved by the Department of Education, maps the direction for programme design and development for a comprehensive university. Through the debates on transformation, the University community was instrumental in the maxim: “restructured for relevance.” This slogan is the hallmark of the university as it appears in all its publications.

The major challenge to the transformation into a comprehensive university was the need for re-envisioning and capacity-building of the staff. This must be seen against the fact that the University of Zululand did not merge with a technikon as was the case with the other comprehensive universities, except the University of Venda.

The Vice Chancellor, Prof RV Gumbi in her message, in the 45 years of excellence (1960-2005) brochure, outlined the priorities for 2006 as follows:

- Quality education and training,
- Partnership with national, provincial and local governments,
- Improve research outputs,
- Maintain community partnerships for skills development and socio-economic development,
- Collaboration with private and business sectors to enhance the process of education and training. (University of Zululand: 1960-2005: 3)

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In conjunction with the re-curriculation of its academic programmes, the University commenced with developing a number of policies to be in tune with a comprehensive university. A plethora of policies relating to both academic and administration spheres of the university’s activities were developed. In order to provide incentives to academics who successfully implemented these new policies, a number of incentives for improving research and teaching were created through the annual Rector’s Distinguished Teaching Awards, Research Awards and grants and promotions.

The following is the Organogram of the new Management Structure:

FIGURE A: MANAGEMENT STRUCTURE OF THE UNIVERSITY

The University is fortunate in that a stable management structure has been in place since 2003, when the present Vice Chancellor was appointed. The four Senior Executive members are as follows:

1. Vice Chancellor and Principal: Professor RV Gumbi
2. Deputy Vice Chancellor: Academic Affairs and Research: Professor PT Sibaya
3. Chief Financial Officer: Mr M Govindsamy
4. Registrar: Mr GS Maphisa

In the past two years, the following Senior Management Members were appointed:

1. Prof NV Makunga: Executive Dean: Faculty of Arts

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29 Stature of the University of Zululand. Annexure 13.
2. Prof S Moodley: Executive Dean: Faculty of Commerce, Administration and Law (resigned in April 2009)
3. Prof SN Imenda: Executive Dean: Faculty of Education
4. Prof R Ori: Executive Dean: Faculty of Science and Agriculture
5. Dr M Mokoele: Executive Director: Human Capital Management
6. Prof C Kistan: Director: Academic Planning and Quality Assurance

2.3 Structure of the Academic Section

The Statute of the University of Zululand 24 June 1999 No 20147 makes provision for the appointment of vice rectors. Prof PT Sibaya was appointed Vice-Rector: Academic Affairs and Research. This important portfolio also includes community engagement. The Vice-Rector is thus entrusted with the academic leadership of the University. The four Executive Deans report directly to the Vice-Rector on all academic activities at the university.

The University Management approved an academic structure with four faculties consisting of forty five academic departments. The faculty model with departments (as opposed to Schools) was hotly debated at Senate before the University Senate and Council gave their blessing for its adoption. The Executive Deans in each faculty are supported by two elected vice deans, and the heads of departments of the faculty.\(^{30}\)

The Executive Deans have executive powers and are responsible and accountable for the academic endeavours within their respective faculties. The four faculties have their own executive committee (EXCO) and Faculty Boards, together with other structures to manage and promote academic and administrative functions.

All academic decisions in respect of teaching and learning, research and community engagement are recommended to Senate for approval and implementation. This approach has proved useful as it ensures consistency and uniformity in the implementation of university-wide policies and procedures. A special feature of this faculty model is that it facilitates the devolution of academic and administrative functions. Further, the model provides adequate scope and flexibility for strategic planning and efficient utilization of resources.

\(^{30}\) Faculty Prospectus. 2009. Annexure 49.
The tables below provide a list of leadership within the four Faculties.

**Table 1: FACULTY OF ARTS**

<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>Executive Dean</td>
<td>Prof. NV Makunga</td>
</tr>
<tr>
<td>Vice-Dean</td>
<td>Prof. DN Ocholla</td>
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<tr>
<td>Vice-Dean</td>
<td>Prof J Ras</td>
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<tr>
<td>Afrikaans</td>
<td>Dr E Meihuizen</td>
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<td>Anthropology/Dev. Studies</td>
<td>Mr SS Nhlabathi</td>
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<td>Communication Science</td>
<td>Prof V Rugbeer</td>
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<tr>
<td>Criminal Justice</td>
<td>Prof J Ras</td>
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<tr>
<td>Arts &amp; Culture</td>
<td>Prof Ndlovu</td>
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<td>English</td>
<td>Prof NCT Meihuizen</td>
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<td>General Linguistics</td>
<td>Prof CT Moyo</td>
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<tr>
<td>German</td>
<td>Mr E Bodenstein</td>
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<td>History</td>
<td>Mr van Jaarsveld/Mr Ntuli</td>
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<td>IKS</td>
<td>Prof TAP Gumbi</td>
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<td>IsiZulu</td>
<td>Prof LJM Khumalo</td>
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<td>Library Science</td>
<td>Prof D N. Ocholla</td>
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<td>Philosophy</td>
<td>Prof E Wait</td>
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<td>Social Work</td>
<td>Dr Ntombela/Mrs Magagula</td>
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<td>Sociology</td>
<td>Dr NG Tshabalala</td>
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<td>Recreation &amp; Tourism</td>
<td>Dr AT Nzama/Ms GN Nkosi</td>
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<td>Theology</td>
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**Table 2: FACULTY OF COMMERCE, ADMINISTRATION AND LAW**

<table>
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<tbody>
<tr>
<td>Acting Executive Dean</td>
<td>Prof N van Berg</td>
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<tr>
<td>Vice-Dean</td>
<td>Prof OA Banjo</td>
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<tr>
<td>Accounting &amp; Auditing</td>
<td>Prof M Livingstone</td>
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<td>Business Management</td>
<td>Mr JF Cloete</td>
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<td>Economics</td>
<td>Prof BC Shrestha</td>
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<td>Industrial Psychology</td>
<td>Ms N Dodd</td>
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<tr>
<td>Political Science &amp; Public Administration</td>
<td>Prof OA Banjo</td>
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<td>Law</td>
<td>Prof N van Berg</td>
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Table 3: FACULTY OF EDUCATION

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<tbody>
<tr>
<td>Executive Dean</td>
<td>Prof SN Imenda</td>
</tr>
<tr>
<td>Vice-Dean</td>
<td>Prof RV Gabela</td>
</tr>
<tr>
<td>Vice-Dean</td>
<td>Prof DP Ngidi</td>
</tr>
<tr>
<td>Maths, Science &amp; Technical Education</td>
<td>Dr DC Sibaya</td>
</tr>
<tr>
<td>Curriculum &amp; Instructional Studies</td>
<td>Prof DP Ngidi</td>
</tr>
<tr>
<td>Foundation of Education</td>
<td>Dr SA Vilakazi</td>
</tr>
<tr>
<td>Educational Planning &amp; Administration</td>
<td>Prof RV Gabela</td>
</tr>
<tr>
<td>Educational Psychology &amp; Special</td>
<td>Prof DR Nzima</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Education</td>
<td>Ms NM Chalufu</td>
</tr>
<tr>
<td>Arts &amp; Languages Education</td>
<td>Mr DP Khanyile</td>
</tr>
</tbody>
</table>

Table 4: FACULTY OF SCIENCE AND AGRICULTURE

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Dean</td>
<td>Prof R Ori</td>
</tr>
<tr>
<td>Vice Dean</td>
<td>Dr AM Zobolo</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Mr B Rawlins</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Prof TG Djarova</td>
</tr>
<tr>
<td>Botany</td>
<td>Prof AM Zobolo</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Prof GA Kolawole</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Prof MO Adigun</td>
</tr>
<tr>
<td>Consumer Science</td>
<td>Miss C Du Preez</td>
</tr>
<tr>
<td>Geography</td>
<td>Mr AT Mthembu</td>
</tr>
<tr>
<td>Human Movement Science</td>
<td>Dr G Longhurst</td>
</tr>
<tr>
<td>Hydrology</td>
<td>Prof BE Kelbe</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Prof A Beesham</td>
</tr>
<tr>
<td>Nursing Science</td>
<td>Prof NJ Ngoloyi-Mekwa</td>
</tr>
<tr>
<td>Physics</td>
<td>Prof OM Ndwandwe</td>
</tr>
<tr>
<td>Science Foundation</td>
<td>Ms N Morojele</td>
</tr>
<tr>
<td>Zoology</td>
<td>Prof DP Cyrus</td>
</tr>
</tbody>
</table>

2.4 Structure of the Support Section

The academic departments are supported by both the administrative and services divisions or units. The support sector services are diverse in their nature and in their operations. Some services units are directly involved in the academic activities, while others play a more indirect role. Those that play a more direct role range from the Library, the Academic Planning and Quality division, Student Counselling Centre, Student Administration, Academic Development Unit and Centre for Co-operative Education and Experiential Learning (CEEL)31. Those that indirectly support the quality of education are the Finance, Human Capital Management, Information Communication Technology (ICT), the Public Relations, International Office,

31 University Webpage.
Transport, Facilities, Protection Services and Financial Aid Bureau units. These support services divisions or units fall under the portfolios of the Rector, Vice-Rector, Registrar and Chief Financial Officer. Heads of support and services units are accountable to the respective executive members within whose portfolio they fall. Refer to Figure A: Management Structure of the University.

2.5 Staff Profile

2.5.1 Recruitment
A total of twenty five (25) personnel were appointed on a permanent or contract basis since January 2009. Of this total, thirteen (13) are academics and twelve (12) are non-academics. A total of twelve (12) resignations and one (1) early retirement were processed for this period (see Figure B below).

Figure B: Staff movement from 2005 to 2009

From the table above, it can be noted that resignations increased in 2007 and 2008, especially among academic staff. Concomitant with this is that since 2005, 114 academic staff were appointed against 139 support staff. Figure C (below) reveals imbalance in the ratio between academic staff and support staff (almost 2 : 1).

32 University Webpage.
Presently there are nine hundred and ninety five (995) employees of the University of Zululand. Eight hundred and thirty (830) employees are Black, one hundred and fifteen (115) White, forty one (41) Indian and four (4) Coloured employees. There are four (4) disabled male employees.

Table 5: Staff Profile by Race and Gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Foreign Nationals</th>
<th>Disabled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>Coloured</td>
<td>Indian</td>
<td>White</td>
<td>African</td>
</tr>
<tr>
<td>%</td>
<td>680</td>
<td>4</td>
<td>21</td>
<td>55</td>
</tr>
</tbody>
</table>

At the end of the financial year 2008, the University of Zululand had a total of seven hundred and seventy eight (778) employees on its payroll. Since 2007, there has been an increase in the number of both permanent and temporary academic staff. A total headcount of the academic staff is currently 247, including 29 temporary staff.

Figure C: WORKFORCE STATISTICS AND TREND: 2005 - 2009

There is a significant increase in the number of non-academic staff compared to the 2007 final headcount from 482 to 557, including additional temporary non-academic staff. It must be noted that there are 252 academic staff lecturing more than 13235 students in 2009 (Figure D). The ratio between staff and students is 1 : 52 which impacts negatively on the quality of teaching and research.
While the employee headcount is rising, there is also a corresponding increase in human resource related costs which are between 65% to 70% of the University’s total operational expenditure. With this in mind, it is clear that the University must reduce the total operational cost of its staff, primarily by drastically reducing the number of non-academic staff. There is also the challenge to employ more academic staff with the appropriate qualifications and experience to teach on the career-focused programmes (diplomas and certificates). The Chair of Council in his Chairperson’s report listed the two outstanding challenges when it came to staffing:

- “Introduction of measures to attract and retain suitably qualified and skilled staff.
- Finalization of the business process re-engineering of the academic, administration and support sector to support other units to support the academic, research, community outreach, and student programmes, research, and community outreach for the reconfigured University” (2007:4).  

2.6 Student Profile

In line with National Plan for Higher Education (2001) and the White Paper 3 (1997), the key challenge facing the University is “to redress past inequalities and to transform” (White Paper 1) and “to establish equity targets with the emphasis on the programmes in which Black and women students are under-represented and to develop strategies to ensure equity of outcomes” (NPHE: 2001: 5.2). The University has provided access to students mainly from the rural community of Zululand. The

33 University Annual Report. 2007 Annexure 15.
University’s equity profile roughly reflects the regional and national demographics. Women students, however, represent 62% of our total enrolment and make up 66% of our postgraduate students. Our student enrolment is made up of 90% Africans, 3% Indians, 3% Whites and a small number of Coloureds.

The high failure and drop-out rates in certain Faculties are a cause for concern. Mr G Thula, Chair of Council, in his message in the Annual Report 2007, pointed out the need “to improve the throughput and research output rates” (2007: 4). Table 10 reflects a slight increase in the pass rate of students from 2006 to 2008. However, the drop-out rate has almost doubled since 2006 from 5,24% to 9,07% in 2008.

The table below provides statistics of Students enrolled at the University in the past three years:

Table 6 : Distribution of FTE students : 2007-2008

<table>
<thead>
<tr>
<th>QUALIFICATION TYPE</th>
<th>FULL-TIME EQUIVALENT (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Certificates &amp; Diplomas</td>
<td>774.87</td>
</tr>
<tr>
<td>Degrees</td>
<td>6935.04</td>
</tr>
<tr>
<td>Postgraduate Diplomas/Hons</td>
<td>357.87</td>
</tr>
<tr>
<td>Masters</td>
<td>72.14</td>
</tr>
<tr>
<td>Doctorates</td>
<td>65.20</td>
</tr>
</tbody>
</table>

* The 2008 data is preliminary and the final data can only be obtained at the end of July after submission to the DoE

Table 7 : Headcount of students per faculty ; 2007-2009

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>Total</td>
</tr>
<tr>
<td>Arts</td>
<td>1982</td>
<td>817</td>
<td>2799</td>
</tr>
<tr>
<td>Commerce, Admin &amp; Law</td>
<td>1242</td>
<td>967</td>
<td>2209</td>
</tr>
<tr>
<td>Education</td>
<td>2540</td>
<td>1060</td>
<td>3600</td>
</tr>
<tr>
<td>Science &amp; Agriculture</td>
<td>668</td>
<td>664</td>
<td>1332</td>
</tr>
<tr>
<td>Grand Total</td>
<td>6432</td>
<td>3508</td>
<td>9940</td>
</tr>
</tbody>
</table>

The majority of students (65%) are enrolled in programmes that are identified as national priorities, e.g. education, nursing, business, commerce, science and technology. However, the major challenge is the shape of student population which is not in line with the guidelines prescribed by the National Plan for Higher Education.\(^\text{36}\) Whilst the enrolment in postgraduate programmes represents an overall increase in females, it is not satisfactory in terms of overall enrolment in science/agriculture and commerce.

### 2.7 Planning, Resource Allocation and Quality (Criterion 2)

Criterion 2 emphasizes that quality management should be embedded in academic planning, financial planning and resource allocation. This integration will lead to the development, improvement and monitoring of the quality in the core activities of teaching and learning, research, and community engagement. The link between planning, resource allocation and quality management will give effect to the vision and strategic plan.

The PRTT\(^\text{37}\) aligned enrolment to resource allocation, but this was not implemented until 2009. In 2008 Faculties were to submit Business Plans with budget allocations. This was done by all four faculties and all support service departments and units. The IOP\(^\text{38}\) identified resources linked to planning. Faculties were requested to organize strategic planning workshops and submit their strategic plans to the Executive Director: Human Capital Management. These strategic plans were supposed to reflect the human resource needs of the various academic departments.

Senior management decisions show that substantial resources are allocated to major strategic initiatives, thus providing evidence of links between planning, resource allocation and quality at the strategic level. Examples of such decisions will be discussed in subsequent paragraphs. However, the methods used for making strategic choices at the University have not been developed and co-ordinated in a

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systematic manner. Therefore, the lack of documentation describing the links presents a challenge when responding to the audit criterion 2.

2.7.1 Planning

Building a new reconfigured comprehensive university required ongoing planning at all levels. The new vision, mission and goals as encapsulated in the Strategic Plan: 2008-2011 set the direction and path that UniZul needed to take to realize its mandate. Planning is also linked to the catch phrase, restructured for relevance. To realize its vision and mission, planning is driven by the Institutional Operating Plan (IOP), the Programme Review Task Team (PRTT), the Programme and Qualification mix (PQM), and the enrolment plan.

The IOP 2005-2010 clearly articulates UniZul’s plan to realize its vision and mission. Unfortunately, the university, in many instances, deviated from what was planned owing to reasons beyond its control. Little or no progress was evident in the under-mentioned objectives in the 2008 budget cycle:
- Implementation of enrolment planning
- Viability of programmes
- Rationalization and consolidation of programmes
- The enrolments, pass rates, throughput (graduates) and research outputs have not been in terms of our IOP which was approved by the Minister in 2007. In 2008 our enrolment was 11% below the approved targets. This will have an impact on the subsidy grant for 2010. The planned enrolment for 2009 academic year was projected as follows:

### Table 9: Projected enrolment for 2009

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>First time entering undergraduates</td>
<td>3825</td>
<td>3252</td>
</tr>
<tr>
<td>Returning undergraduates</td>
<td>2420</td>
<td>2702</td>
</tr>
<tr>
<td>Honours and postgraduate diplomas</td>
<td>5212</td>
<td>3872</td>
</tr>
<tr>
<td>Masters</td>
<td>1778</td>
<td>2051</td>
</tr>
<tr>
<td>Doctorates</td>
<td>128</td>
<td>1340</td>
</tr>
<tr>
<td>Total</td>
<td>113235</td>
<td>11887</td>
</tr>
</tbody>
</table>

*must be made up of 1581 certificates/diploma and 7886 degree students.

### Table 10: The Actual and Projected enrolment for 2009

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Actual</th>
<th>Projected</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>Variance</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>3825</td>
<td>3252</td>
<td>573</td>
</tr>
<tr>
<td>Commerce, Admin &amp; Law</td>
<td>2420</td>
<td>2702</td>
<td>-282</td>
</tr>
<tr>
<td>Education</td>
<td>5212</td>
<td>3872</td>
<td>1340</td>
</tr>
<tr>
<td>Science &amp; Agri.</td>
<td>1778</td>
<td>2051</td>
<td>-273</td>
</tr>
<tr>
<td>Grand Total</td>
<td>13235</td>
<td>11887</td>
<td>1348</td>
</tr>
</tbody>
</table>

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41 PQM. Annexure 16.
An analysis of the above two tables shows that the University exceeded its projected enrolment by 1348. While the enrolment for 2009 has reached the targets set, the Science and Commerce Faculties have not reached their targets by almost 1000. The tables above also indicated that the Faculties of Education and Arts have exceeded their enrolment by over 1340 and 573 respectively. This has serious implications for resource planning. The space and timetabling, together with human resources (staffing), were major constraints in the actualizing of the academic programme. However, it must be noted that there was a general increase in student enrolment at all higher education institutions in South Africa in 2009. The disconcerting fact is that the projected numbers at the Honours/postgraduate, the masters, and doctoral levels, have dropped by 1008. This will have implications for subsidy from the Department of Higher Education and Training (DoHET). A positive trend is that over 3000 more returning students have registered in 2009 than was predicted in 2008.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>QUALIFICATION TYPE</th>
<th>2009</th>
<th>2009 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>1) Diplomas</td>
<td>639</td>
<td>686</td>
</tr>
<tr>
<td></td>
<td>2) Certificates</td>
<td>403</td>
<td>459</td>
</tr>
<tr>
<td></td>
<td>3) 3-year B. Degree</td>
<td>785</td>
<td>1463</td>
</tr>
<tr>
<td></td>
<td>4) 4-year prof. B. Degree</td>
<td>214</td>
<td>814</td>
</tr>
<tr>
<td></td>
<td>6) Postgrad Diplomas</td>
<td>58</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>8) Honours</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>9) Masters</td>
<td>95</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>Doctorates</td>
<td>21</td>
<td>91</td>
</tr>
<tr>
<td>Arts Total</td>
<td>2257</td>
<td>625</td>
<td>540</td>
</tr>
<tr>
<td>Commerce, Admin &amp; Law (CAL)</td>
<td>2) Certificates</td>
<td>61</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>4) 3-year B. Degree</td>
<td>637</td>
<td>1705</td>
</tr>
<tr>
<td></td>
<td>5) 4-year prof. B. Degree</td>
<td>280</td>
<td>582</td>
</tr>
<tr>
<td></td>
<td>8) Honours</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>9) Masters</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Doctorates</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>CAL Total</td>
<td>1010</td>
<td>461</td>
<td>823</td>
</tr>
<tr>
<td>Education</td>
<td>1) Diplomas</td>
<td>30</td>
<td>730</td>
</tr>
<tr>
<td></td>
<td>2) Certificates</td>
<td>209</td>
<td>414</td>
</tr>
<tr>
<td></td>
<td>5) 4-year prof. B. Degree</td>
<td>1630</td>
<td>3284</td>
</tr>
<tr>
<td></td>
<td>6) Postgrad Diplomas</td>
<td>133</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>7) Postgrad B. Degree</td>
<td>434</td>
<td>536</td>
</tr>
<tr>
<td></td>
<td>9) Masters</td>
<td>49</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Doctorates</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Education Total</td>
<td>2503</td>
<td>1640</td>
<td>738</td>
</tr>
<tr>
<td>Science &amp; Agriculture</td>
<td>1) Diplomas</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>3) Foundation Programs</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>4) 3-year B. Degree</td>
<td>479</td>
<td>1154</td>
</tr>
<tr>
<td></td>
<td>5) 4-year prof. B. Degree</td>
<td>85</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>8) Honours</td>
<td>81</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>9) Masters</td>
<td>51</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Doctorates</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Sc &amp; Agriculture Total</td>
<td>835</td>
<td>349</td>
<td>497</td>
</tr>
<tr>
<td>Grand Total</td>
<td>6605</td>
<td>3075</td>
<td>2598</td>
</tr>
</tbody>
</table>
The Programme Review Task Team (PRTT) \(^{43}\) embarked on a comprehensive department by department, faculty by faculty, broadly inclusive consultative process in order to assess the number, approval status, relevant top needs, demand, delivery capacity, quality and throughput of programmes. Included in the assessment was a review of postgraduate programmes and published research outputs. The general findings of the PRTT were that:

- There is an eclectic mix of programmes in three of the four faculties, with both three and four year undergraduate degrees.
- All faculties have experienced major shifts in enrolment patterns over the past four years. The enrolment in a number of departments (majority in Faculty of Arts) has been adversely affected by national policies. As a result some departments have shifted to being service departments rather than academic departments.
- The only department that continues to select students on merit in the Faculty of Arts is Nursing Science (presently in the Faculty of Science and Agriculture). The Nursing Science department interviews students as part of its selection process.
- Two faculties have done away with after-hours teaching (Arts and Science) whereas the Faculties of Education and Commerce still engage in this activity.

The PRTT outcomes followed a programme of action with estimated completion dates (IOP: 27-31).\(^{44}\) PRTT meetings are held under the chairperson of the Chief Financial Officer. The minutes of the PRTT meetings will attest to the fact that little progress was made in achieving the milestones set. This is mainly due to the fact that persons responsible in executing the recommendations have not done so and have not submitted reports as requested by the committee.

The Institutional Operating Plan: Section 3 deals with plans for programmes. The IOP outlines our enrolment plans, programmes offerings, physical, human and financial plans for the period 2005-2010. The shift to new programme development as part of the transformation towards a comprehensive university meant that the Programme and Qualification Mix (PQM) \(^{45}\) was to be adapted. The University is expected to steer its enrolment and student numbers in programmes in science, engineering and technology (SET) together with business management as part of its “comprehensive university” vision and mission.

The University commissioned an investigation into the modularization system in October 2006. A team of four researchers was appointed to look at the modularization process with particular emphasis on teaching and learning. The “findings of the research team suggest that a simple process of repackaging disciplinary offerings into smaller learning blocks dominated the modularization process at the University of Zululand” (Report on the Modular System: 2006. 5).\(^{46}\) The five recommendations were as follows:

- Establish programme co-ordination and oversight structures
- Implement University policy.

\(^{43}\) PRTT 2004. Annexure 12.
\(^{44}\) IOP 2005-2010. Annexure 2.
\(^{45}\) PQM. Annexure 16.
- Develop capacity among staff to implement policy
- Review procedures for tracking and registration of students
- Develop schedule for programme review

The report concluded by stating that there was a general lack of clarity across the institution about what a modular system was and what the implications of its implementation would mean for curricula in general.

Arising from these recommendations and other initiatives, Senate in 2008\(^{47}\) approved that all new modules be designed as semester-length modules, thus re-introducing the mid-year and end of the year examination sessions. Presently students in the pipeline are registered for term-length modules while the new students (from 2008) are registered for semester-length modules. The term-length modules (approximately three months long) will soon be phased out and all existing and new programmes will be restructured to include semester-length (six month long) modules.

2.7.2 Resource Allocation

Resource allocation has been driven largely by the reconfiguration into a comprehensive university. The Department of Education has injected funds into the University, to enable it to restructure its academic programmes from a purely traditional to more technikon-type/career-focused offerings.

The resource allocation is based on student enrolment figures, subsidy, and third stream income. Cross subsidization of Faculties is inevitable but not the ideal. The Department of Education had also capped student enrolment and this had an impact on the subsidy earned. All fees are reviewed annually and adjusted in relation to the inflation rate but take into account that the majority of our students come from predominantly disadvantaged backgrounds. The University, in line with its vision statement, and providing access, has one of the lowest fee structures in the country (approximately 60% of those charged by other universities in the region and nationally).

The budget is based on historical expense patterns and the institution is attempting to reduce personnel costs in order to bring it in line with the norm of around 63%. As mentioned earlier the four faculties were expected to submit their strategic plans to the Human Capital division with their human resource needs. The faculty needs are then budgeted for on an annual basis.

The budget is presented annually to Council for approval during December of the previous year. The Information Technology System (ITS) is still relatively new to staff and the budget for 2008 was presented at the end of 2007. Twenty five percent (25%) of the previous year’s budget is made available to Faculties to operate until the review of the current year budget in March after the finalization of enrolment. Exceptional expenditure is approved as and when needed. A meeting for budget revisions is scheduled in March each year with the four Faculties and departments.

Table 12: Budget Plan for 2009\textsuperscript{48}

<table>
<thead>
<tr>
<th>Rand (thousand)</th>
<th>2008</th>
<th>Projected actual</th>
<th>2009 proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>285 730</td>
<td>306 450</td>
<td>316 957</td>
</tr>
<tr>
<td><strong>Government Subsidy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formula Subsidy</td>
<td>169 599</td>
<td>193 781</td>
<td>181 363</td>
</tr>
<tr>
<td>Ad Hoc Grant</td>
<td>167 400</td>
<td>183 715</td>
<td>179 164</td>
</tr>
<tr>
<td><strong>Net Fee Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition fees</td>
<td>2 199</td>
<td>10 066</td>
<td>2 199</td>
</tr>
<tr>
<td>Less provision for doubtful debts</td>
<td>-9 006</td>
<td>-8 877</td>
<td>-9 029</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest on investment</td>
<td>9 324</td>
<td>10 500</td>
<td>9 324</td>
</tr>
<tr>
<td><strong>Other income</strong></td>
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<tr>
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<td>Registration fees</td>
<td>5 500</td>
<td>5 363</td>
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<tr>
<td>Bad debt recoveries</td>
<td>3 500</td>
<td>3 500</td>
<td>6 500</td>
</tr>
<tr>
<td>Rev from services/contracts</td>
<td>11 607</td>
<td>8 500</td>
<td>11 607</td>
</tr>
<tr>
<td>Rentals from staff housing</td>
<td>900</td>
<td>950</td>
<td>900</td>
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<tr>
<td>Transfer 2008 surplus</td>
<td>25 757</td>
<td>22 272</td>
<td>45 007</td>
</tr>
<tr>
<td>Misc. etc</td>
<td>4 000</td>
<td>3 500</td>
<td>4 000</td>
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<table>
<thead>
<tr>
<th>Rand (Thousands)</th>
<th>2008</th>
<th>Projected Actual</th>
<th>2009 Proposed Budget</th>
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<tbody>
<tr>
<td><strong>EXPENDITURE</strong></td>
<td>283618</td>
<td>288360</td>
<td>311970</td>
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<td>Personnel Compensation</td>
<td>180080</td>
<td>179421</td>
<td>199253</td>
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<td>Academic Departments</td>
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<td>88860</td>
<td>102246</td>
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<tr>
<td>Administration Departments</td>
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<td>63800</td>
<td>70180</td>
</tr>
<tr>
<td>Facilities Departments</td>
<td>9199</td>
<td>10261</td>
<td>11797</td>
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<tr>
<td>Education Subsidy</td>
<td>4173</td>
<td>4000</td>
<td>4280</td>
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<td>Post Retirement Obligations</td>
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<td>12500</td>
<td>10750</td>
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<tr>
<td>Supplies and Services</td>
<td>81638</td>
<td>91308</td>
<td>89023</td>
</tr>
<tr>
<td>Academic /Research Units/Departments</td>
<td>28076</td>
<td>30925</td>
<td>33399</td>
</tr>
<tr>
<td>Admin and Sup Departments/Units</td>
<td>31588</td>
<td>35409</td>
<td>32551</td>
</tr>
<tr>
<td>Phys. Plan. and Works/Transport</td>
<td>21974</td>
<td>24974</td>
<td>23073</td>
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<tr>
<td>Library Books and Periodicals</td>
<td>9413</td>
<td>8001</td>
<td>10413</td>
</tr>
<tr>
<td>Depreciation</td>
<td>9630</td>
<td>9630</td>
<td>10112</td>
</tr>
<tr>
<td>Transfers to Reserves 1% of income</td>
<td>2857</td>
<td>3170</td>
<td></td>
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<tr>
<td><strong>SURPLUS/(DEFICIT)</strong></td>
<td>2112</td>
<td>18090</td>
<td>4987</td>
</tr>
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</table>

The 2009 proposed plan has been prepared on a break-even basis. In this regard, the planned estimated surplus of approximately R16 million will be used to fund the shortfall including the financing of our asset acquisition and our long-term borrowing resulting from the drop in enrolment in 2007.

The following key factors influenced the proposed plan for 2008:

2.7.2.1 State Subsidy

The subsidy grant for 2009 was calculated using our audited student data for 2007 and based on the new funding framework. It must be noted that any deviations set by the Minister will impact on the subsidy each year. The drop in student numbers and the enrolment mix in 2007 will negatively impact on our subsidy income for 2009. The additional subsidy received in 2008 will be used to smooth the effects of the drop in the income for 2009. We have assumed that our preliminary allocation for 2009 will be approximately R181,4 million (2007=R193.7 million). This amount includes an ad hoc grant for interest and capital redemption on loans guaranteed by the State.

2.7.2.2 Tuition and other Fees

The fee income is based on the enrolment of 13235 students in 2009. The plan also provided for a 10% fee increase in 2009-2010. Council approves fee increases in consultation with the Student Representative Council (SRC). The student fees are reviewed by Council as part of its negotiations. The University, from its own reserves, provided for scholarly achievement and indigent students to a tune of over R5,5 million in 2009.

Our fees are still approximately 60% of those charged by other Universities in the region and nationally. Fee levels are much lower at almost all higher education institutions which cater for students from low socioeconomic backgrounds. Additional
charges for practice teaching, laboratories and field work have been included. Debt management strategies implemented by Management to reduce the level of unpaid fees level has been reasonably successful thus far. The target is to reduce this to approximately 10% (2008=18%) of tuition fees income for the year.

2.7.2.3 Investment Income

The University’s cash flow has significantly improved over the past years. The University invests its cash reserves and its short-term cash surpluses in equities and in the money market which we anticipate will generate an average return of 10% per annum. In 2009, Council decided on a break-even budget based on the experience of our past financial crisis. The University Council’s financial policy was to accumulate cash reserves of at least 25% of its annual operating budget to safeguard against volatility of the environment.

2.7.2.4 Other Non-Recurrent Income

Other Non-Recurrent income includes application and registration fees, bad debts recovered, revenue from services and contracts, rental from staff housing and other miscellaneous revenues. We anticipate an initial payment (9%), an increase in recovery of student bad debts (86%), revenue from services and contracts (37%), and a decrease in rental income (5%). Included in non-recurrent income is the carry-over of a portion of the 2008 surplus.

FIGURE F: PROPOSED ESTIMATES OF EXPENDITURE
Overall the planned expenditure for 2009 has been limited to approximately 8% more than the projected actual expenditure for 2008. This is made up of a increase of 11% in personnel costs which includes provision of R10,8 million for post retirement costs (retirement funds, medical aid and leave), an overall 3% decrease in supplies and services, a 30% increase in library materials, a 5% increase in depreciation and a 7% increase in transfer to reserve to offset the accumulated deficit.

2.7.2.5 The Process

The Executive Dean/Manco Manager submits budget requests for the following year in terms of the agreed plan and submitted electronically to the Finance Department. The Executive Deans of Faculties will arrange with their Management to facilitate a suitable process for their Faculties. Members of the Finance Office will be visiting Faculties in late October to present the overall budget and to answer any questions regarding to the budgetary process.
Table 13: BUDGETING TIME TABLE

<table>
<thead>
<tr>
<th>EVENT</th>
<th>RESPONSIBILITY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Executive Deans and Manco Managers</td>
<td>Finance Department</td>
<td>13-17 October 2008</td>
</tr>
<tr>
<td>Faculties and Administration to submit their plans and budgets to the Finance Department</td>
<td>Exec. Deans and Manco Managers</td>
<td>31 October 2008</td>
</tr>
<tr>
<td>Proposed 2009 Budget Plan to Finance Committee and Council</td>
<td>Chief Financial Officer</td>
<td>13 November 2008</td>
</tr>
<tr>
<td>Release partial budget to Departments</td>
<td>Budgets and Financial Planning Office</td>
<td>5 January 2009</td>
</tr>
<tr>
<td>Align Budgets to student enrolments</td>
<td>Budgets and Financial Planning Office</td>
<td>27 February 2009</td>
</tr>
<tr>
<td>Final Budget for 2009 and present to Faculties and Administration</td>
<td>Budgets and Financial Planning Office</td>
<td>13 March 2009</td>
</tr>
<tr>
<td>Revised Budget for 2009 to Finance Committee and Council</td>
<td>Chief Financial Officer</td>
<td>24 April 2009</td>
</tr>
</tbody>
</table>

Capital expenditure (CAPEX) budget for equipment and a small contingency reserve is held by the Finance Department for ad hoc requests and emergencies. Monthly management reports are prepared by the ITS system to monitor the expenditure. All Executive Deans and Heads of Departments/divisions have access to the ITS system to monitor their expenses. Staff in management positions have the authority to sanction expenditure where necessary.

The key strategies to link resource allocation to goals (of the IOP) are the following:
- R 32 million spent on the ITS System: DoE and DBSA partnership loans. This was to ensure reliable and accurate management information.
- R25 million spent on new residences for students: DBSA loans. This was to assist in reducing the residence shortage.
- R16 million spent on building refurbishment, R10 million of which was spent on academic teaching aids. The objective was to improve the learning environment and the quality of teaching.
- R5.8 million was set aside for Research Development. The research fund was available to encourage staff to do research and generate revenue on the SAPSE accredited publications. (R11.2 million for 2009)
- R6.739 million was set aside to increase library resources. The intention was to make available research materials for students and staff. An additional R3 million for library materials in 2009 was included.

The University had received an earmarked grant of R130 million for the triennium 2008-2010 for refurbishment of teaching and learning facilities and student residences. The University also received its re-capitalisation grant of R46,253 million in March 2007. The third phase was to establish an urban campus in Richards Bay. The Department of Education has approved the plan and will engage the University in the implementation and monitoring processes.
2.7.3 Physical facilities and Planning at the University

The University is built on 15.7 hectares of land with a building space of over 166,444 square metres. It must be noted, however, that the buildings were designed at a time when financial differentiation existed. Therefore, the design of the buildings did not conform to the most appropriate architecture available. Thus buildings are in some cases barely adequate but little can be done to develop them from an infrastructural point of view. The buildings are far from being modern, with narrow staircases and in some cases prefabricated structures. The Nursing Science Department has only prefabricated buildings to offer their lectures and practicals. Several lecture venues have long fixed desks and long benches and these do not lend themselves for modern teaching methods, for example, discussion and group work. Lecture venues are too small and crowded and inappropriate for the size of the overall student population. Several lecture venues have poor ventilation with no air-conditioning facilities. Though designed for different purposes, the chapel and the main King Bhekuzulu Hall are used for lectures and examinations. King Bhekuzulu Hall has inadequate air-conditioning facilities.

The provisioning of infrastructure and resources across the campus is uneven with a minimal sharing of lectures and laboratories with other Faculties. The four Faculties have their own buildings and somewhat “own” the lecture venues and laboratories. Owing to the poor quality of the buildings, high noise levels, which should not normally occur, frequently disturb lecturers. Numerous complaints from both staff and students have been made in this regard.

However, while the gardens are well maintained, there is a limited open lawn space for the university community. The pathways are very uneven and covered with concrete. There is little provision for the disabled in most buildings. A number of buildings have no lifts and are inaccessible to disabled students and staff. Arterial roads within the University are narrow and are potholed.

The main library with modern facilities caters for the resources and information needs of both students and staff. There are several computer laboratories which are accessible twenty four hours. There is a post office, a book shop, one commercial bank and other ATM outlets on campus. A cafeteria is open to all and numerous shop vendors and spaza shops are along the roads.

There is a huge demand for residences for both staff and students. The hostel facilities are far from satisfactory and the University is annually faced with serious hostel accommodation shortages. This is because the university is located almost twenty kilometres from the closest residential areas: Empangeni, Esikhawini, KwaDlangezwa and Mtunzini.

The university has a large sports field, a swimming pool and indoor gym.

Although the University received an earmarked grant for refurbishment of teaching and learning facilities and student residences, no new lecture venues and laboratories were built. This is a major challenge to the recently reconfigured comprehensive university. However, vandalism and theft at the hostels and lecture venues are major problems faced at the university. The majority of the lecture rooms
have data projectors with large projection screens in front. All the buildings were painted at the end of 2008. Construction of new lecture rooms in the Science block commenced in February 2009. The former Minister of Education also pledged her support to build new student residences, a new Nursing Science building and a new block for the Faculty of Education.

Addressing the concerns of lecture venues, laboratories and other infrastructure on the KwaDlangezwa campus is a major challenge to the University. While there has been some effort made to upgrade facilities, it has certainly not been sufficient to create a conducive climate for teaching and learning. This has been compounded by the proliferation of modules that are taught. The present lecture venues are not appropriate for teaching career-focused (technikon-type) programmes. Another important factor to consider is a major face-lift to the old concrete structure buildings which symbolize a disadvantaged higher education institution.

A major development is the building of a new city campus in Richards Bay. The University has leased a three-storey building at Tuzi Gaza and some career-focused programmes are offered there. The new building of the city campus has commenced with the blessing of the Richards Bay Municipality. The first phase of the building is expected to be ready by the end of 2009. The expansion of the University into Richards Bay, as per the National Working Group’s recommendations calling for a “major involvement in the Richards Bay region”, side-by-side with the KwaDlangezwa campus, poses long-term challenges to the University regarding resource allocation.

Facilities Management Department

The Facilities Management Department manages the operation and maintenance of the University plant. The department also undertakes a variety of capital improvement projects that include all aspects from conceptual planning, contract documentation, specifications, design details, project management, and quality control through to final commissioning, operation and decommissioning. Some of the projects include new buildings, safety and security facilities, recreational areas, office buildings, building restorations, sports facilities, site development, building renovations and major preventive maintenance projects.

The environment for the Facilities Management Department and its operations is characterized by an ever-increasing demand for services and facilities brought about by the continued growth in student population and demographic diversity. The financial challenges have over the past decade added tremendous pressure to reduce resources allocated to meet the University’s obligations to protect existing public assets. A solid commitment exists to continually strive to meet the expectations of both staff and students. In response to the financial pressure of recent years, the Facilities Management Department has assumed a leadership role in pursuing and expanding partnerships with important structures (e.g., municipalities, Eskom and the local communities).

The functional area consists of facility planning, design and construction. The facilities department provides a service to staff and students with regard to physical development, maintenance, essential services, transport, media services and printing services at KwaDlangezwa. (Annexure: 18)

2.7.4 Quality Management

The University has established a Quality Promotion and Assurance (QPA)\(^{50}\) division to provide support and act as a resource to the university community. QPA engages with all staff and students and has a developmental approach to quality aimed at strengthening capacity within the institution. QPA engages in rigorous self-evaluation through planning, implementation, monitoring and reflection.\(^{51}\)

A Director was appointed in 2007. Presently there are seven members in the QPA division. Each of the Faculties has a Quality Advisor to interact and support staff in their core functions and promote quality. A Student Survey co-ordinator was appointed in 2008 to oversee the administration of all surveys and reviews at the University. In 2009 the QPA appointed an Information Management specialist to assist in the management of information for planning and quality improvement. In addition to quality promotion, QPA has also been entrusted with academic planning. Staff are supported and offered guidance in the design and development of all programmes and modules. QPA has also commissioned a curriculum consultant to assist staff in the development of career-focused programmes. This consultant, with technikon experience, has assisted staff mainly in the designing of certificate and diploma programmes.

The University has a number of key principles that underpin quality promotion and assurance. Quality processes form part of the planning and resources allocation in the core activities of the University, Faculties and Departments. Where possible the processes are based on self-reflection, which is validated through periodic processes of peer-review. The process is evidence-based. A holistic approach to quality assurance is taken.

2.7.4.1 Quality Framework

The quality framework is based on:

- **Fitness for Purpose:** core activities are seen in relation to the vision and mission of the University and in relation to how well the Faculties and academic programmes are aligned to the vision.
- **Value for Money:** UniZul is judged in relation to the full range of higher education purposes set out in the various national policies. The effectiveness and efficiency of its higher education provision will depend on the quality and relevance of the education and training to the learner.
- **Transformation:** this relates to the development and capacity of individual learners for personal enrichment and the ability to empower and enable the students through the various activities.

\(^{50}\) QPA. Webpage.  
\(^{51}\) QPA policy and procedures. Annexure 51.
• 2.7.4.2 Areas of responsibilities

Since quality is the responsibility of every member of the university community, the University has created various structures and committees to review the provision of quality and developed policies to enhance and monitor the quality management systems. QPA acts as a centralized resource for staff and students on quality related issues. The Rector’s Quality Assurance committee, the faculty Quality Assurance committees, the Teaching and Learning committee, the Research committees, Faculty Boards, and Senate of the University are approved structures which have as part of their tasks the regular review and monitoring of quality in order to promote and improve the core activities of the university.

2.7.4.3 Quality Promotion and Assurance

Each of the above committees:
- Ensures that policies and procedures are developed in preparation for external accreditation and auditing purposes.
- Disseminates internal and national policies and documents to its constituency.
- Identifies needs for training in curriculum development and/or other staff development and makes sure that opportunities are provided to address them.
- Creates a culture of quality awareness among students, academic and all support and technical staff.
- Organizes workshops/seminars on quality management systems.

2.7.4.4 Monitoring

Each committee:
- Monitors the quality of module and programme design through the evaluation of module and programme templates.
- Monitors the carrying out of annual programmes and department self-evaluation and students’ evaluation within each faculty.
- Sets up schedules for five year external reviews of departments.
- Ensures that systems are in place for the safe keeping of relevant policies and documents.
- Monitors the implementation of academic policies and procedures.
- Monitors the pass/failure rate of students in each module taught.

2.7.4.5 Advisory Role

Each committee:
- Receives and discusses QPA reports on module, programme and department self-evaluation and offers advice on possible improvement strategies.
- Considers and responds to external policy proposals relating to quality in Higher Education.
- Provides support and guidance to staff on all quality related issues.
- Provides advice and guidance on correct procedures and policies on academic and administrative matters.
2.7.4.6 Implementation

2.7.4.6.1 Department/Programme Review

Programmes and departments have been identified for review. To date some ten programme and department reviews have taken place.

The first review was the Bachelor of Laws programme.

Table 14 : SCHEDULE OF DEPARTMENT REVIEWS

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>DEPARTMENT</th>
<th>YEAR</th>
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<tbody>
<tr>
<td>Commerce</td>
<td>Law</td>
<td>2007</td>
</tr>
<tr>
<td>Science</td>
<td>Nursing Science</td>
<td>2007</td>
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<tr>
<td>Science</td>
<td>Human Movement Science</td>
<td>2007</td>
</tr>
<tr>
<td>Arts</td>
<td>English</td>
<td>2008</td>
</tr>
<tr>
<td>Arts</td>
<td>Social Work</td>
<td>2008</td>
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<tr>
<td>Science</td>
<td>Agriculture</td>
<td>2008</td>
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<tr>
<td>Commerce</td>
<td>Industrial Psychology</td>
<td>2008</td>
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<tr>
<td>Support Services</td>
<td>Academic Development Unit</td>
<td>2008</td>
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<tr>
<td>Support Services</td>
<td>Library</td>
<td>2009</td>
</tr>
<tr>
<td>Commerce</td>
<td>Business Management</td>
<td>2009</td>
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<tr>
<td>Science</td>
<td>Botany</td>
<td>2009</td>
</tr>
<tr>
<td>Arts</td>
<td>Philosophy</td>
<td>2009</td>
</tr>
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The external review process is rigorous and consisted of the appointment of a panel of internal members and two outside experts from other universities. Over a period of three days, interviews were held with staff, students, alumni and stakeholders. A site visit was held to determine the quality of classroom and office provision as well as the library facilities. The curriculum was examined for relevance and benchmarked against that of other HEIs. Staff qualifications, length of experience and publication records were noted. Challenges in the shape of local recruitment of suitably qualified staff, especially at senior levels, suitable office and classroom space and library facilities were also noted. On the final day the panelists all contributed to the writing of the final report. Refer to the Policy on External Review of Academic Department.

2.7.4.6.2 Impact Studies

External reviews have been held of the Modular System and the English Language Support Modules. These reviews have also involved the use of outside experts as a part of the panel, and in the latter case as the Chair. The recommendations have formed part of the evaluation of the teaching and learning process at the University.

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52 External review reports. Documentation Centre.
As a result of the Modular System Review report, the university in 2008 changed back to semester length modules to obviate the problems caused by the short learning times experienced in the four term system, which led to both students and staff complaining that learning took place in small “bites”, and did not allow time for reflection and absorption of learning.

Quality Promotion and Assurance have also conducted an impact study on forms of assessment and learner guides. The report on learner guides has informed staff on review of curricula.

2.7.4.6.3 Student opinion surveys

Student opinion surveys of lecturers are conducted by QPA and are held on a regular basis. They are based on questionnaires filled out by students in class and processed by the OpScan machine. The reports go to the lecturer concerned and the head of department for implementation and recommendations.

2.7.4.6.4 University-wide surveys

QPA conducted graduation surveys in May 2007 and 2008 to determine graduate certification and employment. The results are available in Graduation Survey reports. It is anticipated that the surveys will assist the University in measuring the value attached by graduates to the education that they have received at UniZul and the attitudes of graduates to the institution and their chances of employment as a result of qualification chosen. The University also conducted a Tracer Study in 2007 and a Library survey in 2008.

2.7.4.6.5 Departmental Review of Curricula

Departments are encouraged to review the content of their curricula and modules at least once a year but preferably twice a year. This is intended to assist lecturers to keep abreast of developments in their field and to ensure that students are presented with the latest findings and debates in the various disciplines. The review policy of academic departments attends to these aspects.

2.7.4.6.6 Academic Development Unit

The Academic Development (AD) Unit presents workshops on a regular basis to assist lecturers in developing their skills in Outcomes-Based Education (OBE). The AD Unit is assisted by staff from the Faculty of Education. Staff are encouraged to use a variety of assessment instruments and to move away from the “chalk and talk”

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58 Tracer Study. 2007. Annexure 52.
60 Policy on external review of academic departments. Annexure 39.
approach to university lecturing. The Rector’s Distinguished Teaching Award is a device to encourage, motivate, and monitor good teaching and learning practice.

2.7.5 Academic Planning

Quality Promotion and Assurance took on an additional function in driving the academic planning at the university. The Academic Planning committee was revived in 2009 under the leadership of the Director of QPA. All new programmes that are developed at the university are quality assured by the QPA before they are tabled at the Teaching and Learning Committee and the Senate. The QPA division also interacts with the Higher Education Quality Committee (HEQC), Department of Education (DoE), and the South African Qualifications Authority (SAQA). The Director also conducts capacity building workshops for faculties and departments on national policies and procedures. For example, the Higher Education Qualifications Framework (HEQF)\(^61\) was workshopped for all Senate members and to the four faculties.

The University was able to secure the assistance of two external consultants to assist in the academic planning on campus. The Department of Education provided financial assistance to the university to support the Faculty of Education to design and develop its teacher education programmes. A consultant was brought to the University and had two workshops with the Faculty of Education. However, because of the internal restructuring of academic departments and re-curriculation of its programmes which were given conditional accreditation by the Higher Education Quality Committee, the Faculty of Education prioritized the development of improvement plans and did not utilize the services of this external expert.

In order to assist the University in designing and developing career–focused programmes, a curriculum specialist with a technikon background and experience was commissioned to assist staff. This initiative is proving very useful as staff are now able to design certificate and diploma programmes.

SECTION THREE: AREA TWO

3.1 Academic Planning

3.2 Student Support

3.2.1 Student housing
3.2.2 Student Services department
3.2.3 Sporting codes and facilities
3.2.4 Computer laboratories

3.3 Academic Support Services that adequately support teaching and learning

3.3.1 The University Library
3.3.2 University Bookshop
3.3.3 Teaching and Learning Resource Centre
3.3.4 The Research office and Joint Research Committee of Senate and Council
3.3.5 Centre for Cooperative Education and Experiential Learning (CEEL)

3.4 Quality management systems and initiatives for teaching and learning at both undergraduate and postgraduate levels

3.4.1 Assessment of Student Learning
3.4.2 Policy and Procedures for External Moderation of Assessment
3.4.3 Policy and Procedures for Feedback on Teaching and Learning by Student Evaluators
3.4.4 Policy and Procedures for Recognition of Prior Learning (RPL)
3.4.5 Policy and Procedures for Teaching and Learning
3.4.6 Policy and Procedures for the Approval of Short Courses

3.5 Initiatives which support Teaching and Learning at UniZul

3.5.1 Academic Development Unit
3.5.2 Student support in use of English
3.5.3 Learner Guides
3.5.4 Centre for University Teaching and Learning
3.5.5 Bridge of oNgoye HIV/AIDS Project
3.5.6 WUZULU-Nuffic Project
3.5.7 Gender Equity and Gender Mentoring
3.5.8 HIV/AIDS Programmes
3.5.9 International Office
3.5.10 Staff development policies and strategies which promote the professional Competence of academic staff

3.5.10.1 The Rector’s Distinguished Teaching Award
3.5.10.2 Academic Staff Development Policy
3.5.10.3 Understanding of Outcomes Based Education by Academic Staff
3.5.10.4 New Lecturer Orientation
3.5.10.5 Mechanisms at UniZul which promote access to students from previously disadvantaged groups
3.6 Quality management of short courses, exported and partnership programmes. Programmes offered at tuition centres and satellite campuses (Criterion 5)  

3.7 Programmes Management (Criterion 7)  
3.7.1 Framework for Effective Programme Management  
3.7.2 Programme Review Cycle  
3.7.3 Dedicated Structures for Programme Management  
3.7.4 Work-based Learning  
3.7.5 Service Learning  
3.7.6 Regular Review of Programme Accreditation Status  
3.7.7 Regular Review of Effectiveness of Programme Management System  
3.7.8 Design and approval of new programmes, course and modules (Criterion 8)  
3.7.9 Criteria for implementation of programmes are provided in the policy  
3.7.10 New Modules for Existing Programmes  
3.7.11 Alignment of programme planning and budgeting  
3.7.12 Programme planning and approval arrangements vis-à-vis the University's Mission and Strategic Goals  
3.7.13 Reasoned coherence between the aim and intended learning outcomes of the programme  
3.7.14 Specified procedures and realistic time-frames for the design and approval of academic offerings  
3.7.15 Approval on the basis of transparent criteria  
3.7.16 Consultation between programme teams and external stakeholders  
3.7.17 Meeting Professional/Occupational Requirements  
3.7.18 Consideration of national and regional aspects in the planning and offerings  
3.7.19 e-Learning  
3.7.20 Regular review of the effectiveness of systems and procedures for the design and approval of new programmes, courses and modules  

3.8 Staff Recruitment, Selection and Appointments (Criterion 9)  
3.9 Opportunities for Staff Development  
3.10 Redress and Equality  
3.11 Regular Review of Staff Recruitment, Selection, Development and Support Policies and Procedures  
3.12 Clear and effective systems (including internal and external peer review) to evaluate programmes on a regular basis (Criterion 10)  
3.13 Review of learning materials  
3.14 Teaching and Learning strategies  
3.15 Appointment of external examiners or assessors  
3.16 Curriculum improvement  
3.17 Programme review  
3.18 Staff Development and Support  
3.19 Assessment and Recognition of Prior Learning  
3.20 Recognition of Prior Learning (Criterion Fourteen)
Institutional Audit Task Team Two met regularly with members from the four Faculties and consulted widely with the relevant persons, committees and documentation available to write up this section. This Task Team answered Criteria 3, 4 and 5

Arrangements for the quality assurance of and support for teaching and learning (Criterion 3)

3.1 Academic Planning

Our academic planning takes place in the context of the transformation from a traditional university to a comprehensive higher education institution oriented to providing quality, career-focused programmes, in line with the institutional vision and mission and strategic goals. Resources are committed to support the academic planning framework.

A key term in the vision and mission of UniZul is “rural-based” which refers to the rural environment of the institution and the background of many of the students. “Comprehensive university” refers to delivering vocational education incorporating practical knowledge and skills. “Quality education” refers to a commitment to monitor the implementation of policy governing all areas of teaching, learning and research by QPA which drives a campus wide commitment to quality improvement. “Career-focused” defines the orientation to vocational, practical, experiential learning which allows graduates entry to skills-based employment. While at undergraduate level the focus is on basic qualifications (certificates, diplomas and degrees) that prepare graduates for the working world, postgraduate opportunities are offered as at a traditional university for advanced educational development, including creating new scientific knowledge through research. Partnerships, local and international, with academic institutions and the public and private sector are stressed. These partnerships are funded by both the partnership institutions, UniZul, the public and private sector.

The planning framework takes into account the diverse background of students by emphasizing that while the primary entry route to the university is via matriculation exemption, other forms of admission including Recognition of Prior Learning and Senate Discretion are provided. The Financial Aid Bureau channels bursaries, scholarships and loans to disadvantaged students for undergraduate studies. These include National Student Financial Aid Scheme (NSFAS) bursaries, and those from private and public sponsors such as the Department of Education (Fundza Lushaka, which fully funds selected Education students), the Department of Labour (covers fees for disabled students), Telkom (Computer Science bursaries) and many other institutions and private donors. Table 15 below indicates the increasing number of students assisted in 2007 and 2008.
Table 15: NUMBER OF STUDENTS FUNDED BY FINANCIAL AID BUREAU (FAB)

<table>
<thead>
<tr>
<th>TYPES</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>3,787</td>
<td>4,037</td>
</tr>
<tr>
<td>Bursaries</td>
<td>496</td>
<td>1,166</td>
</tr>
<tr>
<td>Private Sponsorships</td>
<td>600</td>
<td>650</td>
</tr>
<tr>
<td>Total amount funded</td>
<td>R65 million</td>
<td>R105 million</td>
</tr>
</tbody>
</table>

3.2 Student support

The ‘enabling and caring’ learning and teaching environment manifests in various forms of student support services.

3.2.1 Student housing (both residences on campus and the off-campus housing office) wardens, house committees, Director of Housing Counselling and mentorship. The challenge is that not all students can be accommodated on campus. Surrounding areas are not conducive for student living. Refurbishment of present residences is a major undertaking. Vandalism is still a major threat to maintenance of residences.

3.2.2 Student Services Department

The Student Services Department (SSD), headed by the Dean of Students, is made up of 6 sections: Student Governance and Societies, Guidance and Counselling, Financial Aid and Bursaries, Kitchen and Catering, Medical Clinic, and Sports and Recreation. The Dean of Students reports to the Registrar who reports to the Vice Chancellor and Rector. This arrangement serves an operational need but limits integration and planning of the SSD together with academic departments and faculty operations and processes.

Common problems in all sections in SSD are understaffing and inadequate resources, before and after the student enrolment, which has been steadily increasing over the last five years. As a result, staff of the SSD is constantly required to put down fires in their daily operations instead of planning and finding permanent solutions. Though planning and strategy appear excellent on paper, in reality the opposite is true as systems that are supposed to be working cooperatively as an integrated whole do not talk to one another.

3.2.3 Sporting codes and facilities

There are several social clubs, a debating society, church groups and a film club on campus. The following sports codes are played at the University:

- Rugby
- Volleyball
- Basketball
- Football
- Netball
- Dance
- Boxing
- Swimming
- Softball
- Table tennis
3.2.4 Computer laboratories

The main computer laboratories comprise three Hewlett-Packard labs, sponsored by HP, which consist of a 160-seater, a 55- and a 45-seater (260 PCs). In addition there are the D3 laboratory – 46-seater with 46 PCs, and the B Block laboratory – 20 PCs with a further 150 to be added (donation from IBM and these will be used by staff and postgraduate students for research). These computer laboratories are extensively used by students.

Information Communication Technology (ICT) supports the following:

- Library and Information Sciences – 25 PCs
- Media/Community Computer Laboratory – 25 PCs

Additional labs not specifically supported by ICT include the library (30 PCs), Computer Science (40 – 60 PCs in D Block), Recreation and Tourism – 8 PCs. Various departments have a small number of PCs dedicated to students. These vary from 2 to 5 PCs per department. Departments other than Computer Science with major IT complements in their curriculum (e.g. Communication Science) may have up to 10 PCs. Currently there are 1200 – 1300 PCs on campus for use by staff and students. Students have access to 600 PCs in various labs. Of the 550 PCs used by staff, 300 are standardized, meaning that they are Pentium 4s, less than three years old. The rest are non-standardized and older than four years. Staff PC support is managed by two permanent and two contract technicians. These technicians also offer technical support in the student PC labs and student PC support is carried out by laboratory assistants.

Students complain that they have inadequate access to PC laboratories. This was the main complaint by both undergraduate and post graduate students at all the department reviews conducted. Although the main labs remain open until 23h00, there is insufficient space to accommodate all the students who need to use them. Students are unable to afford their own computers in the main.

3.3 Academic Support Services that adequately support teaching and learning (Criterion 4)

Among the academic support services available at the University of Zululand are:
- The University Library
- The University Bookshop
- Teaching and Learning Resource Centre
- The division of Information, Communication and Technology
- The Research Administration office and joint Research Committee of Senate and Council, and
- Centre for Cooperative Education and Experiential Learning (CEEL)
3.3.1 University Library

The mission and vision of the University Library seeks to be an integral part of teaching, learning and research at UniZul by offering a world class dynamic and quality information service using multi-skilled personnel. The mission of the library is to offer this service in a cost-effective and reliable manner by:

- Promoting access to information.
- Managing and maintaining a balanced collection of information resources in a conducive environment.
- Providing information literacy training.
- Providing information research workshop on available on databases.

The library also seeks to provide an appropriate service to members of the surrounding communities and industries, but without prejudicing the service to the primary clients, the students and staff of the university.

The library is centrally situated on the campus. The current library building was completed in 1987. It comprises of four-storey building and has 9048 linear metres floor space for housing the collection. There are 1600 reading stations, eighty cubicles and sixteen seminar rooms (the latter seat up to 15 students). The library’s literature collection is in excess of 1.2 million records which consist of more than 2000 non-book materials. The latter includes audio-visual aids and materials which are used with computers. The library has an area for display of the latest periodicals and a reading area adjacent to the displays.

The library uses the SirsiDynix Integrated Library Management System with information retrieval, circulation, cataloguing, acquisitions and periodicals among other features which may be linked to work stations and an on-line public access catalogue (OPAC). The library computers are also linked to the local area network (LAN). Subject librarians are available to assist students and have offices near their subject collections.

The library has a special collection of Africana, known as the Uzulu collection; the items in the collection are listed in the university catalogue. The University research output is also housed in this collection in both hardcopy as well as digitized format in an institutional repository.

The library building used to house a valuable collection of Zulu beadwork, pottery and leatherwork which was curated by the Department of Anthropology in a room in the library known as the Anthropology Museum. This space has now been taken over by the isiZulu Dictionary project.

The university also owns a valuable collection of African art which was collected in the 1960s and 70s. Owing to lack of suitable air-conditioned premises to store the pictures, the collection was lent to the Durban Museum and Art Gallery in 1999 and is housed in Durban.

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62 University webpage and Library Booklet.
Services offered by the library include:
Orientation and User education (training laboratory)
Access to:
Book and journal print collections
Journal and database electronic collections
Multimedia collection
Special collection (U ZULU)
Other services include access to the National Library ILL Scheme
CHELSA agreement (MA and PhD)

Acquisitions Policy
For books and multi-media every academic department is allocated an annual budget for purchases. All information librarians also have an annual budget and an amount is also allocated to the library general budget for print and e-journals and databases. The budget is centralized but academic departments can motivate for new journal purchases.

Catalogues
The following catalogues are accessible to staff and students:
SirsiDynix Symphony
Web-based electronic catalogue
Access on and off campus
Access to two other institutions (Durban University of Technology and Mangosuthu University of Technology)

Linkages
Member of LIASA
Member of IFLA
Member of esAL and therefore SANLic and SANLiC-SL

Hours of Operation
During Term: Monday to Friday 08h30-23h00
Saturday 08h00-18h00
During recess: Monday to Thursday 08h30-16h00
Friday 08h30-14h45

The library does experience problems because of insufficient bandwidth. This problem is currently being addressed by the ICT department.

3.3.2 University Bookshop

At the end of November 2007 the University Bookshop was outsourced to the publishers, Van Schaik. The present management has been retained. It is intended that this move will promote efficiency and better service to students and staff.

The University Bookshop stocks prescribed textbooks, stationery, newspapers and academic graduation attire (orders taken) for purchase by students. The bookshop is situated immediately below the university library and is thus easily accessible to students. The hours of opening are 08h00 to 12h30 and 13h30 to 15h45 Monday to Friday in term time.
The bookshop is run by a manager and a complement of four permanent sales assistants, although at present there is only one permanent assistant and three casual workers, paid daily. The manager is able to take on two or three casual workers at busy times such as the beginning of term. Books are ordered by lecturers, who are reminded each year to forward details of textbooks to be purchased for their courses to the bookshop manager by a closing date. Students are allowed R2000 credit for bookshop purchases against their student fee account.

Learner/study guides are also available for some modules for purchase by students through the bookshop. The students pay 40c per page for the guides, which cost 20c per page to produce. The profit is kept by the bookshop.

Students complain that the R2000 credit is not enough as books become more expensive each year, particularly for courses such as law. The amount was last increased three years ago. The bookshop manager says that lecturers often do not ensure that students do purchase the textbooks ordered, resulting in wasted stock as new editions of most textbooks are brought out each year. Departments are held responsible for the cost of unsold books.

Students also feel disadvantaged when the latest textbooks do not arrive in time for the start of a particular module as happens occasionally, although lecturers claim that if this does happen they provide photocopies of the relevant sections to the class. The bookshop manager noted that some lecturers place orders for books only a couple of weeks before the start of their module and that it is not possible for the books to arrive in time if the correct order dates are not adhered to.

Learner/study guides are not always updated by lecturers, a few of whom may simply append a new cover to unsold guides or reproduce guides from past years (see impact study on learner guides).

3.3.3 Teaching and Learning Resource Centre

The Centre for University Teaching and Learning (also known as the AD Resource Centre) has a small library which contains books and journals on higher education. Staff are encouraged to consult these. The Centre also has six computers, audio-visual equipment, a photocopier and scanner, all for use by staff. Small workshops (such as New Lecturer Orientation) and group discussions on teaching and learning and language acquisition and improvement are held there on a regular basis, supervised by the Director of Academic Development.

The budget for the Centre is insufficient to keep the journal or book collection up to date. It was previously supported by Sanlam. Relatively few academic staff make use of the Centre on their own. It is mainly used by the Director: AD for training and small workshops. Some staff do use the computers and internet facilities.
3.3.4 The Research Office and Joint Research Committee of Senate and Council

The Research Office and Research committee operate under the general rubric of support for research at the university. As stated in the IOP\(^{63}\) (pp.55-56) the following broad objectives for improving research are important:

- Achieving a wider spread of research activities and output
- Empowering marginal groups such as women and laboratory assistants
- Forming multidisciplinary research networks and forums
- Regional collaboration
- Solution generating as well as problem solving research
- Mentoring of junior colleagues by seniors
- Research that adds value to and draws on teaching and learning
- Research that responds to the local environment and involves local communities as active participants
- Research that is disseminated locally, nationally and globally

The Research Office\(^{64}\) is presently staffed by a Research Administrator, assisted by a Research Administrative Assistant and a Graduate Assistant. This office reports to the Vice-Rector (Academic Affairs and Research).

The Research Office functions mainly as an administrative conduit for internal and external research support for academic staff, via the university research committee which considers and approves applications for funding of university registered research projects, as well as attendance at local and international conferences, symposia and workshops. Staff members are expected to register research projects with the research committee and in return receive funding on condition that the research findings are published in an accredited journal within a stipulated time period.

The research office also provides information on various external research funders, including the National Research Foundation. In addition to funding from several NRF initiatives, staff members have received funding from the Land Bank, the Development Bank of Southern Africa, the Provincial Government of KwaZulu-Natal and the National Department of Arts and Culture, among others.

The Research Office collects annual reports on research productivity of all academic staff (Form Rc9).\(^{65}\) In 2005 there was a 75% collection rate. It is intended to increase this response to 100% in 2009. These reports are sent to senate via the Research Committee.

**UniZul Research Committee**

The University currently provides generous support for research through returning to the individual researcher's generated funds research account R15000 per SAPSE article and a further amount to the staff member's department. Staff may apply for funding from the Research Committee of up to 50% of the costs of attending an


\(^{64}\) University webpage.

\(^{65}\) Form Rc9 : Annexure 70.
international conference yearly (national norm is biannual funding for international conference attendance). Conditions are attached to the provision of conference funding, including having a research project registered and having published in the past three years.

In addition, in 2005 the Research Committee developed categories of funding, including:
- Registration and funding of higher degree student projects
- (matched) funding for higher degree student attendance at local conferences
- (matched) funding for staff attendance at local conferences

A track record of research is a requirement for all levels of promotion for academic staff (new criteria for promotion were accepted by Council 2005) and staff who do not publish are not given funding. The performance management system currently in place rewards successful research output.

**Planned UniZul Research Centre**
In order to support for academics to achieve the benchmark research output, a research centre for staff and postgraduate students is planned. A site (Block B) has been identified for a computer laboratory which will house 60 computers donated by IBM. The present computer laboratories are in use 24 hours a day by undergraduate students and postgraduate students need exclusive access to a computer laboratory.

Positions for technical assistants who will assist with the preparation of research material, including editing, translation and the capturing of statistical data are included in the planned research centre. The proposed funding from NUFFIC will be used in part to set up the research centre. Senior academic staff will be expected to offer their services as mentors to junior colleagues and postgraduate students on a roster basis in the Centre. It is envisaged that the Research Centre will begin operating towards the end of 2009. Library support will be provided in the form of database search training.

All academic staff will have computers in their offices by the end of 2009 and training in word processing and statistical packages is available through the IT department and computer applications division. The university has bought site licences for well-known computer application packages such as Software Package for Social Sciences (SPSS).

**Further planned initiatives to support research Funding**
The budget for research has been increased from R2 million in 2005 to R4 million in 2006 and R11 million in 2009. It is hoped that staff and students will make good use of the increased funding to support research.

**NRF rating**
Considerable efforts were made in 2005 to encourage staff to apply for rating by the NRF. Workshops were held and the benefits of rating, for the individual and the university, disseminated. Eleven staff members had achieved rating by early 2006, up from five in 2004. It is planned to increase this number to 20 by 2010.
Ethics Committee
In 2005 only the Faculty of Science and Agriculture had an Ethics Committee. Plans have been set up to establish Ethics Committees for each faculty and a university-wide Ethics Committee by the end of 2007. The Ethics Committee is up and running at the University.

Women in research
In line with the need to diversify the present mainly white and male researcher profile, the university seeks to promote women, and especially black women, in research. This is done through supporting various initiatives, including the NRF Thutuka grants, and women-centred interventions organised by the Gender Equity Task Team with the help of Tertiary Education Linkages Project/United States Agency for International Development (TELP/USAID). Among these are enabling women researchers to attend supervisor/mentoring workshops as well as focus group meetings to bring together staff either working on doctorates or who have completed their doctorate and who wish to prepare their work for publication.

Supervision of postgraduate students
All academic staff are expected to supervise and promote postgraduate students or co-supervise and co-promote. Staff are expected to identify promising undergraduate students and groom them for postgraduate studies. The Research Office administers NRF Honours bursaries and the Department of Labour scarce skills bursaries for Honours degrees. In 2006 the NRF will make available a block grant for Masters bursaries. Additionally, it is planned to institute development teaching posts, such as Junior Lecturer, for promising students. The Research Committee in 2005 instituted new forms of funding for postgraduate students to attend conferences and support research.

Research newsletter
Upon the initiative of the Vice-Rector, a tri-monthly newsletter UZ Researcher/Umcwaningi was started in 2004. The specific aim of this publication was to stimulate and reinforce a culture of research at the University. The newsletter has proved a success with comments that it creates awareness of research going on at the university. The newsletter is available on the university website.

Academic Associates Policy
This policy, devised in 2004, aims to facilitate research at the university by allowing retired researchers and others to continue to use their research experience and expertise.

Honorary Research Fellow
This affiliation allows retired researchers and others who are not presently affiliated to an academic institution, to conduct research under the auspices of the University and receive the benefits of publications which presently accrue to full time staff. Honorary Research Fellows are expected to mentor students as their time and expertise allows and to deliver occasional lectures.

66 Guidelines for postgraduate supervision. Annexure 57.
Honorary professor
The post of Honorary Professor was likewise instituted to promote research through allowing retired academics or persons of stature from the business community or industry whose expertise could assist the university to become attached to the university through a department and contribute to teaching and research.

Visiting Lecturers and Open Lectures
The university pays honoraria and transport expenses to visiting academics who deliver lectures to staff and students. In the same way, Open Lectures by prominent members of the community serve to create partnerships between the university and the wider community to the benefit of students and staff.

3.3.5 Centre for Cooperative Education and Experiential Learning (CEEL)\(^{67}\)

Definition of Cooperative Education
Cooperative Education is an integrated approach to teaching and learning. It integrates the classroom and the workplace through structured partnership between students, employers and the University.

Mandate: To establish a link between the University and private and public sector with a view to providing opportunities for students to experience what they learn in class in a real work environment. Another important element is the formation of advisory councils to provide both input and feedback on the quality of product that we send out to the business world.

Strategic objectives of CEEL
Among the strategic objectives of the CEEL unit as established at the University are to ensure that:

- A Cooperative Education partnership with industry and commerce is established
- Mechanisms are set up to promote Cooperative Education both inside and outside the University
- Graduates possess the necessary competencies to be effective employees and/or entrepreneurs
- The University is marketed to industry and commerce
- Formal, credit bearing elements of Cooperative Education are included in the curricula of qualifications conferred by the University.
- Setting up Advisory Boards to inform the development of the curriculum.

CEEL activities
Among the activities that CEEL currently undertakes to achieve the above objectives are the following:

- Identify learning programmes provided by various Sector Education and Training Authoritie (SETA). (CEEL has secured a PGCE learnership programme funded by the KZN Department of Education and Education Training and Development Practices SETA (ETDP SETA)

\(^{67}\) CEEL : Terms of Reference. Annexure 26. [Link]
• Coordinates the programmes that are responsive to the needs of the community and industry
• Hold advocacy meetings on learning programmes with relevant departments within the University
• Pursue accreditation processes with various SETAs where necessary
• Identify partners (skills development providers) that the University can work with to deliver learning programmes
• Prepare and submit tender documents to relevant SETAs
• Coordinate the development of Unit Standards based learning programmes and their delivery
• Meet prospective employers (host employers for learners)
• Hold workshops with mentors
• Hold induction workshops for learners
• Develop a workbook to guide Work Place Learning
• Develop a policy on Work Integrated Learning (WIL)

CEEL modus operandi
CEEL works with academic departments and other relevant departments for delivery of learning programmes and placement of students for WIL. CEEL has been involved in the following activities:

uMhlathuze Municipality Computer Training
In 2008 CEEL in partnership with the Department of Computer Science offered Computer Training coupled with Business English to 200 trainees. The trainees were matriculants drawn from various wards of the uMhlathuze Municipality. The training for the first cohort started on 9 June and ended on 11 July 2008. The training for the second cohort started on 1 September and ended on 3 October 2008. This project has generated funds for the University. The certificate ceremony was held on 11 February 2008.

Umhlathuze Water-UniZul Partnership
CEEL has a mutual partnership with Mhlathuze Water. This partnership is based on three areas of cooperation:

• Work Integrated Learning (WIL)
There were six Hydrology students placed at Mhlathuze Water on twelve month contracts. Students were paid stipends for the duration of their stay at Mhlathuze Water. One of the students was offered a permanent job.

• Research
Dr MC Maphalala (Acting Manager: CEEL) and Ms N Mthembu (Senior Water Specialist: Mhlathuze Water) co-presented a paper at a conference on Implementing Environmental Water Allocations (IEWA) held at Further Market in Port Elizabeth (22-27 February 2009) Their paper was titled: Integrated water management use in the Mhlathuze River system.

• Community Engagement
The delegation from Mhlathuze Water Board addressed Winter School learners on water related issues.
Mpilonhle UniZul Partnership
Mpilonhle is a non-governmental organisation working to help one of South Africa's poorest communities, Umkhanyakude District in northern Kwa-Zulu Natal. It focuses on health promotion and social development of youth, sponsoring mobile health units that visit rural schools to provide health education and HIV prevention services, HIV testing, curative services, and computer training.

Mpilonhle and UniZul have identified the following as the key areas of collaboration
- offering internship opportunities to Masters students in Social Work
- research
- teaching
- community skills development

UniZul Winter School-2009
University of Zululand Winter School (UZWS) is a community engagement which started in 1997 to respond to the high failure rate of matriculation learners especially in rural schools. In 2008 the winter school was attended by 743 learners hailing from various schools in KwaZulu Natal. Students receive tuition in Maths, Science, English and commercial subjects by qualified educators who have a good pass rate record in these subjects.

2009 saw the thirteenth consecutive and successful run of the UZWS programme, which took place from 5 to 13 July with an enrolment of 422 students.

PGCE Learnership-2008 Cohort
This programme started in 2005 to address the dire shortage of science and commerce professionally qualified educators. It was jointly funded by the ETDP SETA and KZN DoE. The 107 students who registered for the PGCE learnership in 2008 were solely funded by the KZN DoE.

Statistics:
Students who completed: 91 (graduated in 2009)
Students who dropped out: 4
Students who have not completed: 12

Learnership-2009 Cohort
There are 99 students who have registered for the PGCE learnership in 2009 and are solely funded by the KZN DoE.

Visits to Municipalities and LGSETA
CEEL embarked on a fact finding mission and visited three municipalities, LG SETA and Umgeni Water. The aim of the visits was to find out about their training needs and to forge possible collaboration in aspects of mutual interest. The details of visits are indicated below:

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umzinyathi Municipality</td>
<td>17/02/2009</td>
</tr>
<tr>
<td>UMtubatuba Municipality</td>
<td>18/02/2009</td>
</tr>
<tr>
<td>UThungulu Municipality</td>
<td>25/02/2009</td>
</tr>
<tr>
<td>LG SETA</td>
<td>26/02/2009</td>
</tr>
<tr>
<td>Umgeni Water</td>
<td>03/03/2009</td>
</tr>
</tbody>
</table>
Work Integrated Learning and Work Preparedness Programme
Students were placed in the workplace for Work Integrated Learning/experiential learning and the following programmes were involved:
Tourism Students, B.Admin Local Government, B.Admin Public Administration, B.Admin. Industrial Psychology, B.Com Banking, B.Com Accounting, B.Com Human Resources. A generic work preparedness programme has been developed.

Career Expo.
On 8 August 2008 CEEL in collaboration with Student Services Department (DSS) hosted a Career Expo and five companies turned up:
- KZN Wildlife Ezemvelo
- Accenture
- SARS
- National Treasury
- National Department of Communications
The purpose of the exercise was to expose students to various careers that they could pursue with different companies.

Challenges in the area of Academic Support Services
Challenges include the need for additional staffing in the research office and in departments generally. The research profile of the institution has grown considerably in the past few years, to the extent that the number of NRF rated researchers has now overtaken some other larger institutions. However, the provision of support to the research office has not kept pace with this growth.

Dedicated provision for a postgraduate research centre is also a priority. Postgraduate students complain that they have to “wait in line” with undergraduate students for computer access and library facilities.

The institution cannot at the moment be said to have academic support services which are adequately staffed or resourced and with the necessary infrastructure in place. However, the strategic plan for research has made provision for these deficits to be addressed.

Development opportunities for support staff to enhance their expertise
The institution does provide development opportunities for support staff to enhance their expertise and enable them to keep abreast of developments in their field. Staff are encouraged to apply for funding from the Skills Development Fund to undergo capacity building and training courses. The institution does provide development opportunities for support staff to enhance their expertise and enable them to keep abreast of developments in their field. Staff are encouraged to apply for funding from the Skills Development Fund to undergo capacity building and training courses. In accordance with national Skills Development legislation, the skills development programme is overseen by the University's Skills Development Facilitator (SDF).

Funding is distributed by a Skills Development Committee (SDC), in line with the University’s policy on Skills Development. In other instances, Heads of Department (HoD) may suggest to staff courses which they could attend to improve their knowledge and expertise in their area. Support staff are now also able to access sabbatical leave to improve their qualifications, under certain conditions.
Regular review of the effectiveness of academic support services.

Review of the effectiveness of academic support services for the core functions of the institution takes place in various ways. Quality Promotion and Assurance has developed a policy on external review of support service divisions. In 2008 the Academic Development Unit was reviewed by a panel which included external experts in the field from other higher education institutions in South Africa. In 2009 the University Main Library was reviewed. The findings and the recommendations were tabled at various forums and the portfolio managers were expected to develop an improvement plan to address the concerns raised in the respective review reports. Because of the lack of capacity within the QPA division and reluctance from some of the support services not many reviews were conducted. However, the QPA division has prioritized the review of academic departments as such reviews were not done prior to 2007 at the University.

The QPA division has also conducted university-wide surveys which assess the support services on the campus. Graduation opinion surveys were conducted in 2007 and again in 2008. Library surveys were conducted with both staff and students in 2008 and the registration survey was conducted in 2009. Both the strengths and quality gaps were highlighted at various meetings, like the Teaching and Learning Committee, Extended Management Committee and Senate. The portfolio heads were charged with the responsibility of implementing the recommendations of the surveys. The monitoring of these recommendations is of concern as this aspect is not taken seriously.

Certain essential administrative divisions, like the finance section is audited by external companies. The audit reports of these essential support divisions are taken seriously by the University’s management and steps are taken to implement the recommendations.

Regular annual performance management appraisals of staff revisit the key performance areas of each staff members and evaluate the extent to which goals set for the period under review have been achieved.

On a university wide basis various committees have standing items on their agendas which monitor the effectiveness of academic support services for core functions. These committees include the Academic Administration Committee, Faculty Boards and Senate, the Teaching and Learning Committee, Senate Executive Committee (Senex), Management Committee (Manco), Extended Management Committee (Extended Manco), Rector’s Quality Assurance Committee, and Gijima Change Management Committee. These committees meet either fortnightly, monthly or quarterly. They are chaired by members of Executive Management and the minutes indicate action items.

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3.4 Quality management systems and initiatives for teaching and learning at both undergraduate and postgraduate levels

The support of teaching and learning methodology comes from policies (developed originally by QPA) implemented through faculties and departments by the Academic Development Unit. The University has over the recent years developed the following policies:

3.4.1 Assessment of Student Learning

The assessment of student learning includes:
- Assessment for the Recognition of Prior Learning (RPL)
- Context of Assessment
- Principles of Fair Assessment
- Purposes of Assessment
- Approaches to Assessment
- Assessment Options
- Assessing with Reduced Resources

3.4.2 Policy and Procedures for External Moderation of Assessment

This policy covers the following:
- Context
- Procedures
- Appointment of external moderators
- Duration of appointment
- Focus and feedback
- Self audit instrument

3.4.3 Policy and Procedures for Feedback on Teaching and Learning by Student Evaluators

This policy on feedback by student evaluators explains:
- Scope of the policy
- Use of student procedures to be followed
- Techniques for data collection from students
- Process of feedback and use of evaluations

3.4.4 Policy and Procedures for Recognition of Prior Learning (RPL)

The RPL policy outlines the
- Purpose of the policy
- Institutional requirements
- Assessment of RPL
- Suggested fees

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69 Assessment of Student Learning. Annexure 36.
70 Policy and procedures for external moderation of assessment. Annexure 38.
71 Policy and procedures for feedback on teaching and learning by student evaluators. Annexure 56.
72 Policy and procedures for recognition of prior learning. Annexure 55.
- Procedures
- Appeals
- Restrictions on credits and modules

3.4.5 Policy and Procedures for Teaching and Learning

This policy has been updated by a publication from the Deputy-Vice Chancellor in 2009. Both policy and the publication cover the
- Rationale
- Philosophical approach
- Context
- Procedures–teaching, tutorials, learner guides, work integrated learning, community based learning and learnerships.

3.4.6 Policy and Procedures for the Approval of Short Courses

Although the University has a policy on Short Courses, it is not consistently implemented at the University. A sub-committee called the Steering Committee for Short Courses of the Teaching and Learning Committee together with the Director of CEEL has been reinstituted to manage the quality assurance of all short courses on campus.

3.5 Initiatives which support Teaching and Learning at UniZul

The Teaching and Learning Committee, the Faculty Teaching and Learning Committees (which monitor policy compliance, assessment of staff development, oversee compliance with and implementation of the recommendations of reviews and documents, e.g. Institutional Operating Plan, Programme Review Task Team reports, the Modular System Review, the English Language Service Modules review, the Interim Learner Guide Review, recommendations of the Senate English Language Proficiency Task Team, proposed Service Learning Policy, among others).

3.5.1 Academic Development Unit

Workshops/training programmes offered by the Academic Development Unit and within faculties and departments include the following:
- Interactive teaching
- Preparation and use of learner (study) guides
- Assessment practices
- Preparation of teaching portfolios
- Understanding and implementing OBE and modularization
- Language across the curriculum
- Community engagement as part of the curriculum
- The use of audio-visual techniques in university teaching
- Including:

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74 Policy and procedures for approval of short courses. Annexure 22.
75 Teaching and Learning Committee. Annexure 25.
• Power-point presentations
• Correct use of OHP slides

3.5.2 Student support in use of English

A system of intensive language support is to be instituted, with student selection based on performance on first year entry Standardised Assessment Tests for Admission and Placement (SATAP) tests. These will involve training third year students as student language assistants and working with selected lecturers in each programme to help them assess language competence in students and allocate a mark in each test or assignment for correct use of English. Regular evaluations of the language enrichment programme will monitor success.

UniZul students and some staff use isiZulu amongst themselves and have very little practice in the use of the instructional language outside the lecture room. The vast majority are not comfortable using the language and prefer to speak to staff in isiZulu. Through student opinion surveys conducted by the QPA, it was found that some lecturing staff teach through the medium of isiZulu in class.

3.5.3 Learner Guides

Senate in 2000 required all modules to be accompanied by learner guides and course outlines and these were to be given to students at the start of the module. However, the Interim Report on Learner Guide Review showed that available learner guides provide little support for student learning such as sequenced tasks, a glossary or activities that encourage active learning (Interim Report on Learner Guide Review, 2006: 6).76

3.5.4 Centre for University Teaching and Learning

The Centre for University Teaching and Learning (also known as the AD Resource Centre) has a small library which contains books and journals on higher education teaching and learning. Staff and students are encouraged to consult these. The Centre also has six computers, audio-visual equipment, a photocopier and scanner, all for use by staff. Small workshops (such as New Lecturer Orientation) and group discussions on teaching and learning and language acquisition and improvement are held there on a regular basis, supervised by the AD Director.

3.5.5 Bridge to oNgoye HIV/AIDS Project

Community engagement is an important part of the task of staff at UniZul. This is carried out in various ways: through individual initiatives, via departmental research projects and by means of projects involving staff, students and the local community. An example of the latter is the successful Bridge to oNgoye HIV/AIDS project. In this project Dr N Haniff of the University of Michigan at Ann Arbor has trained students from both UniZul and Michigan using her specially developed module which focuses on a community based understanding of HIV/AIDS and is translated by the UniZul students into isiZulu.

3.5.6 WUZULU-Nuffic Project

Other new approaches to and innovations in teaching and learning include those of the WUZULU-Nuffic project,\(^{77}\) funded by the Netherlands Government. This project is aimed at supporting the transformation of UniZul into a comprehensive HEI with interactive educational pedagogy and the development of relevant, skills-based, career-focused programmes. The concept of the "science shop" where community members can bring their questions and problems relating to issues in development for students to solve in applied research groups is an innovative approach that the university hopes to emulate.

3.5.7 Gender Equity and Gender Mentoring

A TELP initiative, the Gender Equity Task Team (GETT)\(^{78}\) has supported gender initiatives across the University. Among the most visible results of this project has been the improvement in the publication records of female academic staff, through mentoring and the provision of workshops designed to assist female academics to write journal articles for accredited publications. GETT has sponsored a weekend writing retreat for female academic staff which resulted in a number of submissions of articles to academic journals. A new university journal, “GETT Propelled” is also the result of a GETT initiative and aims at encouraging staff to publish in-house and receive supportive critiques.

3.5.8 HIV/AIDS Programme

The HIV & AIDS Programme was established in 2003 through Tertiary Education Linkages Programme (TELP) funding. The United States Agency for Institutional Development (USAID) had made a call for proposals for institution-wide projects on HIV and AIDS. The aim was to offer support to institutions of higher learning towards mitigating the spread of HIV and AIDS on campuses. The University of Zululand was one of the seven institutions of higher learning that were successful in securing the funding, hence the Project Implementation Letter (PIL165).

It was through this funding that the University was able to:
- establish a voluntary counselling and testing site,
- establish a student peer education,
- train members of staff as HIV & AIDS Counsellors,
- embark on mass communication campaigns, and
- develop material that could be used.

The University has set up an office for the HIV & AIDS programme whose vision is: To create a working and learning environment that is supportive, sensitive and responsive to employees and students living with HIV/AIDS and that encourages employees and students to adopt positive and healthy lifestyles thus taking personal responsibility for preventing the further spread of HIV.

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\(^{77}\) WUZULU-Nuffic Project. Annexure 62.

\(^{78}\) GETT Publication. Documentation centre.
3.5.9 International Office

The International Linkages Office (ILO) was established in 2003. The goal was to create an office that would facilitate, establish, nurture, manage and support international partnerships between the University of Zululand and various international institutions and organizations.

The office considers as one of its core functions, the internationalization of the institution. Since its establishment, the Office has received and acted on enquiries and exploratory visits by international scholars and students. The ILO works closely with academic, administrative and support departments at the University to promote and market UniZul as a destination of choice for international academics looking for an academic home in South Africa. The office also liaises with local schools and organisations for partnerships related to provision of service learning sites for study-abroad students and visiting scholars.

3.5.10 Staff development policies and strategies which promote the professional competence of academic staff.

3.5.10.1 The Rector’s Distinguished Teaching Award

The rationale for this award, which was instituted by the present Rector three years ago, is to promote teaching as one of the core activities at UniZul and to recognize good teaching and to promote a culture of quality at the university.

The criteria for the award cover teaching and learning delivery, student support, student relationships and assessment. Evidence so gathered forms a Teaching Portfolio, including study guides, peer reviews, learning materials and examples of assessments. The award is developmental and recognizes effort in applicants to foster good teaching. The Academic Development Unit provides an explanatory workshop for applicants for the award. This assists with developing a Teaching Portfolio and providing constructive feedback on the portfolio.

3.5.10.2 Academic Staff Development Policy

The policy stipulates that departmental and faculty plans will include staff development plans. Departments are expected to produce reports on and review of academic staff development participation, as well as improvement plans. Staff benefit from the skills development strategy of the university which allows individuals and departments to identify gaps and take necessary remedial action in the form of training courses supplied by outside providers or in-house trainers.

With reference to the need to provide more technikon oriented skills for the academic staff at UniZul, CEEL has appointed two staff members to liaise with faculties regarding appropriate training for students and staff, in the production of work books and mentoring for students in the workplace, as well as liaison between the workplace mentor and the lecturer at the university.

3.5.10.3 Understanding of Outcomes-Based Education (OBE) by academic staff

Generally the understanding of OBE is poor amongst most academic staff and newcomers. This is a major challenge given the transformation agenda of the university.
3.5.10.4 New Lecturer Orientation

New lecturer orientation forms part of the new employee induction by the Human Resources division. The function has been provided by the Academic Development Unit. This provision extends over five consecutive lunch time sessions on: conceptualizing teaching and learning; managing student learning in the lecture hall; English language problems of students; problems with students’ writing; and assessing student learning. In 2005 new lecturer orientation comprised eight two-hour weekly sessions around “Foundations of Effective Learning and Teaching” was started. From 2007 the programme is being presented twice during the year (new lecturers are appointed at various times in the teaching year) with two consecutive half day sessions dealing with conceptions of teaching and learning, research and community engagement, quality promotion and assurance, resources facilities and resource activities supporting further staff development and community engagement as a potential site for curriculum transformation.

New lecturer orientation is not compulsory at UniZul. Relatively few new staff make use of the opportunity offered. Part-time new staff appeared not to know of the provision.

3.5.10.5 Mechanisms at UniZul which promote access to students from previously disadvantaged groups

Virtually the entire student complement comes from severely disadvantaged backgrounds. Less than 1% of students come from advantaged backgrounds. The rural schools which most students attended often lacked libraries, laboratories, computers and electricity. To obtain matriculation exemption in such circumstances has been a considerable achievement. However, UniZul students still have the legacy of disadvantage in their frequently poor command of written and spoken English (or isiZulu) and a generally poor grasp of what is sometimes referred to as “general knowledge”. These gaps prevent them from achieving their full potential.

Among the remedial measures currently in place are:

The Science Foundation Programme

Disadvantaged students very often lack the required preparation at school level to succeed in a typical BSc programme, notwithstanding their intellectual ability.

Prior to 2005, the University of Zululand designed an access programme to promote entry to programmes offered by the Faculty of Science and Agriculture. This programme, however, did not have a sound theoretical base and consisted of four modules in the first term, which, if passed, allowed students lacking matriculation exemption (maths and science passes at school level) to proceed with the degree.

In 2005 a proposal for a proper Extended Curriculum programme in the Faculty of Science was approved for funding by the Department of Education. This programme
is designed to support weaker students, who do have the minimum required entry qualification, matriculation exemption with Mathematics, but who are at the lower end of the scale and therefore most at the risk of not completing the degree.

The programme caters for a relatively small number of students, 50, who receive additional tuition in either Life or Physical Sciences to complement the first year modules they are doing at the same time, as well as literacy and numeracy support. Now in its third year, the staff in the Faculty of Science, some of whom were initially sceptical, are very impressed at the strides made by these students. Some of the marks in the mainstream modules obtained by students in the foundation programme exceed those of students who entered the BSc programme with a better matriculation pass. This is possibly due to students having the benefit of dedicated staff who mainly teach in the foundation programme and have specialised skills in identifying and supporting students with a weaker grasp of scientific concepts. The staff in the programme work closely with the staff in the mainstream BSc modules so that the benefit also flows between staff as well as between students.

In 2007 the Department of Education approved the introduction of a similar foundation programme in the Faculty of Commerce, Administration and Law for commerce. The BCom programme at UniZul has a common first year, which has made the introduction of the foundation programme easier. In addition, the students entering BCom have in the past been especially weak in numerical skills required for accountancy. The foundation programme, for which lecturing staff have now been appointed and which will begin classes in 2008, will address this particular gap. The Director of the Academic Development Unit has worked with lecturers in Commerce on the proposal and has contributed to the design of the curriculum, in particular with the language aspects.

The Faculty of Education has a four year BEd (undergraduate) programme and did not identify a need for an Extended Curriculum. The Faculty of Arts is in the process of designing an Extended Curriculum programme for students in three programmes with large enrolments where students traditionally will need extra help in the Criminal Justice, Social Work and Psychology Departments.

**English Language Service Modules**

When the university began to modularize and re-conceptualize its academic offerings in 1999, cognate language departments rose to the challenge of designing English language support modules to be included in every programme for at least one semester and preferably one year. These were accompanied by similar computer literacy modules. The rationale of these modules was to support disadvantaged students in language and computer skills. The modules (from English, Linguistics and Philosophy) were reviewed in 2005 by a panel including outside experts. The panel, while acknowledging the effort put into teaching in most instances by staff pointed to a number of flaws in the manner in which the modules are presently delivered. These include the lack of consistency in the modes of delivery and assessment, even within one module; lack of liaison between the language teachers and the programme co-coordinators or HoD of the programmes and lack of evaluation of the effectiveness of what is being taught in improving the use of English by the students.
The Academic Development Unit was later tasked with coming up with a comprehensive language across the curriculum model for the entire university. This has now been done and only the implementation remains to be worked out. As yet there has been no decision on whether to retain the service modules or phase them out in the light of the new arrangements.

Extra-Curricular activities which have been set up include the provision of the reading clubs (on the lines of Oprah Winfrey’s Book Club), meetings of which take place in the Recreation Centre once a month. Students undertake to read at least one book a month and present their views on the book to the other members of the club at the meeting. The aim is to encourage reading English for pleasure and to support students in speaking English. The University supports the reading club by providing funding for purchasing books. In the same way an English debating society has been running for some years, under the aegis of a member of staff of the Department of English.

3.6 Quality management of short courses, exported and partnership programmes, and programmes offered at tuition centres and satellite campuses (Criterion 5)

UniZul has a Short Course Policy\(^\text{79}\) which has been approved by Senate. Although this policy was approved in 2004, it has not been implemented in full until 2007. This is because the University has been undergoing a restructuring process in terms of its comprehensive mandate. This restructuring process involved the closure of the Centre for Careers, under which responsibility for the administration of all short courses resided initially. The Business Unit was opened in 2007 and took care of the administration and recording of all short courses. The University of Zululand Business Unit was approved as a Section 21 company in 2007.

The short course policy and the procedures to be followed in registering short courses have been circulated electronically to all staff, academic and non-academic. The new Executive Deans have taken responsibility to ensure that in their respective faculties the correct procedures are followed.

Quality Promotion and Assurance has worked with staff in developing short courses, such as the short course in Strengthening Cooperatives. It is intended that this course will develop into the proposed Certificate, Diploma and B.Com degree in Strengthening Cooperatives.

The Manager of CEEL, via whose initiative a number of short course or training opportunities have been realized, has undertaken to supervise pipeline students from the Centre for Careers and to see that any new proposed short courses follow the approved route.

Various training initiatives which should have resulted in short courses have not, however, been submitted in the form of short course applications to the short course policy committee. In some cases, the training is being done by companies or outside

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\(^{79}\) Policy on Short Course. Annexure 22.
educational and training institutions which wish to make use of the university logo and name as partners but with little educational input from staff of the University of Zululand. In these instances, the Steering Committee, a sub-committee of the Teaching and Learning Committee, with membership consisting of The Deputy Vice Chancellor, the registrar, the director of Finance, the Director of CEEL, the Director of Quality Promotion and Assurance and an internal staff member involved in such partnership initiatives meet to discuss the short courses. Normally a memorandum of agreement is signed between the University and the external provider before the short course can be offered.

It must be noted that the university does not offer any exported programmes. The University also at present has no whole qualification programmes which are offered in partnership with other institutions. Short courses and training offered by the KZN Institute of Local Government and Leadership, a Section 21 company which was set up to train traditional leaders in government, does offer courses in partnership with the University. These are overseen by the Board of the Institute on which the Vice-Chancellor serves. The University at present does not have a satellite campus and tuition centres at Ulundi and elsewhere are being phased out.

From the beginning of 2008 a new city campus at Richards Bay was approved and funded by the Department of Education. Temporary accommodation has been obtained at the Tuzi Gazi Waterfront to house students who will register for the first year of five new certificate and diploma programmes. Quality management of teaching and learning at this new campus is being attended to in line with programme development by the Executive Deans of Commerce, Administration and Law, and Arts. Regular planning meetings to oversee the quality implementation of the new programmes have been held with the Deans, programme developers and Quality Promotion and Assurance, in consultation with the Chief Financial Officer, the University Librarian, the University’s architect and a representative from the Human Capital Division. It is expected that the first phase of new permanent campus building is almost complete for occupation in 2010. The city Campus will conform to the required minimum quality standards for tuition at a university as prescribed by the Council on Higher Education (CHE).

For the new Richards Bay campus the same quality management procedures and policies will apply as apply at the main campus. The students will have the opportunity to evaluate the courses offered. For the short courses presently running regular student evaluation is required along with a portfolio of evidence of the teaching and learning taking place.

IA Task Team 2 unpacked criteria that dealt with teaching and learning, while IA Task Team 3 tackled the criteria covering programme management. These two task teams had to answer some questions that were common. It was thus decided that these two task teams would work closely in order not to cover the same matters twice. One example was the question on staff teaching on programmes. If the IA task teams both worked independently a number on staffing issues duplication would have occurred. This section was therefore written by IA Task Team 3. The criteria unpacked are 7, 8, 9 and 10).
3.7 Programme Management (CRITERION 7)

3.7.1 Framework for Effective Programme Management

Policies and guidelines are in place for the administration of academic programmes at the University of Zululand (Annexure 23). The purpose of a policy for programme management is to provide guidelines for managing the quality of educational offerings in programmes located within faculties. A further purpose of this policy is to strengthen the capacity of the institution to re-accredit its existing programmes by meeting the requirements of the Higher Education Quality Committee (HEQC).

In terms of the policy, the guiding principle in the management of programmes at UniZul is the need to maintain the credibility of qualifications through continuous improvement - the evaluation, itself, being based on self and peer reviews. It is provided that this programme review process is to be sufficiently rigorous, systematic and documented in a self-evaluation portfolio. In this regard, the evaluation of programme management is to assume an evidence-led approach that uses institutional evidence to support the claims that it makes in the self-evaluation process.

The scope of this policy covers the following areas of programme management:
- Programme planning and design
- Programme implementation and monitoring
- Programme review and evaluation.

3.7.2 Programme Review Cycle

The Policy provides for a Programme Review cycle of every six years, given that the current HEQC review cycle is also six-yearly. However, the Policy also provides that interim arrangements (i.e. reporting mechanisms) should be made to ensure that the quality of the educational offerings is maintained during the period between reviews.

The Policy also provides that the schedule for programme reviews over the six-year period should be decided by the Teaching and Learning Committee, based on recommendations from the Executive Deans of Faculties.

The Policy also provides for the composition of the review panel as follows:
- One internal member (academic) of the department or programme team
- One member of the Teaching and Learning Committee (for example an Executive Dean from another faculty)
- One member of Quality Promotion and Assurance
- The Director, Academic Development
- Two members external to the University, from the same discipline and on the department’s recommendation
- One Senate-nominated member

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80 Management of academic programmes. Annexure 23.
82 Teaching and Learning Committee. Annexures 24 and 25.
• One member of the relevant professional body (for professional programmes only).

In order to ensure that the programme review process delivers the necessary outcomes, the Policy further mandates that the department or programme teams for the programme under review prepare a programme profile including, although not limited to the following:

• Academic staff profile (status of post, years of service, highest formal qualification, specialist areas of teaching, specialist areas of research, teaching responsibilities, research output, community responsiveness)
• Administrative staff profile (status of post, years of service, highest formal qualification, specialist areas, responsibilities)
• Programme/s (undergraduate, postgraduate, number of students graduating in postgraduate programmes)
• Support mechanisms (student support, learner guides, academic development interventions)
• Quality assurance mechanisms (assessment practices, internal and external moderation procedures)
• Department Administration (organisational charts, departmental committees)
• Student evaluations (undergraduate, postgraduate, departmental responsiveness to student evaluations)
• Departmental mission statement (Explanation of the way in which the department/programme operationalises the Mission Statement)
• Student composition (staff-student ratios, gender profile, race profile, throughput rates for three years)
• Departmental standing relative to other departments in the same or similar disciplines
• Research output
• Community engagement and responsiveness.

The University’s Quality Promotion and Assurance (QPA) is to co-ordinate the whole activity, including giving support to the units to be reviewed in the preparation of their self-evaluation reports/ portfolios.

The Policy further mandates that the relevant faculty co-ordinates the panel review process, including a site visit, in collaboration with the department being reviewed. Subsequently, the results of the programme review are made known to the department or programme team, as well as the relevant Executive Dean, within a period of two months. The results also serve at the Teaching and Learning Committee, which is obliged to make one of the following recommendations to Senate regarding the programme and the outcome of the review process:

• Discontinue the programme on the basis of quality-related issues
• Monitor the programme on a six-monthly basis
• Monitor the programme on an annual basis.

On the basis of the programme review, an improvement plan for the coming year is devised. The implementation of this plan should be monitored by the head of department or the programme coordinator through the office of the Executive Dean.
There is also a University Policy and Procedures for Teaching and Learning\textsuperscript{83} which regulates all activities in this regard (Annexure 24) which guides the overall management of programmes and departments – including evaluation.

In summary, the programme management policy at the University defines the attendant quality management as a line-management function/responsibility of HoDs, working under the direct supervision of the Executive Deans of Faculty. In addition, dedicated structures are in place to ensure quality programme management. In particular, the Teaching and Learning Committee, at faculty level, assists both the Executive Dean and HoDs in ensuring that effective programme management takes place as planned. This articulates with the institutional Teaching and Learning Committee – which functions as a sub-committee of the Senate. The Senate makes final decisions on the issues recommended to it by Faculty Boards and all its other sub-committees. Where major budgetary implications arise, the relevant recommendations are considered by the University Management Committee (Manco\textsuperscript{84}).

3.7.3 Dedicated Structures for Programme Management

Annexure 25 outlines typical Terms of Reference\textsuperscript{85} for a Faculty Teaching and Learning Committee. In addition, the Faculty Board is another forum available to discuss any matters related to academic programmes, and falling within the aegis of the mandate of the Faculty Board. Submissions from Faculty Boards are subsequently made to the Senate. These include draft policies which are first debated at various levels, before they are promulgated by Senate and then communicated back to faculties and departments for implementation.

Regular departmental meetings, faculty executive committee meetings, Faculty Boards and Senate serve to make the relevant decisions regarding the integrity of programmes on offer. In particular, Faculty Boards work to ensure that programme management is aligned to university-wide policies and procedures.

Another development initiated in 2007 was the establishment of Faculty Quality Committees. In this regard, three of the four Faculties have Faculty Quality Committees which discuss quality matters related to teaching and learning, research and community engagement. This is also done to ensure that all programmes comply with the requirements set by the Council on Higher Education (CHE) and South African Qualifications Authority (SAQA) on the number of contact times, subject credits and outcomes. The fourth Faculty Committee has opted for an integrated approach whereby the three main Faculty Committees (i.e. Teaching and Learning; Research, Higher Degrees and Community Engagement; and Teaching Practice) are all required to discuss and make recommendations regarding quality issues within the respective contexts and mandates of these committees.

Through their programme of periodic, internal Departmental Reviews, the QPA also assists to ensure that departments get feedback on the quality issues related to the

\textsuperscript{83} Teaching and Learning policy. Annexure 24.

\textsuperscript{84} Manco consists of the Vice Chancellor, Deputy Vice Chancellor, Registrar and the Chief Financial Officer.

\textsuperscript{85} Teaching and Learning. TOR. Annexure 25.
programmes offered by the concerned department. Annexure 42 gives an example of a departmental review report\textsuperscript{86} – making recommendations on how identified quality gaps could be addressed. However, these arrangements are relatively new – having come into existence in 2007. Their medium to long-term benefits, or shortcomings, are still to be investigated.

3.7.4 Work-Based Learning\textsuperscript{87}

Various profession-specific processes and procedures exist to support work-based learning. The main areas where this is evident are Education (with regard to Teaching Practice), Nursing Science and Social Work. In each of these cases, the relevant departments have committees and/or processes that include inputs from industry and other role players. The interaction between the institution and potential employers helps to ensure that by the time students are sent for work-based learning experiences, they are properly orientated for their levels of participation. In the same vein, the host personnel in the work places are also prepared to receive, mentor and guide the students appropriately.

The Centre for Cooperative Education and Experiential Learning (CEEL)\textsuperscript{88} also plays a pivotal role in the placement of students for work-based learning. The mandate of CEEL is encapsulated in its Terms of Reference as outlined in Annexure 26. In 2007, CEEL assisted in placing a number of students in several programmes. This practice is set to continue in 2008 and 2009.

In all instances involving work-based learning, a number of protocols exist for collecting information from the various stakeholders. In this regard, regular communication amongst the relevant institutions, students, mentors and employers is enhanced and sustained. This includes giving the necessary support, monitoring progress and assessment.

It is important to stress that when students go for work-based learning, they receive documentation that spells out the specific issues to be addressed and/or evaluated. This also applies to the “employer” as well. Records of all the feedback concerning work-based learning are kept. These records contain the feedback that reflects the students’ attendance and performance during the experiential training period, as well as the nature and extent of support received from both workplace-based “mentors” and University staff. Annexure 27 gives a Sample Assessment Protocol\textsuperscript{89} related to work-based learning.

It is, however, important to mention that there is no contract between the University and potential employers that guarantees employment for any student, following a period of work-based learning experience.

\textsuperscript{86} External Review Report. Annexure 42.
\textsuperscript{87} Placement of students by CEEL for work-based learning. Annexure 37.
\textsuperscript{88} CEEL. Annexure 26.
\textsuperscript{89} Sample of Assessment portfolio. Annexure 27.
3.7.5 Service Learning

Presently, the University has no policy framework for service learning. This is a matter that still requires some strategic thinking at both Faculty and institutional levels.

3.7.6 Regular Review of Programme Accreditation Status

The University annually carries out regular reviews of programme performance and accreditation status. This information can be accessed at any time by staff from the Assistant Registrar’s office as well as QPA.

With regard to timeous interventions for students needing academic support, this is done through a referral mechanism between lecturers (on one hand) and the students, on the other (see Annexure 28 for a copy of the referral form\textsuperscript{90}).

3.7.7 Regular Review of Effectiveness of Programme Management System

As already stated, programme review is a line management function, starting with the lecturers concerned, going up through formal meetings and strategic planning sessions at the departmental, Faculty and Senate levels. Furthermore, the involvement of outside stakeholders is continually sought whenever curricular reviews are undertaken.

The Programme Review Task Team (PRTT),\textsuperscript{91} set up in October 2004 with the terms of reference\textsuperscript{92} set out in Annexure 29, has been monitoring the effectiveness of programme implementation for a number of years now. The recommendations of the PRTT are taken up by the concerned faculties and other functionaries of the University for practical implementation, and reporting to subsequent meetings of the Task Team.

3.7.8 Design and approval of new programmes, courses and modules. (Criterion 8)

Procedures are in place for evaluation of programme planning, design and approval, as described in the Policy and Procedures for Programme Management (PPPM),\textsuperscript{93} approved by Senate in 2006 (see Annexure 30 referred to above).

The PPPM defines a programme as:

\begin{itemize}
\item a purposeful and structured set of learning experiences that leads to one or more qualifications. A programme is designed to enable learners to achieve pre-specified exit level outcomes. The purpose of the programme gives rise to its learning outcomes and structure. A programme can also be defined as a coherent combination of units of learning (modules) that lead to one or more qualifications.
\end{itemize}

\textsuperscript{90} Referral form. Annexure 28.
\textsuperscript{91} PRTT. 2004. Annexure 12.
\textsuperscript{92} PRTT. TOR. Annexure 29.
\textsuperscript{93} Policy and procedures for programme management. Annexure 30.
Applications for the introduction of new programmes follow the Guidelines on the Accreditation of Programmes and Qualifications Draft Route Map\(^{94}\) (see Annexure 31). The Deputy Registrar has administrative responsibility for the submission, accreditation and registration of new programmes. The Head of Department, together with the relevant Executive Dean, have responsibility for preparation of the new programme submissions. The planning and design of new programmes typically provides evidence of being responsive to the institution's Mission and Vision, as well as engagement with external and internal stakeholders. As already stated above, all new applications are required to provide a business plan (see Annexure 32: Business Plan Template),\(^{95}\) as well as the relevant forms for CHE: HEQC accreditation, SAQA registration and DoE approval. The business plan expresses alignment between planning, resource allocation, and implementation of the programme. The business plan items can be adapted to suit the needs of a particular programme.

New programme applications are scrutinized by the Faculty Quality Promotion and Assurance Committee and the Quality Promotion and Assurance. The QPA plays a pivotal role in guiding and supporting staff in the completion of the various templates for submission to the external bodies. All the templates once quality assured are countersigned by the Director: QPA before they are tabled at the Teaching and Learning Committee and Senate. The HEQC accreditation form, in particular, is scrutinized according to the QPA Guidelines: 2 document, and is then:
- sent for evaluation to three external evaluators from three different higher education institutions
- ratified by the relevant faculty
- submitted to the Teaching and Learning Committee – which then evaluates the programme against the HEQC Criteria for Programme Accreditation
- approved by Senate and Council.

3.7.9 Criteria for implementation of programmes are provided in the policy

Programmes should be monitored and reviewed on a regular basis in order to make improvements, as already explained in terms of the PPPM above. The PPPM even goes further and provides an instrument for self-evaluation of institutional programme management: academic planning, including programme planning, design and approval. The planning and design of new programmes should provide evidence of consultation within the University, including the Academic Development Unit (on curriculum development matters), as well as with Quality Promotion and Assurance.

Whether different faculties and departments do that seems variable – but evidence of consultation clearly seems to be there with QPA and the Academic Development Unit.

3.7.10 New Modules for Existing Programmes

The process regarding the approval of new modules is part of Programme development – involving Teaching and Learning Committees at Faculty level, Faculty

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\(^{94}\) Draft Route Map. Annexure 31.

\(^{95}\) Business Plan template. Annexure 32.
Boards and Senate. Where new modules are meant to replace old existing ones, module templates are filled showing where the new modules fit into a programme and which modules are to be replaced.

3.7.11 Alignment of programme planning and budgeting
This is achieved through the submission of a Business Plan together with every application for a new programme (see Annexure 32 for a Business Plan Template). The business plan assists to align planning with resource allocation.

3.7.12 Programme planning and approval arrangements vis-à-vis the University’s Mission and Strategic Goals

Programme planning and approval arrangements are always linked to the operationalisation of the institution’s Mission and strategic goals. It is also a requirement that each application shows evidence of reference to the institution’s academic policies, including the Teaching and Learning policy, the PQM, the HEQF and the HEQC criteria for Programme Accreditation. A Route Map is provided for this purpose (see Annexure 31).

As already stated, the process followed ensures that the Teaching and Learning Committee scrutinises each proposed Programme on its own merits, and in relation to the existing PQM. The same Committee also checks to ensure that all the requirements of the DoE, CHE and SAQA are complied with, before recommending such a new programme to the Senate. This reiterative process is emphasized in the PPPM (Annexure 30) which mandates that the planning and design of new programmes should provide evidence of being responsive to, but not limited to, the following:

- The mission and vision of the institution
- The Programme and Qualification Mix (Registrar’s office)
- The Institutional Operational Plan (Institutional Planner’s Office)
- Regional, provincial and national needs (social and skills related)
- The comprehensive nature of the institution, in terms of introducing certificate and diploma programmes
- The institution’s niche areas (Planning or Vice Rector’s office).

This is how the internal process is guided along the road to programme approval, accreditation and registration.

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96 Business Plan template. Annexure 32.
98 PQM. Annexure 16.
99 HEQF. Annexure 54.
100 Route map. Annexure 31.
3.7.13 Reasoned coherence between the aims and intended learning outcomes of the programme

Historically UniZul was regarded as a disadvantaged institution. It has developed and does make a modest contribution through teaching, research and community service. Teaching is an outstanding core function, followed by research activities and finally community engagement. Accordingly, the aims, coherence and intended learning outcomes of programmes, on the one hand, and the scope of the learning materials and strategies for teaching (for example, delivery modes like face to face, distance, mixed modes of provision), on the other, are conceptualised in this regard. As stated above, this coherence is addressed in the business plan for each programme – where programme developers describe how the teaching and learning strategies, assessment strategies, etc. are aligned to the outcomes of the programme.

The mode of delivery is not explicitly addressed in the business plan, but under procedures for programme implementation, teaching strategies should be appropriate to mode of delivery, the outcomes of the programme and the student composition. More specifically, the programme management policy\(^\text{102}\) for implementation of programmes (Annexure 30) mandates that: Teaching strategies should be appropriate to the institutional type (as reflected in our mission statement), the outcomes of the programme being implemented, the mode of delivery (residential and contact) and the student composition. Teaching strategies may need to be adapted during implementation and these changes should be monitored and documented.

3.7.14 Specified procedures and realistic time-frames for the design and approval of academic offerings

As stated above, the programme management policy for implementation of programmes (Annexure 30), specified procedures for the design, development and approval of academic offerings as well as guidelines for academic staff and programme teams to work from. However, it does not stipulate any time-frames within which the design of new programmes must be accomplished. It is the view of the University that stipulating time-frames for this purpose would be unrealistic, given that different programmes would require different time-frames for their design, development and approval, particularly when one considers the involvement of external stakeholders.

Generally, informal advice and consultations around the introduction of new programmes take a minimum of 12 months to arrive at completed HEQC, DoE and SAQA templates, ready for submission.

Cycles for DoE approval and HEQC accreditation are publicized from the office of the Deputy Registrar.

\(^{102}\) Policy on programme management. Annexure 30.
3.7.15 Approval on the basis of transparent criteria

In terms of the route map\textsuperscript{103} referred to above (Annexure 31), the internal approval of new programmes is made by the Senate; the criteria are laid out in the programme management policy\textsuperscript{104} (Annexure 30). This ensures consistency and monitoring of standards across the institution. This is, in fact, one of the major strengths of the entire process.

As mentioned above, the programme developers use the HEQC criteria for the programme accreditation.\textsuperscript{105}

3.7.16 Consultation between programme teams and external stakeholders

It is a requirement that each new programme be sent out to external evaluators for comment. Ideally, the three external evaluations should as far as possible resemble the HEQC form of evaluation; the external evaluators should ideally have undergone HEQC training for programme evaluators. This would imply that the HEQC criteria are integral to the external evaluations.

Nonetheless, these consultations are meant to (and do indeed) ensure that graduates meet employability requirements and labour market needs in the short and long terms. External stakeholders normally consulted include professional bodies, potential employers, government departments and local communities. Evidence of consultations with the broader community and within the University should be provided as part of the submissions made to the Teaching and Learning Committee. Annexure 58 gives sample reports\textsuperscript{106} received from external stakeholders as part of programme development.

It may also be mentioned that, the business plan (referred to above) also requires description of stakeholder consultation, graduate employability and community engagement initiatives. Furthermore, the Guidelines for Accreditation also reiterate stakeholder consultation, including providing evidence of regular stakeholder consultation and formal support from any relevant professional body.

3.7.17 Meeting Professional/Occupational Requirements

The University provides predominantly formative qualifications. However, increasingly, career-focused programmes are being added to our PQM portfolio. In this regard, the new career-focused programmes consciously and deliberately respond to the espoused comprehensive nature of the institution, within the institution’s niche areas.

For the programmes that are currently career-focused, accounting for the characteristics and requirements of professional and vocational education in the development of the programmes is the normal practice – as already explained with

\textsuperscript{103} Route Map. Annexure 31.
\textsuperscript{104} Programme management policy. Annexure 30.
\textsuperscript{106} Sample report of programme development. Annexure 58.
In these cases, the programme promotes an understanding on the part of the student of the specific profession/occupation for which he/she is being trained. Furthermore, an attempt is made to ensure that there is a proper balance between theoretical and practical/applied competency. In so-doing, students are given an opportunity to master the techniques and skills which are required by the specific professions/occupations. This is normally achieved through work-based learning experiences\textsuperscript{108} (Annexure 37).

The issue of consultations with external experts has already been covered above under the sub-title: Consultation between programme teams and external stakeholders. Accordingly, their role in the development of the professional and vocational aspects of the programme has already been explained. Such experts also include feedback from peers from other universities. This also refers to the development of curriculum materials once the programme structures have been designed and developed.

With regard to experiential learning, CEEL also provides support, particularly with regard to student placements and the development of templates to be used during work-based learning attachments.

\textbf{3.7.18 Consideration of national and regional aspects in the planning and offerings}

Consideration of national and regional development priorities has also been covered above under the sub-heading: Programme planning and approval arrangements vis-à-vis the University’s Mission and Strategic Goals.\textsuperscript{109} Briefly restated, this forms part of the evidence that the Teaching and Learning Committee quality assures before any new programme is recommended to the Senate for approval.

\textbf{3.7.19 e-Learning}

The development of an e-learning platform for the University is still in its infancy. The importance of e-learning platforms in providing for quality education has long been realised.

\textbf{3.7.20 Regular review of the effectiveness of systems and procedures for the design and approval of new programmes, courses and modules}

The regular review of the effectiveness of systems and procedures for the design and approval of new programmes, courses and modules is partly provided in the PPPM in terms of the self-evaluation of institutional programme management academic planning instrument.

Review of programmes (PPPM:\textsuperscript{110} 90-92) should include evaluation of institutional procedures for new programme design and approval, based on institutional self-

\textsuperscript{107}Route Map. Annexure 31.
\textsuperscript{108}Work-based learning. Annexure 37.
\textsuperscript{110}Policy and procedure on programme management. Annexure 30.
evaluation\textsuperscript{111} (Annexure 41). However, there is no systematic process that monitors whether or not departments are engaged in regular self-evaluation exercise.

\textsuperscript{111} Institutional self-evaluation. Annexure 41.
3.8 Staff Recruitment, Selection and Appointments (Criterion 9)

The University has policies, guidelines and procedure for the recruitment, selection and appointment of academic and support staff (see Annexure 9a). In this regard, the procedures facilitate the appointment of suitably qualified and experienced staff. When a vacancy has occurred the post is advertised in national and local newspapers, inviting prospective candidates to apply. After the closing date of the application, the recruitment officer screens the applications and subsequently submits a summary profile of all applicants to the selection panel which in the first instance serves as a short-listing committee.

The Committee shortlists the candidates who are suitable for the position based on the published criteria, taking into consideration the main performance areas, functions, experience and skills required for the post. The shortlisted candidates are invited for interviews. The selection panel interviews the candidates and recommends the most suitable candidate to the Council, or delegated authority, for appointment. After the approval of the recommended candidate, the Human Capital Management Division (HCM) prepares a letter of offer and sends it to the successful candidate; letters of regret are sent to unsuccessful candidates. Upon acceptance of the post by the successful candidate the appointment is then formalised by HCM.

The policy also gives guidelines on the establishment of new posts. For academic posts, the procedures take due regard to the student staff ratios, student needs and appropriateness of the study programme vis-à-vis national and regional development needs, and the requirements of the relevant work environment.

This whole recruitment and selection process is led and overseen by HCM to ensure that everything is done in accordance with the relevant legislation.

3.9 Opportunities for Staff Development

Policy and guidelines for staff training and development have been drafted and presented to various sections of the institution (Refer to Annexure 34). In terms of the Policy, senior managers are required to promote a climate conducive to continuing professional development, and provide for the attendant space and resources for staff development. The University policy requires line managers to assist staff in the identification of development needs and facilitate access to staff development opportunities. The Executive Director of HCM ensures that stakeholders are committed to the training agenda of the institution. The training managers coordinate all training and development activities in the institution. Individual employees take responsibility for identifying areas for their own development by taking advantage of available/suitable opportunities. The providers of staff development within the institution consult staff about development needs.

Concerning the availability of dedicated structures for staff development, there are two divisions in the University which deal with staff and academic development,

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112 Policy and guidelines for staff training and development. Annexure 34.
namely: (a) the Skills Development section of the Human Capital Management Division, and (b) the Academic Development (AD) unit. The former deals with the skills development for both academic and support staff, and also provides skills development funding for staff. The AD unit deals with the development of skills of academic staff related to teaching and learning. The main aim of the AD unit is to provide staff with development opportunities and support in the performance of their designated roles so that they can realise their potential during the course of their employment at the University. In this regard, the AD unit organizes regular workshops on a number of related topics, such as Outcome-Based Education and the development and design of study guides. Academic departments are required to identify gaps in the skills of staff members and then take necessary steps by arranging the necessary skill development training.

Another function of the Academic Development unit is to conduct orientation and induction programmes for new staff.

3.10 Redress and Equity

At present the University is in the process of establishing a framework for redress and equity in the recruitment, selection, appointment and development of academic and support staff. However, the existing Recruitment and Placement Policy\(^{113}\) (Annexure 35) ensures equity and redress in the appointment of employees. Annual faculty reports are required to include statistics of equity profiles of the various departments. This then enables senior management to monitor the University’s progress regarding compliance with the country’s Employment Equity Act.

3.11 Regular Review of Staff Recruitment, Selection, Development and Support Policies and Procedures

Currently, the University is at the tail end of revisions of its HR-related policies. A new set of policies is due to be tabled at Council soon, and we may see a rollout of new HR policies manifesting at the institution within the course of 2008. In addition, a review of the Staff Development unit has just been completed.

On an on-going basis, HR-related committees meet regularly. These include the Academic Personnel Committee, the Academic Staffing Committee and the Administrative Personnel Committee. The first and third committees meet twice a year to discuss matters that amount to overseeing and monitoring of existing policies. In this regard, these two committees monitor the effectiveness of procedures of staff recruitment, selection, development and support. The second committee (i.e. the Academic Staffing Committee), is an operational committee which responds to staffing needs of academic departments on an on-going basis – sometimes meeting fortnightly.

\(^{113}\) Recruitment and Placement policy. Annexure 35.
3.12 Clear and effective systems (including internal and external peer review) to evaluate programmes on a regular basis. (Criterion 10)

The University strives to put in place effective systems for programme implementation and regular review on an on-going basis. Teaching and learning, as well as assessment strategies include a variety of options, e.g. lectures, demonstrations, practicals, projects, assignments, portfolios, dramatization, tests and examinations. Students are also involved in experiential/work integrated learning\textsuperscript{114} which provides the opportunity for practical application of knowledge and skills. These teaching and learning strategies promote a vibrant intellectual culture and enhance the caliber of the students UniZul produces. Some of the learning programmes implemented are based on the outcomes-based approach while others have adopted other interactive approaches. However, there is concern that the traditional frontal teaching approach is still being used in the majority of cases. The University is in the process of evaluating the advantages and short-comings of the various approaches to programme offering (through, inter alia, postgraduate satisfaction surveys and departmental reviews) before this is incorporated into its teaching and learning policy.

3.13 Review of learning materials

The Teaching and Learning Policy\textsuperscript{115} (Annexure 24) stipulates that learning materials reflect specific general outcomes for modules, and that lecturers should provide support and structure to promote students’ competence. In this regard, the teaching/learning process should provide for students to actively engage with the lecture and learning materials through appropriate learning activities, which take place in contact sessions.

Whereas the Teaching and Learning Policy stipulates a programme review cycle of six years, there is no explicit review period for instructional materials. The importance of keeping learning materials current and updated cannot be over-emphasized. The University needs to come up with an explicit provision in this regard, as well as whatever may be necessary as enablers for regular updating of instructional materials.

3.14 Teaching and learning strategies

The Teaching and Learning Policy also requires that students’ roles and responsibilities in the learning process be made explicit, e.g. the preparation required for each class, deadlines, etc. Furthermore, it is also required that programmes specify critical cross-field outcomes (generic outcomes) as outlined in the SAQA Regulations – i.e. including, problem solving, effective use of information management, effective communication, etc. In addition to this, lecturers’ expectation for written tasks should be made explicit. Learners’ guides which support active learning should be provided to students in hard copies and in electronic format.

\textsuperscript{114} Work integrated Learning. Annexure 59.
\textsuperscript{115} Teaching and Learning Policy. Annexure 24.
These guides and other learning materials should enhance student exposure to a range of learning materials and higher order of teaching skills.

The actual practice is that each department produces study guides and other teaching materials, which are then given to students. In addition to these, reading materials are also provided to learners. In all lectures, module titles are given and learners are briefed on the outcomes of respective modules. Assessments in the forms of diagnostic, formative and summative are required in accordance with the Assessment of Student Learning Policy (Annexure 36). By and large these modalities of assessment are continuous in nature, regular and cyclical, in line with an Outcomes Based Education (OBE) approach, which states that learners ought to be assessed on an on-going basis. In order to obtain a pass a final mark of 50% is required in most faculties. Supplementary examinations or re-examinations are not given to these learners below 45% in most faculties.

3.15 Appointment of external examiners or assessors

Further to the above policy (i.e. Annexure 36) the appointment of external examiners is provided for in terms of the Policy and Procedures for External Moderation of Assessment (Annexure 38). This is a very comprehensive policy which gives guidelines on the procedures for the selection and appointment of external moderators. The policy also provides for the duration of appointment of external moderators, the handling of feedback from external assessment; remuneration of external moderators and the documents to be made available for external moderation. Heads of departments effectively manage this process. Reports of external moderators are discussed at programme and departmental levels. Recommendations are discussed at programme and departmental meetings for the purpose of effecting improvements to programmes.

The selection of external moderators or examiners takes a wider view against a set of agreed criteria (stipulated in the Policy – i.e. Annexure 38). More specifically, and in order to make this process sufficiently rigorous and transparent, a set of criteria is normally followed, which takes into account the following:

- Knowledge of subject
- Experience of good assessment practice
- Teaching experience of examiner or assessor
- Research expertise; and
- Industry-related experience (in the case of career-focused qualification as defined by the New Academic Policy).

Most faculties appoint external moderators/examiners on a three-year cycle, as per the guidelines. An external examiner may be appointed again after the lapse of this period.

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116 Assessment of student learning policy. Annexure 36.
117 Policy and procedures for external moderation of assessment. Annexure 38.
3.16 Curriculum improvement
The policy stipulates that assessors should make use of different methods of assessment on which to make summative decisions. A variety of assessment tools should be used, in order to enhance the teaching and learning process and provide sufficient opportunity to explore the curriculum fully. The nature of assessment to be determined by the nature of learning; feedback from students’ evaluation of teaching and learning to be used effectively by lecturers to revisit what they do in order to develop and improve their teaching and students’ learning. Furthermore, the policy stipulates that lecturer assessment questionnaires should be issued at the beginning of the period and learners should be given ample time to complete the forms (at least 15 minutes). Learners should be assured that their answers remain anonymous and this information will be used for curriculum and staff development.

Overall the information emanating from these evaluations can be an invaluable source of information for future curriculum development. They can identify areas that need improvement.

3.17 Programmes review

Although providing for a six-year programme review cycle, the Policy (Annexure 39) envisages that schedules for programme reviews\textsuperscript{118} will run on a continual basis, as decided by the Teaching and Learning Committee on recommendations of the Executive Deans of Faculties. The Quality Promotion and Assurance unit is to coordinate the preparation of an institutional profile for use in a programme review. So far, QPA has provided a framework for departmental reviews, as already explained. However, the Policy itself provides for a framework for programme reviews (part of Annexure 39). The implementation of the programme review plan should be monitored by the head of each department in all faculties or the programme co-ordinators in liaison with the offices of Executive Deans.

3.18 Staff Development and Support

Upon arrival at the institution new staff are inducted and familiarised with institutional settings. The inductions take the form of workshops, seminars and the different teaching and learning issues. This includes the development of educational materials, provision of information on national imperatives that have a high impact on learning with regard to national educational prescriptions and expectations, etc. New staff are given an enabling environment so that academic staff can be productive in research, by being given reasonable teaching loads, etc.

There is a need to make lecturer assessment by students compulsory for all academic staff on a given cycle (say two year cycle). However, for this to be successful two things may be considered:
- The analysis modalities of the instrument will have to be made easier and quicker to provide for timely feedback to staff; and

\textsuperscript{118} Policy on external review of academic departments. Annexure 39.
The capacity of the QPA, if they are the ones to do it, will need to be enhanced for them to cope with the quantity of work (i.e. analysis and preparation of reports).

All staff are expected to attend seminars, symposia, workshops and conferences both nationally and internationally. Lecturers, by and large, enjoy exposure through conferences and attendance of professional events. Costs for registration and travel are wholly or in part provided for by the University funding. Networking at conferences helps improve the quality of teaching as views are widened regarding current research and methods of teaching.

UniZul supports and espouses staff growth and development\textsuperscript{119} (see Annexure 34). In terms of the policy in Annexure 34, the University indicates that the policy is based on the premise that the University places a high value on its academic staff and is consistent with the belief that, together with students, they are central to the core business of the University, which is teaching and learning, research and community engagement. It is quite clear, therefore, that the University’s intention to provide for the growth of its staff cannot be questioned. In particular, academic staff development is an important focus area of the University and helps to ensure and assure quality of its core business.

At Faculty level, staff are encouraged to attend conferences and workshops. Staff not yet at doctorate level are also encouraged and given incentives to obtain the required doctorate qualifications. Research funds are available through the Research Committee from which a financial assistance incentive is paid out when 50% is completed and the rest on completion of studies. Along with studies inter library services are free of charge.

3.19 Assessment and Recognition of Prior Learning

\begin{tabular}{|p{\textwidth}|}
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\textbf{Institutional Audit Task Team 4 unpacked criteria 6, 11, 12, 13 and 14. This section deals mainly with assessment and student records. Since the Registrar is the custodian of all student registration, student records, certification and graduation, the approval, accreditation and registration of programmes taught at the university, he was chosen to chair this important task team.} \\
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\end{tabular}

It may be said that the assessment, both formative and summative, helps to ensure the integrity and quality of the qualifications awarded and the calibre of graduates that the institution produces. Assessment of student learning is inseparable from teaching and learning and research. Assessment policy is applicable to undergraduate teaching and to the taught modules at post graduate levels. However, separate policy and procedures relate to the examination procedures for full-blown masters and doctoral research, and these are discussed in the section under research (Task Team 4).

\textsuperscript{119} Policy and guidelines for staff training and development. Annexure 34.
The University has in place a policy on assessment of student learning. This assessment policy should be read in conjunction with the General Rules of the General Prospectus:2009 of the University. General Rules G 6 to G 9 deal with the various aspects of assessment, promotion rules, pass level, examination and moderation. In addition to these university-wide assessment rules, each Faculty has in more detail the assessment rules specific to its respective Faculty in the Faculty Prospectus.

The principle of clarity and therefore effectiveness of procedures is evident in Rule G6

a) assessment will be executed on a continuous basis
b) at least 50% of the assessment should be based on written assignments, tests, practicals, project reports etc. which must be moderated
c) re-marking or re-assessment can be done on written request from the student after payment of fees as required by the Senate
d) aegrotat assessment (examination) is only permissible and arranged between the lecturer and the student
e) all material used in the assessment of candidates (scripts, assignments, practical reports, etc) must be kept on record for a period of five years

The assessment policy details the appeal procedure that the student is required to follow. This policy also covers the rules and guidelines concerning the external moderation/verification of examinations, modules and programmes. There are stringent regulations regarding the appointment and the duration of the services of external moderators in the Policy and Procedures for External Moderation of assessment. The marks have to be reviewed and approved by the Examination Committee of each faculty before being captured. The responsibility of the capturing of student marks has been assigned to the academic departments. The University Information Communication and Technology (ICT) division has in place the following security measures to safeguard students’ marks capture:

- one can only gain access to the marks capture system through a password
- the marks capture system keeps an electronic record of any alterations made to a student’s marks so that the identity of anybody interfering with the marks may be established
- after each final examination marks are captured by the responsible lecturer and it is required that a hard copy of marks be produced and submitted to the Head of Department for presentation in the sitting of the Examinations Committee of the faculty concerned. This helps in keeping hard evidence of marks in case of unauthorized alterations
- mark capture has a cut-off date after each assessment session. Should a lecturer have reason to capture marks after the said deadline, a reasonable explanation needs to be furnished before access is given.

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121 University General Calendar. 2009. Annexure 76.
122 Policy and procedures for external moderation of assessment. Annexure 38.
Through the Learner Guides, students are informed of the purpose of the assessment, how and when they will be assessed, how the final mark is derived and what criteria will be used to assess material. Such information is in the Faculty Prospectus which includes the module’s content, credit points, contact periods, assessment and duly performance requirements.

Rule G9 specifies that non-exit level modules should be subjected to internal examination and independent moderation. Faulty/department appoint internal examination moderators for lower level modules. Internal moderators are nominated by the department and approved by the Faculty Board. These internal moderators moderate examination papers before they are written and once the examination has been written, they moderate a percentage of the examination scripts to check for accuracy, for consistency in assessment practices. Departments then hold Examination Committee meetings to examine assessment data across modules and students and to make recommendations about supplementary examination.

All exit level modules are subject to external examination and moderation. At least 50% of the summative assessments tasks are to be externally examined. Departments are responsible for appointing external examiners and Faculty Boards approve these. External moderators usually review and approve the questions papers, review and re-calculate allocated marks. In some cases the external examiners travel to the University and complete their moderation, while in most cases the examination papers are dispatched to the external examiners by registered post. The dispatching of the examination scripts is undertaken by the Examination section.

The University has developed and instituted a policy titled “Policy and procedures for ensuring quality of certification and learner record keeping”. This policy successfully addresses Criterion 6:

- the examination section will keep record of all modules passed by each student and to ensure that only those students who qualify to graduate do so. This is documented under paragraph 5.2 (page 101) of the Policy on learner records (Annexure: 68).
- a designated Graduation Officer works in collaboration with the deans of the four faculties to determine whether each student who graduates has, indeed, satisfied all the requirements for graduating. This includes checking of entries for accuracy.
- the development/preparation of graduation certificates is the exclusive responsibility of the Office of the Registrar. This ensures accountability and

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123 Learner Guides. Documentation centre.
124 Faculty Prospectuses. Annexure 49. Documentation centre.
125 General calendar of the University. 2009. Annexure 67.
126 Examination Section. Documentation centre.
127 Policy and procedures for ensuring quality of certification and learner record keeping. Annexure 68.
imposes a duty to be meticulous on the Registrar as the ultimate accounting officer for this function.

- all blank certificates are kept in the safe by the Registrar. The same applies to processed certificates that await awarding upon graduation.
- to prevent fraudulent issuing of counterfeit certificates, various measures have been put in place to ensure the uniqueness of the physical properties of certificates from the University of Zululand. Refer to paragraph 8.2 (page 103) (Annexure: 68).
- deans of faculties are required to check the final drafts of the students’ certificates and identify errors, if any, for correction prior to graduation.
- certificates and lists of graduands are to be furnished to the deans of faculties for signature and final check prior to graduation.

In must be noted that, while the University has very detailed policies on assessments, appointment of external examiners and moderators and student record keeping, these are not implemented by all academic departments and academic staff in a uniform manner. There are inconsistencies in the implementation of these policies and in some cases it was discovered that staff were unaware of some of these policies at the university.

Secondly, while there are clear procedures in the recording of students’ marks, there were several cases were students' marks disappeared from the system or the marks were tampered with. There were allegations that the introduction of the new computer software programmes caused many of these problems. However, this problem has been addressed by the ITS specialist at the University.

It was also found that the academic structure, the modular system, and the change from term-long modules to semester-long modules, made it difficult to track the student progress at the University. A task team under the Registrar and the new management information specialist are presently reviewing and restructuring the academic structure at the University.

It is becoming a concern to many academics that the increasing focus on pass rates may conflict with the quality education we are mandated to offer. It is understood that funding of the University by government is linked to student throughput, which is measured and monitored via the pass rates of the different modules. However, many of the students we enrol barely make the entry requirements and struggle with English, Mathematics, Physical Science and Biology. Given that matric results are usually manipulated upwards we have to accept that many of our students who just make the entry requirements have, in reality, not done so. We are also aware that many, if not most of our students enrol here after being rejected by the more “prestigious” universities. While some students do succeed, we should accept high failure rates as a true reflection of the ability of the students we enrol, if we maintain a standard comparable to other universities. Placing undue pressure on lecturing staff to maintain high pass rates could lead to academic standards being lowered to achieve this. Given that our graduates compete in the same job market as graduates from other South African universities, it would be negligent on our part to under equip

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128 Minutes of the academic planning committee. June 2009, Annexure 69.
them for the challenges they will face in their careers. Expanded augmented programmes that raise the ability of the student to achieve the required standard need to be implemented rather than lowering academic standards to maintain a pass rate that looks good on paper.

3.20 Recognition of Prior Learning (RPL) (Criterion 14)

The University Senate approved the Policy on Recognition of Prior Learning\textsuperscript{129} in 2004. This policy stipulates that students may be admitted into a programme through the RPL route provided they meet the requirements listed in the RPL policy of the University.

The publication, “Criteria for programme accreditation”,\textsuperscript{130} developed by the Higher Education Quality Committee (HEQC) in 2004, states that in the development and designing of all new programmes, there must be provision for admitting students through RPL. While the various programmes include this aspect in their programme templates, very few departments have admitted students through the recognition of prior learning route. It must be acknowledged, that while the Faculties are aware of the RPL policy, the implementation has been slow throughout the university. The RPL policy is also not widely publicized to the community to attract prospective students who have achieved some form of formal, informal and non-formal education and experience. It appears that the University has not given enough attention nor placed RPL as a priority in its recruitment of students.

However, the Faculty of Education has implemented the RPL policy to register under qualified teachers into its programmes through the RPL route. In 2008, the Department of English in the Faculty of Arts used a variety of mechanisms and tools to admit students into their postgraduate programmes. The admission of students into postgraduate programmes is very stringent and has to follow the RPL policy and through a detailed motivation by the Head of Department, the Faculty Board and the University Senate have to approve. Further, the Academic Planning and Quality division also has to make a recommendation on the calibre of the student and the assessment tools used. The University is also wary of the 10% capping of students in the post graduate programmes.

A major challenge is that staff at the University are not trained to assess students who have applied for admission through the RPL route. Another gap is that there is no dedicated unit or qualified personnel to manage and guide the university in its role in providing access to mature students via the RPL route.

\textsuperscript{129} Policy on Recognition of prior learning. Annexure 55.  
\textsuperscript{130} HEQC Criteria for programme accreditation. 2004. Annexure 33.
RESEARCH AND COMMUNITY ENGAGEMENT
SECTION FOUR: AREA TWO
4. RESEARCH, POSTGRADUATE STUDIES AND COMMUNITY ENGAGEMENT

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SECTION FOUR : AREA TWO

4. RESEARCH, POSTGRADUATE STUDIES AND COMMUNITY ENGAGEMENT
(CRITERIA 15, 16, 17 AND 18)

In this chapter, Criteria 15, 16, 17 and 18 relating to research, postgraduate studies and community engagement are discussed. These four criteria were written by the Institutional Audit Task Team 5.

4.1 Introductory Overview

University of Zululand, being a historically disadvantaged traditional university, considers itself more of a teaching institution than a research intensive higher education institution. With the reconfiguration of the University into a comprehensive institution of higher learning, the emphasis is more on teaching and learning than on research and postgraduate studies. However, the mission of the university in its Strategic Plan: 2008-2011\(^{131}\) states “The University of Zululand is a comprehensive institution which is set:

- to generate knowledge through research and disseminate it through publications, teaching and development, in partnership with the local and international communities” (2008: 4).

In the same document, the four broad institutional goals are outlined. Goal 2 is “to conduct research appropriate to a comprehensive university with the following objectives:

- To provide research productivity aligned with national imperatives.
- To align research with technical development and business best practices.
- To conduct research that focuses on product, market and technology.
- To strive to be the best institution for applied research.
- To promote transnational research and science workshops.
- To promote collaborative research projects among staff.
- To create a research database and promote commissioned research.
- To pursue innovative initiatives of generating third stream income through partnerships” (2008: 6-7).

The Institutional Operating Plan (IOP)\(^{132}\) set out its plan to strive towards:

- Academics spending 30% of their time on research.
- Most academic staff holding doctorates.
- Publishing at least one article per year in a peer-reviewed journal.
- Delivering at least one paper at a conference per year.
- Having registered research projects.

While these may be the ideal, it is something that the University is striving for in the long term. While the University has structures to manage and quality assure research on campus, the research output at the University is a cause for concern. The University acknowledges the fact that our current research output rate does not

meet the national benchmark set by the Department of Education (DoE), namely, one (1) per fulltime academic staff per year. *(Criterion 19)*

In the area of research the mission of the University of Zululand is to generate knowledge through research appropriate to a comprehensive university and disseminate it through publications, teaching and development, in partnership with the local, national and international communities. This is further amplified in GOAL 2 of the University’s Strategic Plan for 2008-2011,\(^{133}\) where six (6) objectives are articulated. The challenge facing the University is achieving these objectives by the end of 2011. In so far as the comprehensive nature of the University is concerned much of the research is of relevance to the immediate community as well as to the national community. This is particularly evident in the research conducted in the Faculty of Science and Agriculture.

Over the years the University has been essentially a teaching university. More recently though, there has been an upswing in research productivity. To date, there are 15 National Research Foundation (NRF)-rated researchers. Of the four Faculties, the two that have been more productive are the Faculty of Arts and the Faculty of Science and Agriculture. In previous years a drawback was the availability of funding for research. Now, however, funding is available to all disciplines from various sources. Another possible reason for increase in research activity is that the University’s promotion criteria are linked to South African Post Secondary Education (SAPSE) approved research publications. However, research is also published in other peer reviewed journals and in conference proceedings.

**Table 16: NUMBER OF ARTICLES AND SAPSE UNITS: 2005-2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ARTICLES PUBLISHED</th>
<th>SAPSE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>103</td>
<td>44.27</td>
</tr>
<tr>
<td>2006</td>
<td>107</td>
<td>53.91</td>
</tr>
<tr>
<td>2007</td>
<td>98</td>
<td>44.98</td>
</tr>
<tr>
<td>2008</td>
<td>114</td>
<td>54.10</td>
</tr>
</tbody>
</table>

**Table 17: NUMBER OF ARTICLES AND SAPSE UNITS PER FACULTY: 2005-8**

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>ARTICLES PUBLISHED</th>
<th>SAPSE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>152</td>
<td>90.20</td>
</tr>
<tr>
<td>ADMINISTRATION AND LAW</td>
<td>21</td>
<td>13.83</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>9</td>
<td>5.50</td>
</tr>
<tr>
<td>SCIENCE AND AGRICULTURE</td>
<td>237</td>
<td>84.65</td>
</tr>
<tr>
<td>ADMINISTRATION</td>
<td>6</td>
<td>3.08</td>
</tr>
</tbody>
</table>

In so far as the University’s research budget is concerned, R6 million was allocated in 2008 and R11 million in 2009. In the year 2007 the Faculty of Science and Agriculture was allocated R5 million for the purchase of equipment. During the period 2005-2008, the Senate Research Committee (SRC) allocated R5’472’410 towards the completion of 274 research projects. The income generated from these projects amounted to R14’651’255.

During this time 269 individual and departmental projects were registered with the SRC and 121 staff and students registered for higher degrees, 54 Masters and 67 Doctorate. UniZul encourages staff members enrolled for senior degrees to register their topics as research projects with the UniZul Research Administration Office. This arrangement enables staff to access research funds.

The section that follows discusses both staff and postgraduate student research together under the following headings: policies, resourcing, implementation and monitoring, development, record keeping, quality assurance and integration with teaching and learning, based on the details contained in a SWOT analysis of the University’s research endeavour thus far, which is provided below.

4.2 Research

The University of Zululand encourages staff members to undertake research as this is considered to be an integral part of their academic work. A booklet on “Policy and Procedures with Regard to Research Management and Administration” is available in this regard. It covers many aspects of research, including procedures to be followed in order to register research projects, applications for funds, and principles of the government-funded South African Post-Secondary Education (SAPSE) subsidy system.

Research policies and plans are in place and are reflected in the Strategic Plan 2008-2011, pages 11 and 12, herein referred to as the 2008 SP. Earlier documents that record the University’s research policies and plans include, the Integrated Strategic Planning Initiatives at the University of Zululand (late 1990’s), the Shelly Beach Strategic Plan (2002), the Institutional Operating Plan (2005), pages 21 and 22, 2006 PRTT Report, the draft version of the Research Plan for Strategic Development (Hooper 2007), herein referred to as the Draft Report. The 2008 SP, the PRTT and the Draft Report effectively outline the National Governments directives regarding research.

The Shelly Beach Strategic Plan (annexure 6) laid the foundation for the new research initiatives undertaken since 2003, these initiatives included the realigning of

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134 Policy and procedures with regard to research management & admin. Annexure 72.
139 Strategic Plan for research development. Hooper. 2007. Annexure 73.
the University’s mission and vision to incorporate research as a core function. The position of the Director for Research was approved by the Academic Personnel Committee. However, the appointment of this Director was shelved by the Council subcommittee on Human Resources Development. The Director for Research was established to teach the craft of research to staff members and also to assist as an analyst programmer. The University Research Administration is currently outsourcing this function at high costs.

The Risk Committee has identified risk in failure to appoint a Research Director. The 2008 SP, the Institutional Operating Plan (IOP) and the PRTT Report translated the mentioned objectives contained in the Shelly Beach Strategic Plan into concrete programmes of action. The IOP and the PRTT Report set time frames on the research requirements for staff development (e.g. three years to work towards a higher degree) and the yearly SAPSE publication requirements for every staff member and identifies some of the niche areas of research that the University should focus on. Moreover, it spells out to some extent the research support that will be offered in regard to equipment funding and mentorship. The report also notes research restraints to be overcome and it makes specific recommendations to, inter alia, assist historically disadvantaged groups including women and to target research activities down to faculty level that incorporate community and regional needs. All the mentioned issues are made in a bullet-point format.

The 2008 SP gives a comprehensive summary of the goals and objectives, including the research development objectives, and is an advance on the IOP and PRTT Report since it points out the departments’ heads and other functionaries who are responsible for effecting change, and sets out a four-year time frame. However, this document is lacking in the detail concerning the infrastructural needs, staffing requirements, budget proposals and intermediate milestones to be achieved.

Prof. M Hooper’s 2007 strategic plan for research development Draft Report, on the other hand, covers all the areas covered in the IOP, PRTT and makes further inclusions, extensions and recommendations. In many respects the 2008 SP is a summarized version of the Draft Report and incorporates all the recommendations presented in the Integrated Strategic Planning Initiatives Report in arriving at the research strategic objectives. However, the Draft Report unpacks the operational framework, identifies niche research areas, develops a plan of action, makes detailed recommendations on a structural development programme, identifies human resource needs and concludes with a financial plan for the 2007-2010. In 2007 the Draft Report was endorsed by the Senate Research Committee, but unfortunately it has not been workshoped or passed through Senate. The Draft Report will be a useful reference document in developing a new institutional operating plan which will be a logical follow-up to the 2008 SP.

144 Strategic Plan for research development. Annexure 73.
4.3 Publications

SAPSE publication output in 2008 generated 59.20 units from some 114 publications (closing date for submissions was 15 April 2009) compared to 2007 (44.98 and 98 respectively). This is an encouraging improvement over the corresponding figures for 2006 (53.91 and 107 respectively), but still does not match the peak of 2003 when 62.02 units from publications were reached.

TABLE 18 : SAPSE PUBLICATION OUTPUT

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>62</td>
<td>53.91</td>
<td>44.95</td>
<td>59.20</td>
</tr>
<tr>
<td>Publications</td>
<td>107</td>
<td>98</td>
<td>114</td>
<td></td>
</tr>
</tbody>
</table>

As indicated above, staff who supervise higher degrees are encouraged to register their students’ projects separately and to apply for funding on their behalf. One condition attached to this form of support is that co-publications must emanate from projects in due course. This condition is designed to encourage staff to develop their students into independent researchers who are able to publish on their own and also to contribute more broadly to the knowledge economy. It should also be noted that 18 of these publications were co-publications with “students”.

In addition to accredited items, some 144 non-accredited items were published, which should receive some recognition. It remains frustrating, for example, that several major international journals are not on the lists, and that it takes a long time and a lot of effort to apply to have them accredited.

4.4 Post-Graduate Studies (Criterion 17)

Policies on postgraduate studies are contained in the University Calendar and Specific Faculty Prospectus. Rules are normally made available to the students upon admission. In addition, the policies can be found in the Postgraduate Studies Handbook (staff) and Student Postgraduate Studies Handbook which are given to all postgraduate students. There are some inconsistencies in it, such as, allowing a supervisor with a masters degree to supervise a masters student and allowing a supervisor to be the internal examiner. Both these should be revisited. It is uncertain whether the policy is being implemented uniformly across all faculties – Science, for instance has a firm policy in place (and written into the prospectus) regarding proposals and the presentation of proposals.

The Guidelines Pertaining to Postgraduate Studies (University of Zululand 2005, section 3.4) gives a detailed breakdown of the requirements for writing up research proposals. Supervisors, Faculty Research Committees, Faculty Boards and the

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146 Faculty Prospectus. Annexure 49. Documentation centre.
147 Postgraduate studies handbook 2007. Annexure 57.
Higher Degrees Committee are expected to enforce these guidelines. The Senate Research Committee guidelines, contained in the RC1 and RC1S application forms,\textsuperscript{149} on research proposals are similar to the above-mentioned but ask for greater details regarding time lines in the accomplishment of tasks mentioned in the section on methodologies of the submitted research proposals. This is done for the purposes of ensuring that funding requests are consistent with tasks to be carried out.

Some departments may require additional information or variations to the mentioned guidelines. This information would be contained in Faculty/Departmental handbooks and/or course/programme outlines. The overarching policy in this regard is reflected in the Postgraduate Studies Handbook (staff) and Student Postgraduate Studies Handbook. In addition, some faculties have their own rules that are reflected in the Faculty Rules. Some departments also have developed additional rules for strengthening existing rules, for example, by making the presentation and defence of research proposals in the presence of peers and staff mandatory before the proposals go to the Faculty Research Committee. What is common is that all research proposals must be recommended to the Faculty Board by the Faculty Research Committee that further recommends them to the University Higher Degrees Committee for approval. The approved proposals are then to be registered by the University as research projects through the Senate Research Committee on behalf of Senate. Research proposals that do not go through the Senate Research Committee are not registered as research projects by the University and do not receive funding from the University. The role of the higher degrees committee which was established specifically to vet proposals, examiners, supervisors, etc. is important. It seems to be working reasonably well but it does appear to get sidetracked with attention to details and is less involved in the developmental aspects of the formulation of proposals.

There have been three different sets of guidelines relating to the undertaking and supervision of post-graduate research (Magi, 1993, Urbani, 2000) followed by a consolidated set of guidelines produced in 2007. The first two documents did not gain widespread acceptance and tended to be only followed by those supervisors who knew of their existence and agreed with their content. It appears that each supervisor, tended to apply his/her own knowledge and ethics in his/her own way for the supervision of graduate research. With the Senate approval of the 2007 guidelines it is possible that uniformity may be achieved. Despite the lack of uniformly implemented guidelines, Faculty Boards and the University Senate have played roles in the monitoring of supervision and providing guidelines from time to time without necessarily relying on a single document.

Criteria for assessment of post graduate research exist in the University General Rules,\textsuperscript{150} Faculty Calendar Rules,\textsuperscript{151} in the Postgraduate Studies Handbook,\textsuperscript{152} and

\begin{itemize}
\item \textsuperscript{149}RC 1 and RC1S forms. Annexure 70. Documentation centre.
\item \textsuperscript{150}University Calendar. 2009. Annexure. 67
\item \textsuperscript{151}Faculty Prospectus. 2009. Annexure 49.
\item \textsuperscript{152}Postgraduate studies handbook 2007. Annexure 57.
\end{itemize}
in the Student Postgraduate Studies Handbook. In addition, forms for assessment of postgraduate masters and doctorate that are normally sent to the thesis and dissertation examiners also stipulate the rules of assessment. It is noted, however, that the forms currently used by examiners for assessment are somewhat confusing in that the guidelines are not particularly clear and there are inconsistencies with the grading scale used.

4.5 Support and Staff Development in Research

Research productivity is critical in terms of the new funding formula of higher education by the Department of Education. In realizing this, the University provides funding in the form of internal and research grants to researchers. Researchers are supported to attend international and local conferences.

Women participation in research continues to grow at the institution with many female academic staff and postgraduate students engaging actively in research and participating in various external and internal research projects.

4.5.1 The Research Committee

The Committee worked, as it does every year, to fulfil its mandate to:
(a) foster and co-ordinate research at the University;
(b) register research projects;
(c) allocate research funds to applicants in accordance with an approved budget;
(d) make recommendations to Senate concerning research policy;
(e) publish or cause to be published or support financially the publication of research results excluding publications based on the study of archives (see par. 2.2.3(g) and (h));
(f) exercise control over University publications entrusted to it; and
(g) allocate funds on behalf of Council to academic staff members delivering papers at overseas congresses, symposia or conferences.

Other functions undertaken during 2008 were
(a) scrutinising projects which apply for NRF matched funding,
(b) disbursing the NRF conference block grant, and the NRF honours and masters bursaries block grant, and
(c) managing the process of annual research accounting by academic staff.

4.5.2 Internal Funding

The total amount available to the Research Committee in 2008 was increased. Of these funds, R2,033 million was allocated to projects including page fees; research visitors and postdoctoral fellowships; R799’007 went to local and overseas conferences; R300’000 went for research development, which include page fees, postdoctoral fellowships and visiting researchers; and R100’000 was allocated towards travel grants. In addition, an amount of 3.583 million was allocated towards generated funds for publications in 2006. The total internal funds spent on research for 2008 was close to R3.233 million.
In total, an amount of R2.033 million was allocated from the general allocation pool towards 77 departmental research projects, 16 higher degree projects, 3 development projects and page fees for 8 refereed articles. 14 of the 16 projects funded were higher degree student projects registered under the auspices of their supervisors. This is an encouraging trend, since it reveals integration between research and supervision, and demonstrates the willingness of researchers to be active in the research development of their students.

Table 19: Allocations to Research Project Funding

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of Projects</th>
<th>Amount Allocated</th>
<th>Total Amount Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Departmental</td>
<td>Masters</td>
<td>Doctoral</td>
</tr>
<tr>
<td>Arts</td>
<td>26</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Commerce, Admin &amp; Law</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science &amp; Agriculture</td>
<td>26</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

There has been a decline in the funds not used, i.e., R402'400 compared to previous years. It is believed that the new Research Committee policy to require explanations for substantial under spending of grants has had an effect on grant holders. It is still the case that not all academic sectors are accessing project funds.

Table 20: Projects registered: 2008

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NUMBER OF PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>34</td>
</tr>
<tr>
<td>Commerce</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>Science &amp; Agriculture</td>
<td>30</td>
</tr>
<tr>
<td>Administration</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
</tr>
</tbody>
</table>

Compared to 2007, in which staff and students respectively registered 74 new projects, a total number of 82 new projects were registered during 2008. Arts registered 34 new projects which included 8 doctoral projects and 9 master's projects. Commerce, Administration & Law registered a total of 5 new projects. Education registered a total of 12 new projects which includes 1 master's projects. Science & Agriculture registered a total of 30 new projects which include 6 doctoral projects and 8 master's projects. One project was registered by a researcher in Administration.

It is still disappointing to note that staff studying for higher degrees are not registering them as research projects, since this gives them easy access to funds to cover some of their costs.
In 2008 an amount of R850'000 was available for conference funding, of which R750'000 was reserved for international conference attendance and R100'000 for local conference attendance. The grant per applicant was kept at 60% in general and 70% to those who had three accredited publications in the past three years. In all instances, researchers who received international conference funding had published, and had attended local conferences, and had to provide reports to the Committee within six weeks of their return. They are also expected to revise and publish the papers they presented. There is a special sub-category for first-timers with more flexible requirements than those for established researchers.

Twenty-eight (28) people were funded under the overseas conference category (10 from Arts, 12 from Science & Agriculture, 2 from Commerce, Admin & Law, 3 from Education and 1 from Administration). Those who draw on these funds are expected to report to the Research Committee.

Matched funding was offered again during 2008 for attendance at local conferences. It is heartening to see that the whole allocated amount under this category was utilised. 12 people received matched funding for attendance at local conferences: 3 in Arts, 8 in Science & Agriculture, and 1 in Commerce, Admin and Law. Those who draw on these funds are also expected to report; to repeat their presentations on campus and to revise and publish their papers in due course.

### 4.5.3 External Funding

Staff also participated in the various NRF programmes, which include:

(a) Bilateral International Programmes;
(b) Incentive Funding for Rated Researchers;
(c) Institutional Research Development Programme;
(d) Focus Area Programmes;
(e) Marine & Coastal Environment Programme;
(f) SA-UK Science Networking Agreement;
(g) THRIP;
(h) Thuthuka;
(i) Travel Block Grants; and
(j) South African Research Chair Programme.

A significant funding in excess of R4 million was received from this funding programme.

Students also participated in various NRF scholarship programmes, which include:

(a) Honours Block Grants;
(b) Innovation Honours Block Grants;
(c) Innovation Masters Block Grants;
(d) DoL Scarce Skills Honours Grants;
(e) Free Standing Block Grants; and
(f) Travel Block Grants.

Funding was in excess of R2 million. Funding is used for research projects, equipment, conferences, postgraduate student support, travel and sabbatical support.
grants (including developmental grants). Resources are not as adequate as one would like, especially funding for equipment and computer facilities. In some instances, resources are not efficiently utilized.

Table 3 depicts the number of projects registered with the Senate Research Committee and the funds allocated for these projects. In some years, though, monies are not fully utilized because of few applications. Some reasons for this are: the University is still in the process of building a culture of research, many of our academics are busy with masters and doctoral studies, heavy teaching loads and a small cohort of postgraduate students.

**Table 21: Amounts allocated for projects: 2005-2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AMOUNT ALLOCATED</th>
<th>NUMBER OF PROJECTS FUNDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DEPARTMENTAL</td>
</tr>
<tr>
<td>2005</td>
<td>R 996 884</td>
<td>64</td>
</tr>
<tr>
<td>2006</td>
<td>R1 103 669</td>
<td>66</td>
</tr>
<tr>
<td>2007</td>
<td>R1 590 791</td>
<td>64</td>
</tr>
<tr>
<td>2008</td>
<td>R1 781 066</td>
<td>80</td>
</tr>
</tbody>
</table>

It must be noted from Table 24 that with an increase in funding there was a concomitant increase in generated income, and, except for the year 2007, there was an increase in SAPSE publications during the period 2005 – 2008. During this time 274 projects were funded.

**Table 22: Income generated: 2005-2008**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SAPSE UNITS</th>
<th>AMOUNT ALLOCATED</th>
<th>INCOME GENERATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>44.27</td>
<td>R 996 884</td>
<td>R 2 656 200.00</td>
</tr>
<tr>
<td>2006</td>
<td>53.91</td>
<td>R 1 103 669</td>
<td>R 3 234 600.00</td>
</tr>
<tr>
<td>2007</td>
<td>44.98</td>
<td>R 1 590 791</td>
<td>R 3 977 041.64</td>
</tr>
<tr>
<td>2008</td>
<td>54.10</td>
<td>R 1 781 066</td>
<td>R 4 783 413.80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>197.26</td>
<td>R 5 472 410</td>
<td><strong>R14 651 255.44</strong></td>
</tr>
</tbody>
</table>

The table below indicates that 269 projects were registered with the Senate Research Committee during the period 2005-2008
Table 23: Number of projects per Faculty: 2005-2008

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NUMBER OF PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>127</td>
</tr>
<tr>
<td>COMMERCE ADMINISTRATION &amp; LAW</td>
<td>14</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>22</td>
</tr>
<tr>
<td>SCIENCE AND AGRICULTURE</td>
<td>106</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>269</strong></td>
</tr>
</tbody>
</table>

Comprehensive policy and procedures governing the registration and funding application for staff/postgraduate research projects as well as funding applications for conference attendance are contained in the 2008 updated version of Research Booklet\(^{153}\) that is compiled and regularly revised by the Research Administration Officer under the direction of the Senate Research Committee. Furthermore, every application form (RC forms) that covers the various categories of funding repeats the policies and criteria contained in the research booklet, for their respective funding category. These materials are available on the University’s website.\(^{154}\)

However, apart from the above mentioned traditional funding functions, in recent years the Senate Research Committee has taken on a more developmental role through funding research development workshops at faculty level, providing seed money for faculty journals, providing matching funds for hosting conferences, providing start-up funds to Executive Deans for the promotion of research at the faculty level. In 2009 the Senate Research Committee was allocated R11 million to fund staff and postgraduate students. In early 2008 the research developmental function of the Senate Research Committee was cemented when it was granted one million rands for disbursement towards research development projects and in this regard the Senate Research Committee set up a research development sub-committee whose task was to draw up a research development policy and to identify fundable research development projects that will address the needs of all faculties. This information is available in their minutes, reports and circulars.\(^{155}\) Additionally, the 2008 SP\(^{156}\) mentions the research developmental goal of the university.

At the level of the Senate Research Committee a large number of “ad-hoc” policy decisions have been made regarding funding and its research developmental functions. Many of these decisions are not implemented due to them being lost in minutes and not communicated to the relevant parties involved. This is largely attributed to the research administrative office being understaffed.

\(^{154}\) University website.
\(^{155}\) Research Committee. Documentation centre.
The National Research Foundation (NRF) has a wide range of policies and criteria governing the various categories of funding. These criteria are contained in NRF documents and are adhered to by the Senate Research Committee in both their traditional and developmental functions.

At the faculty level, Deans occasionally have access to discretionary funds from the Senate Research Committee that is earmarked for research promotion. Conventions exist where the Deans use their discretions to fund research efforts at the faculty level but no official document exists. In 2009 each Executive Dean received a sum of R250’000 from the Finance Division for research development. With regard to disbursement of development funding, Deans have worked closely with their Faculty Research Committee (FRC) in identifying suitable fundable research projects. This information in contained in the FRC minutes as well as the Faculty Board minutes.157

Essentially, policies for allocation of funding for postgraduate research exist in the Policy and Procedures Regarding Research Administration (see http://www.research.uzulu.ac.za).158 This, however, only refers to research funded through the University Research Committee. Funding for postgraduate education and research emanating from other sponsors such as the NRF normally follow the rules stipulated by the funding agency. There are several such policies depending on who is sponsoring the student. Research committee funding is for only three students per supervisor. Funding through bodies such as the NRF is governed by NRF policies and the availability of such funding is out of the control of the university. Prestigious funding bodies such, as the Mandela/Rhodes foundation, are limited to only a few awards per year but they are comprehensive in their support and also have strict criteria attached to them. There are, in addition, Vice-Chancellors merit awards and NRF Masters and Doctoral bursaries which assist students with tuition and residence fees but do not cover any of the costs involved in the conducting of the research.

There is a policy in the “Policy and Procedure Regarding Research Administration”159 alluded to earlier. For example, each supervisor is allocated research funding for up to three postgraduate students per year. Masters students can access R10’000 per year while doctoral students access R20’000 per year on condition that at least a publishable research output in SAPSE journals is produced. However, it is not certain how the condition is being applied since this is a new innovation which started in 2006. In 2008 these funds were made available. The policy indicates that if the publication stipulation is not observed then subsequent students of a supervisor would not be eligible for this support. In the past, departments used their departmental budgets and/or generated funds but in practice this was very haphazardly applied and it was hindered by widespread budget constraints and/or reluctance by departments to use generated funds on students.

157 Faculty Board meeting minutes. 2009. Documentation centre.
159 Policy and procedure regarding research administration. Annexure 72.
4.5.4 Quality Assurance and Monitoring of Research

Implementation of policies and decisions taken in committees is a major challenge for the University.

Some monitoring of research is done in the following ways:

- Submission of reports, e.g., RC9 forms, progress report forms, report on conference attendance, report on study leave.
- Seminars.
- Reports for funded community activities.
- Faculty research committee.

However, monitoring needs more follow up, especially with regard to postgraduate students, e.g., whether doctoral students submit annual progress reports. In some Faculties, Faculty Research Coordinators have been appointed in 2009 to provide support to the Dean’s office in all matters related to research and higher degrees, and this should allow for more effective monitoring of research and implementation of policies.

All staff members are required to submit RC9 forms and documents of the various categories of research output that were accomplished over the previous academic year. This form requires specific details to be given for the accomplished output. The Faculty representatives to the Senate Research Committee and the HoDs are responsible for collecting and submitting these forms to the Research Administration Office.

All researchers who were granted funding for active research projects are expected to submit a yearly progress report (RC4 or RC4S form) where they account for the manner in which the funding was spent and why they under/over spent (if any). Additionally, they are required to state the progress made in accomplishing their research, their research findings, and the manner in which these findings were disseminated. These forms are tabled at the Senate Research Committee meeting for approval.

At the Faculty level, departments may be required to produce certain minimum research output for the year, e.g. from 2008 in the Faculty of Commerce, departments were required to present at least one faculty seminar per year and have at least one active research project registered with the FRC and all conference attendees had to present a seminar. This information is available in the Faculty Board minutes. Other faculties have similar policies, which are contained in their Faculty Board minutes.

Postgraduate research normally begins with a research proposal that includes the approval of supervisors. This is followed by the approval of the examiners of the research project and finalized by the approval of eternal examiners’ remarks on the

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160 RC9 forms. Annexure 70.
161 Faculty board minutes. 2009. Documentation centre.
thesis or dissertation before a research project is accepted for the award of the university degree qualification. This process is normally monitored by the Faculty Boards and the Higher Degrees Committee. Guidelines for such process are outlined in the University General Calendar Rules, Quality Assurance Regulations, Faculty Calendar Rules and in the Postgraduate Studies Handbook and Student Postgraduate Studies Handbook. A few disparities do exist though, for example, the Faculty of Science and Agriculture requires that supervisors or promoters of masters and doctoral research do not examine the thesis/dissertation that they supervised. This practice is not applied across the University where some supervisors/promoters of masters and doctoral research also examine the research project. Further, structures exist but these differ from faculty to faculty and there are many inconsistencies on how Faculty examinations committees address issues relating to the final decision as to whether a student qualifies to graduate.

The 2007 postgraduate guidelines have not yet been incorporated into the general rules and what is in the prospectus has not been significantly revised since 2000. Faculty prospectuses have reference to Masters and Doctoral degrees both at faculty and at departmental levels but they differ somewhat in their format and comprehensiveness.

Mechanisms for lodging appeals by postgraduate students are mentioned briefly in the Postgraduate Studies Handbook and Student Postgraduate Studies Handbook. There are though, in the General Rules and in Faculty Calendar Rules, guidelines on such appeals but these are largely directed at undergraduate examinations. Whether such complaints would be dealt with swiftly in the absence of clear guidelines at this level is doubtful. Thus, grievance procedures are theoretically in place but these have not been tested nor used to any great extent. There are no opportunities at present for postgraduate students to defend their research findings in the form of a viva voce, but the University plans to introduce such a mechanism by 2010.

The 2008 Strategic Plan notes the commercialization of research as being one of the key objectives. The need for commercialization for research was recognized in 1999 when the Faculty of Science compiled a policy document regarding the commercialization of research. This document was resuscitated in 2005 and was approved by Senate, but nothing has been implemented to date, hence no structures or mechanisms are in place to manage the commercialization of research. However, in late 2007 the Vice-Rector and the Assistant Vice-Rector for research successfully established the intellectual and property rights committee. The monitoring and commercialization of research might be an area that needs consideration.

Since the inception of the Assistant Vice-Rector for Research, new researchers were actively identified, monitored and supported through various means e.g. the various scholarship programmes, joint research ventures with foreign institutions and the like are routinely advertised, potential candidates are identified, encouraged to apply and

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162 University General calendar. 2009. Annexure 76.
163 Faculty Prospectus. 2009. Annexure 49.
mentored. It is envisaged that the office of a Research Director will fulfill this role. Two years ago management suggested that a position of Faculty Research Officers be created to, inter alia, support, monitor and develop new researchers. However, that plan was scrapped despite unanimous support from Faculties. Now that function is expected of the Faculty Executive Deans but this is not done with the limited capacity currently available. The introduction of the Assistant Vice-Rector for research firmly placed the strategic objective of research development on the agenda, which has resulted in the forging of an effective research development programme (albeit in draft form). Additionally the co-ordination, execution, and general management of research development related policies and activities as well as the traditional functions of the research office were conducted in a highly efficient fashion. The recent non-renewal of the Assistant Vice-Rector position has created a gap. It is hoped that the creation of a Research Director position will fill the gap and that the office of the Vice-Rector (Academic and Research) will address this gap.

Our strategic plan for research as stated in the Institutional Operating Plan (IOP)\textsuperscript{166} is to strive towards:

- academics spending 30% of their time on research
- most academic staff holding doctorates
- having registered research projects
- publishing at least one article per year in a peer-reviewed journal
- delivering at least one paper at a conference per year.

The University realizes that this is an ideal but we are striving in the long term to achieve it. Academic staff have high teaching loads, and in several cases, seasoned supervisors/promoters are not available. A mentorship programme to improve the qualifications of staff is not yet implemented to its capacity.

4.5.5 Research Administration

The Research Committee is supported by the Research Office which communicates to staff the Committee’s decisions about registration and funding of projects and conference support; assists staff with applications and claims, and administers funds allocated by the Committee. The Office is responsible for liaison with the National Research Foundation (NRF) and other outside funding agencies, and manages funds granted to researchers at the University. During 2008 the office was also involved administering and disbursing scholarships, grants and bursaries of a research nature. The Chief Research Administrator updates forms and ensures they are available in electronic formats on the university webpage and contributes to the newsletter, \textit{UZ Researcher/Ucwaningo}.

The Research Administration Office keeps records of all matters related to research, including data on postgraduate students. The information is used for research related planning, e.g., funding is now made available for postgraduate students as it

\textsuperscript{166} IOP. 2005-2010. Annexure 2.\textsuperscript{\textcopyright }

\textsuperscript{167} UZ Researcher/Ucwaningo. Annexure 71.\textsuperscript{\textcopyright }
was found that they did not have sufficient resources, and more funding is now available for staff proceeding on study leave.

The Office captures the essential information through the assistance of experienced individuals coordinated by the Vice-Rector. Generally two sets of reports are generated. The one set of reports involves the information captured in the RC9 forms. The Second set of reports captures information on research capacity (which includes NRF and other grant/programme holders, registered projects), research funding and research output. These reports are tabled at the Senate Research Committee meetings (where policy implications and discussions occur) and once approved go to Senate for endorsement. Improvement in our information system is required with regard to both software and personnel. There is a need for a wider all-encompassing database to include all activities and not just those required by the Research Committee. It is envisaged that the recent appointment of a management information specialist will address this need.

Useful data is presented in a manner that allows for meaningful reporting that is useful for planning purposes. Graphical displays together with tables of time series data since 2000, concerning registered projects, research outputs and funding (including generated funds) are presented with the necessary commentary. Moreover, data involving Masters and Doctorate graduates are also presented in a tabular format.

Regular reviews are carried out on a continuous basis under the guidance of the Vice-Rector: Academic Affairs & Research. The Assistant Vice-Rector was responsible for reviewing all matters related to research over the last 3 years, and has resulted in an improved research office, now more sensitive towards developing researchers. The system is not cast in concrete, and changes take place from time to time, e.g., funding is now made available for research in neighbouring countries. Reviews take place on a rather ad hoc basis, and not in a systematic way.

The implementation of quality assurance needs to be improved by closer adherence of policies and closer alignment between faculties and administration. The Senate Research Committee, FRC, Faculty Boards, Higher Degree Committee and supervisors are required to abide by the Guidelines pertaining to postgraduate studies (2005)\textsuperscript{168} in evaluating and approving research proposals.

The NRF is the main institution that is involved in establishing and funding research programmes, e.g. THRIP, Thutuka. However, at the University level, following the introduction of the position Assistant Vice-Rector for Research, increased attempts to bring together groups/teams/units have occurred, e.g., the PhD focus group, the AIDS Research Group, the Gender Equity Task Team through their linkages with Tertiary Education Linkages Project/United States Agency for International Development (TELP/USAID). Some of these groups/teams have taken root and have self-sustaining vibrant programmes while others still require guidance. Following the

\textsuperscript{168} Guidelines pertaining to postgraduate studies. 2005. Annexure 74.
termination of the Assistant Vice-Rector position it is not clear who is now coordinating these efforts.

At faculty level, the representative to the Senate Research Committee (which is a voluntary position) is the convener of the FRC (departmental representatives) whose task it is to ensure quality assurance, approve research proposals and to make reports recommendations to Faculty Board regarding such proposals. Thereafter proposals are approved by Faculty Board before being tabled at the Higher Degrees Committee for final approval.

Generally the research representatives struggle to coordinate such activities especially in recent years where student to staff ratios are increasing. It was hoped that at the faculty level a full-time position of Research Officer be created to coordinate, mentor and promote research activities. However, since these positions were not forthcoming via the Human Capital Management division, the Faculties have their own arrangements to create such positions. In the case of Science, an academic was appointed to assume the faculty’s research administration duties in return for a monthly stipend. While the Commerce Faculty appointed a senior professor with the necessary interdisciplinary expertise to assist staff and postgraduate students to publish papers and upgrade their qualifications.

Integration occurs sporadically but most of the research is carried out independently of teaching and learning. There is the need to bring student involvement to the fore and applied research needs to draw from and feed into teaching.

4.6 Community Engagement (Criterion 18)

Task Team Five unpacked the institutional audit criteria of the Higher Education Quality Committee. This section deals with community engagement, commencing with an explanation of the concept, “community engagement” as it is understood at the University. Task Team 5 organized its report into the following sub-headings: community engagement (CE) in the context of higher education in South Africa; the evolution of community engagement at the University, and thirdly the quality-related arrangements for the management of CE at UniZul. At UniZul, the wisdom of these words is recognised: “The best universities are all rooted in their local community” Professor Sir George Bain, (Queen’s University, Belfast).

4.6.1 Community Engagement in South African Higher Education


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169 Service learning in the curriculum: A resource for higher education institution. HEQC. Annexure 64.
and core part of higher education in South Africa. More specifically, as noted by Jo Lazarus in his HEQC Community Engagement report (2004), the White Paper:

- Identifies community engagement as an overarching strategy for the transformation of HE.
- It encourages HEIs to develop academic programmes that are responsive to the social, political, economic and cultural needs of communities.
- It calls on HEIs to demonstrate social responsibility and a commitment to the public good and
- Calls on HEIs to develop pilot programmes that explore the feasibility of community engagement in HE.


4.6.2 The History of CE at the University of Zululand

4.6.2.1 Strategic Plan 1993

In an institutional revamp in 1993, conducted by PE Corporate Services at a cost of R2m, produced a revised set of mission, roles, goals and objectives, and was approved by Senate in March of that year.

The new mission statement was quite specific in its commitment to “provide education and to pursue knowledge, which serves the needs of the country in general and those of the surrounding communities in particular”.

The role of research was unequivocally defined as being “directed to the problems in the region”, with the role of Community Service as “the upliftment of the community through self-funding projects”.

Goals and objectives for research and Community Service included identifying (on a continuous basis) and researching problems of the community and acting as facilitator in community projects by providing expert knowledge, guidance and information. (Significantly, the latter carried the proviso that the University had the required physical and human resources). The need for inter-departmental research was also highlighted. One of the desired objectives was to “disseminate knowledge and information gained from community service projects to the spheres of teaching and research”.

4.6.2.2 Quality Assurance Institutional Audit 1997

In October 1997, UniZul became the first historically black institution (HBI) to undergo a Quality Audit exercise conducted by the South African University Vice-Chancellors’ Association [SAUVCA, formerly the Committee of University Principals (CUP)] and now known as Higher Education South Africa (HESA)). The University’s

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self-evaluation report prepared for the audit had a positive impact on the further development of community engagement.

4.6.3 Community Service

Departments offer a wide variety of support to the surrounding community. A number of departments, for example, assist local schools with their management (including auditing of accounts); staff development and teacher support; advice on syllabus and set books; and provision of books and other materials. Staff members also serve in an advisory capacity on various professional boards and steering committees. Within the community itself, improved provision and quality of the water supply, nutrition education, and domestic resource management are busy areas of activity for staff. On campus community support includes guidance and counselling, library facilities and the provision of sports venues.

Since 1992 the Department of Drama has offered an HIV/AIDS and life skills programme in secondary schools, known as DramAidE. The programme, initiated by the University of Zululand, is conducted jointly with the Universities of KwaZulu-Natal, Rhodes and Wits. The programme has been extensively evaluated, with the findings being that this methodology is appropriate for sexuality and life skills education.

The Psychology Department has a specific focus on community outreach programmes, dealing with African psychology, moral development and working with older forms of community psychology (e.g. traditional healers and leaders) as well as modern health care. This year sees the inception of the department’s PhD in Community Psychology.

There are some centres that are concerned solely with Community Service. For example,

- **Centre for Business**: This Centre trains small-business people in matters of running their businesses, submitting tenders, starting new businesses, etc.

- **Centre for Legal Services**: This Centre provides legal advice to the surrounding community. Certain members of the Centre are also involved in teaching about legal matters to schools and prisons in the neighbourhood.

- **Centre for Low Input Agricultural Research and Development (CLIARD)**: The purpose of this Centre is to support and assist low resource farmers in the development of agricultural systems. It also facilitates the formation of agricultural and rural organizations.

- **Community Psychology Centre (CPC)**: a joint project of the departments of Psychology, Educational Psychology, Industrial Psychology and the Zululand Mental Health Community Psychology Programme, the CPC was established to give a boost to the psycho-social and psycho-educational services in the region.
**The Science Centre:** located in Richards Bay, the Centre offers programmes and workshops for senior science school pupils. It is a component of the Physics department’s Science Development Project (SDP), to promote science in schools. The project is funded and annually evaluated by the Foundation for Research Development (FRD).

The centres/units that deal only with community service submit annual reports to the Senate. Community Service projects must also be registered with the Research Committee even though they may not culminate in SAPSE articles.

There is currently no mechanism for ensuring quality in respect of Community Service with regard to academic staff. The Faculty Reports, which are considered by the Senate, do however indicate the community service that each department is involved in.

**Medical Clinic**

This section is headed by a senior professional nurse and has a staff complement of four. The clinic also makes use of a part-time medical doctor. It is responsible for:

1. primary Health Care needs of students and the local community
2. provision of an emergency service to staff and the surrounding community
3. referrals to specialised services
4. rehabilitation after operations and injuries
5. health education for students and academics
6. general social support.

In addition to the above, the Bureau for Sport and Recreation offered activities to staff, students and the community, and the Centre for Guidance and Counselling (CGC) reported that it offered community counselling as one of its services.

**4.6.4 Integrated Institutional Planning, 2000**

The recommendations (2000) of the Integrated Strategic Planning Initiative’s Task Team reporting on Community Service, make interesting, if disappointing, reading, in that the issues raised are still essentially the same today.

- Although, as judged by faculty annual reports, community service activities were taking place, the team observed that there was “no formal mechanism for promoting community service to ensure that it has adequate quality”.
- The report emphasised that it is “a must for institutions of higher learning to expose all students to community service if they are to develop the expected level of knowledge and understanding concerning the needs of their communities and how best these can be met. For the University this means that community service should not be a responsibility undertaken only by some departments/section and not by others. All students need to be exposed and learning outcomes and assessment procedures need to be put in place for all disciplines”.
- The report recommended “adoption by the university of firm policies and practices that ensure commitment to the larger community outside its walls from local to regional, national and even international levels. The question to
ask is: What are the needs of individuals, groups, organisations and communities at these levels? How can the University of Zululand through its staff and students respond to these needs whilst also meeting the curriculum needs of the students?"

- The report further suggested “Service learning” as “one way to answer these questions in a holistic fashion”.

4.6.5 National Working Group Recommendations 2002

The Community Engagement mandate was explicit in the National Working Group’s (2002) re-designation of the University as a “comprehensive” institution, tasked with “serving communities in northern KwaZulu-Natal by assisting in rural development (including teaching, nursing and agriculture) and with technical and technological competency training for local industry”.

The mandate for the “Comprehensive University” was reinforced in the address given by Dr Blade Nzimande, guest speaker at the May 2003 graduation, when he declared that:

“Our starting point should be to understand the geographical area in which the University is locate . . . this institution should strive to specialise and excel in regional rural development studies, with a particular focus on poverty eradication and rural economic development in the northern KwaZulu-Natal region”.

4.6.6 The “Shelley Beach” Strategic Planning Exercise 2002

Following the University’s re-designation as a “comprehensive”, and at the initiation of Council, the University embarked upon another strategic planning exercise. Given the comprehensive way in which engagement with community was included in the MRGOs of 1993, its absence from the revised Vision and Mission (reproduced below) is ironic.

5.1 Vision

“The workshop participants agreed on the following Vision that will serve to guide the process of reconfiguration for at least the coming five years i.e. the pilot period:

“The leading comprehensive institution for access to quality education, research and technological skills”.

5.2 Mission is to:

1. Provide access to students from diverse backgrounds and to succeed in an enabling and caring learning and teaching environment.
2. Offer relevant programmes that are responsive to the development needs of society;
3. Generate knowledge through research and disseminate it through publications, teaching and development in partnership with students.

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The strategic framework and core ideology were more forthcoming on links with the community. However, in the strategic plan’s analysis of strengths, weaknesses, opportunities and threats (SWOT), familiar weaknesses were identified:

- While it was considered a strength that the community of northern Zululand is favourably disposed towards the University, one of the weaknesses noted was that lack of co-ordination regarding community outreach.

4.6.7 Revision of Vision and Mission 2004

In February 2004, after a workshop with staff members from the University of Venda (the only other “comprehensive” university not created through a merger), the Shelley Beach vision and mission statements were revised as follows:

Vision: The University of Zululand will be the leading rural-based comprehensive university providing quality career-focused undergraduate and postgraduate education, including research in the social and natural sciences, in partnership with the local and global community.

Mission

- Provide access to students from diverse backgrounds to succeed in an enabling and caring learning and teaching environment
- Offer relevant programmes that are responsive to the development needs of society, and
- Generate knowledge through research and disseminate it through publications, teaching and development, in partnership with the community.

4.6.8. Plans for a Community Service and Outreach Programme (CSOP) 2004

At the June 2004 meeting of the Overarching Reconfiguration Committee (ORC), the task team on Community Outreach and International Linkages (COAL) submitted detailed proposals for the establishment of a Community Service and Outreach Programme (CSOP).

Community Service and Outreach Office (CSOP)

This office will see to it that community related projects are up and running and that targeted communities benefit from these projects.

CSOP can be a stand-alone office or be attached to the following academic departments:

i. Social Work,
ii. Agriculture or
iii. Both Departments (Social Work and Agriculture)

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Expected outputs:

It is expected that CSOP will be a fully fledged unit of the University of Zululand. It will also integrate CSOP with academic programmes in this institution.

Community Service and Outreach Programme

The establishment of the Community Outreach office will promote and facilitate opportunities to build partnership between the UniZul campus and its surrounding communities through the implementation of community outreach projects and programmes by various faculties and departments.

Goals of the CSOP

- To make a positive impact on improving the standard of living of the local communities through the implementation of community outreach programmes and projects.
- To provide coordinated, comprehensive, integrated community outreach programmes and projects.
- To build the capacity of participation amongst the surrounding communities and the university.
- To monitor and regulate Community Service learning (i.e. integration of what the students have learned in the curricula in the real life situation).
- To form a positive and supportive relationship between the University and its surrounding communities.

4.6.9 Programme Review Task Team\(^{175}\) (PRTT) 2005 - 2007

In 2005, after slow progress in this domain, the University put together a broad-based team of staff members to undertake “a review of programmes in order to provide a more meaningful mix of programmes and qualifications that are aligned to our current vision and mission as a comprehensive university”.

The preliminary report (April 2005, section 4.7) made the following recommendations with regard to Community Engagement:

- Community engagement initiatives should be formalized.
- Policy and procedures should be developed for the quality management of community engagement.
- The concept of community and outreach need to be defined. Departments should be required to plan, as a unit, for community engagement interventions.
- Community engagement should be constructed as part of the curriculum and should be integrated into teaching and learning strategies where possible.
- Adequate resources should be allocated to facilitate quality delivery in community engagement.
- Community Engagement should involve students.
- Community Engagement should involve research.

\(^{175}\) PRTT. 2004. Annexure 12.
- The institution should engage in regular reviews of the effectiveness of quality-related arrangements for community engagement.
<table>
<thead>
<tr>
<th></th>
<th>Community engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Community Outreach Report for PRTT SC meeting, 31 October 2007, AVR(R&amp;CO)</td>
</tr>
<tr>
<td>9</td>
<td>Director: AD drafted policy. Awaiting consultation with Manager: CEEL</td>
</tr>
<tr>
<td></td>
<td>Establish University policy</td>
</tr>
<tr>
<td></td>
<td>DVC in collar with Dir: AD Manager: CEEL QA office</td>
</tr>
<tr>
<td></td>
<td>Policy accepted by Senate</td>
</tr>
<tr>
<td></td>
<td>Senate 2008</td>
</tr>
<tr>
<td>All COWG funded projects are on the database. Additional information assembled and booklet to be drafted by end November.</td>
<td>Assemble data base of current undertakings</td>
</tr>
<tr>
<td></td>
<td>DVC with Dir AD Exec Deans</td>
</tr>
<tr>
<td></td>
<td>Report to Senate</td>
</tr>
<tr>
<td></td>
<td>Senate 2008</td>
</tr>
<tr>
<td>Faculty reps on COWG tasked to foster and promote Community Engagement within Faculties. Deans requested to support process.</td>
<td>Develop plans for Community Engagement in Faculties</td>
</tr>
<tr>
<td></td>
<td>DVC with Dir AD Exec Deans</td>
</tr>
<tr>
<td></td>
<td>Report to Senate</td>
</tr>
<tr>
<td></td>
<td>Senate 2008</td>
</tr>
<tr>
<td>Policy drafted, awaiting narrow consultation, will be circulated after that.</td>
<td>Workshops, clarification on policy and related documents</td>
</tr>
<tr>
<td></td>
<td>DVC Dir: AD Manager, CEEL</td>
</tr>
<tr>
<td></td>
<td>Report to Senate</td>
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<td></td>
<td>Senate 2008</td>
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</tbody>
</table>
In March 2006 the office of the Rector and Vice-Chancellor issued a document entitled “Progress and Achievements on 2002 Strategic Plan”. The following extracts are pertinent to the development of Community Engagement.

**Community outreach**

Achievements:

- Community empowerment of Mkhwanazi people in KwaDlangezwa regarding subsistence farming.
- Partnership with agricultural institutions and promotion of agricultural products, poultry farming, skills development among community members with support from RBM and Land Bank.
- Establishment of Mkhwanazi Kraal Craft Centre.
- Currently, the University is exploring the idea of establishing a Youth Centre in KwaDlangezwa.
- In collaboration with CSIR, MRC, and the National Ministry of Health the University has established on campus the Centre for Traditional Medicine. Currently the team is exploring collaborative research regarding the prevention of HIV/AIDS.
- The Centre for Indigenous Knowledge Systems (IKS) was established with an accredited journal, *Indilinga*, from January 2006 in partnership with the Bergen University in Norway.
- The Centre for Arts and Culture was also established with the following projects – Oral History, Indigenous Music Instruments, Cultural Practices. Grants from the National Arts Ministry from 2003 +R5 million. Currently working with the Mkhwanazi community, the University of Lesotho, the University of Zimbabwe, Vaal University of Technology regarding Endogenous Knowledge Systems with support from the Netherlands.

Through the establishment of the Community Outreach Office, the University seeks to promote, facilitate and to build partnership with surrounding communities. This office is responsible for co-ordination of community outreach projects and programmes with the University. The community we serve also plays a significant role as the training ground for our students. The benefits of community involvement are two-fold e.g. the multi-media centre is utilised by the community for computer literacy, access to the University library, etc. The most important goal of community service or involvement is to form a positive and supportive relationship between the University and its immediate surrounding communities.
### TABLE 24: IOP RECOMMENDATION FOR COMMUNITY ENGAGEMENT

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action required to achieve goals</th>
<th>Indicators</th>
<th>Estimated completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Community engagement</td>
<td>Establish University policy</td>
<td>Policy accepted by Senate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assemble data base of current undertakings</td>
<td>Report to Senate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop plans for Community Engagement in faculties</td>
<td>Report to Senate</td>
</tr>
</tbody>
</table>

#### 4.6.11 Strategic Plan

The University’s latest iteration of its Strategic Plan places a stronger emphasis on Community Engagement than the previous plan, although target dates are not specific. (Items highlighted below in yellow have relevance).

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### GOAL 3: To build a positive image of the University through high quality academic outputs and, amongst others, meaningful partnerships with business/industry, civil society, other HE institutions, and research organisations

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Programmes/Actions/Activities</th>
<th>Responsible office/Officer</th>
<th>A target Date</th>
<th>Resources Required/Needed</th>
<th>Performance Indicators Outputs/Measures</th>
</tr>
</thead>
</table>
| To foster a healthy, secure, supportive, constructive and stimulating environment for staff and students. | Improve access, safety and security. | PSD | 2008 | Human Capital | • University road  
• Decrease in crime  
• Better lighting on campus |
| To utilize the resources of UniZul in community development initiatives, meaningful partnerships and collaborative research. | Promote and reward activities that have reciprocal benefits. | Faculties | 2008 | -- | • Community work integrated into curricula  
• Increase in the number of community projects. |
| To promote customer-orientated service and attitude among employees (a client-service culture). | Create a climate of comradeship, accountability and ownership of the institution. | Staff | 2008 | -- | • Mutual respect  
• Enthusiasm  
• Pride/harmony  
• Responsibility  
• Staff retention. |
| To build community outreach into academic, research and internship programmes. | Yearbook must reflect activities in the community. | Faculties | 2008 | -- | Timetable reflecting community activity |
| To market UniZul product worldwide. | Encourage Public Relations to do Marketing | PRO | 2008 | Funding | • Attract students and staff  
• Updated and attractive webpage.  
• Positive marketing strategy. |
| To promote community engagement through mutually beneficial partnerships. | Encourage staff to do community projects. Develop a communication strategy to ensure regular communication | Staff | 2008 | Incentives to staff involved | Increase in community projects. |
It was not until May 2007 that the first substantive attempt at formulating a policy was undertaken, with the assistance of Prof Mabel Erasmus (Head of Community Development, University of the Free State). The draft policy was circulated among CEWG members for comment, but beyond the initial formulation little progress was made. The policy issue was revisited at Community Engagement Working Group’s (CEWG’s) “away-day” in May 2008, but again, little progress was made. One of the difficulties was that with the term “Community Engagement” covering so many different activities, with relatively little formal CE being conducted, and the difficulty of creating and maintaining a database of CE activities, the policy team did not really know where to start and what to cover.

The Programme Review Task Team’s Steering Committee record of decisions, tabled in October 2007, noted that a policy had been drafted and would be presented to Senate in 2008. This did not happen. Preparation of this report on Community Engagement (April 2009) has re-energised the process of policy formulation. A draft policy for campus-wide input and comment will be produced shortly.

4.6.12 Building Community Engagement into the University’s reward and recognition structures

Goal 3 of the revised strategic plan\(^{177}\) (2008-11) notes that it is the intention “to utilize the resources of UniZul in community development initiatives, meaningful partnerships and collaborative research”, there will be a need to “promote and reward activities that have reciprocal benefits”. As already noted, funding has been secured for two “Distinguished Community Service Awards” (two per year at R5’000 per award) in 2009.

4.6.13 Conclusion

UniZul planning and policy directives indicate that Community Engagement is to be accorded a new prominence, in line with national directives. Certain structures have been put in place, and funding allocated. However, there is a general feeling that more resources (especially time and money) and recognition will have to be forthcoming if CE is to truly advance beyond the individual, informal and ad hoc. As a final comment, rather than simply refer to “the local and global community” in our vision and mission, we should adopt the practice of universities in other parts of the world. The University of Western Sydney, for example, has a mission statement which describes the institution as “A University of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities beginning with the people of Greater Western Sydney”.

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SECTION FIVE: CONCLUSION AND IMPROVEMENT PLANS

5. Conclusion

Following the reconfiguration of the University into a comprehensive university, the institution is confident that it has laid the foundation necessary to meet its new vision and mission statement. Essential to this and the challenge of offering both career-focused and general programmes; a wide range of plans, processes, structures and policies were set up. The self-evaluation exercise in preparation for the institutional audit marked the start of a journey during which the institution reviewed its mandate in the core functions and finalized a candid report, reflective of its strengths and quality gaps. The various sections that constitute this portfolio provide an analytical account of the teaching and learning, research and community engagement activities. The concluding section must be read together with the sections as highlighted in the matrix of the nineteen criteria of the institutional audit.

Together with the summary statement of major strengths, this section details the quality gaps and plans for improvement identified by the Institutional Audit Task Team Committee in preparing this self-evaluation report.

5.1 Vision and Mission

Strengths
- The University has concise Vision and Mission statements that guide its activities and study programmes.
- All study programmes attempt to incorporate the four goals of the Strategic Plan and the University currently develops and designs learning outcomes for the attainment of these goals.

Quality Gaps
- The University’s Vision and Mission statement will need to be disseminated widely and made easily accessible, which is not true of the current situation.
- The current statement of the Vision and Mission needs tightening up and needs to be made more specific.

Improvement plans
- The Public Relations office must take immediate action to market and widely publicize the University’s Vision and Mission.
- The University needs to unpack and clearly explain the phrase, “leading rural-based” and “comprehensive university” so that the university community can have a common understanding of its meaning.
5.2 Organisation and Governance

Strengths

- The University is governed by the Statute of the University, which thoroughly indicates the roles and responsibilities of the various components.
- The new Council\(^{178}\) of the University was elected in 2009. This Council set up a Council Quality Assurance Committee to assist and support the University in all quality related matters. Part of the brief of this Council sub-committee was to actively engage with the preparation of the institutional audit site visit.
- The internal organisation of the University is accurately described on an organization chart and in the University Calendar.
- The Human Capital Management division has produced the current structures of the University, which portrays the organization and governance structure.

Quality Gaps

- There is no clear delineation between policy-making and administrative decisions and actions.
- There is no efficient channel of communication among the various constituencies of the University.
- The faculties lack the necessary autonomy to manage the resources (human, financial and physical) as needed to meet the mission and purpose of the institution and its various components.

Improvement plans

- A regular communiqué from the Vice Chancellor’s office to keep staff and students abreast on new developments and decisions that are taken.
- Better co-ordination and clear reporting structures to be made between the various organization and governance structures.

5.3 Institutional Culture

Strengths

- As a rural-located institution, the University of Zululand is embedded in a rich local Zulu tradition and culture.
- The University has in place a duly elected Student Representative Council, a recognized National Education Health and Workers Union (NEWAHU) and an Institutional Forum. Representatives from all three constituents sit on all statutory committees and other university governing structures.

\(^{178}\) Council Membership: 2009. Annexure 76.
Quality Gaps

- In general, there is low staff morale. This has led to a lack of commitment from staff to their responsibilities. Taking ownership of academic and administrative issues seems to be of no concern to staff.
- The University is fraught with a culture of blame syndrome where everybody blames someone else or another unit, for his or her inefficiency and lack of service delivery.
- The graduation surveys conducted in 2007 and 2008 indicate that certain challenges were expressed by students in the areas of teaching and learning, infrastructure and student support services.
- The institutional culture is such that deadlines are often not adhered to and the responsible person or office is not held accountable.
- There is little political tolerance on campus, especially during national and provincial elections and during internal campus elections. This political intolerance has impacted negatively on the day to day working and studying environment.
- There exists tension and strained relations between the senior management and the union which resulted in industrial action in Oct/Nov 2008. Allegations were levelled at the senior management over the payment of performance bonuses to four senior officials and allegedly for fraudulently spending R30 million grants from the Department of Education. This industrial action left the University paralyzed for over two months. The negative publicity tarnished the University’s public image. These are being addressed presently.
- In 2008 there were incidents of perceived racism and xenophobia on campus when the union published a document accusing certain academic departments of recruiting staff and students from neighbouring African states and at the same time demeaning the presence of Indian staff on campus.

Improvement Plan

- The University should create a conducive atmosphere with trust and respect especially between the senior management and the union.
- Tough action should be taken against those who bring the University into disrepute, and make false allegations in the media and those who breach their conditions of service.
- Political tolerance should be encouraged among staff and students. There should be no displaying, carrying and wearing of political paraphernalia on campus.
- During industrial actions and unrests, senior management should send out regular communications with accurate information to the university community. This will prevent the university community from getting distorted information from the media.
5.4 Academic Planning

Strengths

- The University has a Strategic Plan: 2008-2011 which sets out the goals and direction with strict timelines and milestones.
- The Department of Education has approved the Institutional Operating Plan (IOP): 2005-2010. The IOP provides direction on focus areas of the academic programmes, research and community engagement.
- The general teaching and learning arrangements are a work in progress. Faculties, departments and committee structures are in place to ensure that issues of quality are given attention.

Quality Gaps

- The University grapples with the challenge of linking planning with resource allocation and quality.
- There is no office or manager formally charged with the monitoring of the implementation of the strategic plan.
- The serious risk to the quality of the teaching and learning identified is the lack of sufficient teaching capacity in specific scarce skills areas.
- It is essential to audit certain disciplines in order to lower the staff: student ratio and to make a concerted effort to recruit and retain staff, especially in certain specific scarce areas.

Improvement Plans

- The Planning Committee set up by the University Council has not met for the past two years. This committee has to be re-constituted and schedule meetings according to the University Calendar.
- There is need to develop a planning process with clear lines of responsibilities and time lines that align the academic planning with the budgeting process and resource allocation.
- The University does not have a well-synchronized academic structure in place. This has resulted in long delays in the registration of students and in the last minute finalising of the graduation list. An academic structure of the University should be designed as soon as possible and this should be put in place as a matter of urgency.
- The University is aware of (and will continue to adhere to) the strict registration deadline dates. There appears to be no such thing as “a last registration date for students”. The student enrolment figures soared to 13’235 in 2009. The University has to stick to strict registration dates and monitor the enrolment figures in keeping with our IOP.
- The University is aware of the issues of the developmental status, nationally, and as such has over-subscribed student enrolment in certain programmes, thus resulting in very large classes, overcrowding of lecture venues, time-tableing confusion, and a great strain on both human and physical resources. The registration process needs to be more efficiently planned and adhered strictly to the Strategic Plan and IOP.
The planning and policy frameworks are good, but there is a need to monitor and ensure their implementation. The University cannot improve, if it vacillates endlessly due to issues related to lack of human capacity and poor working conditions. A systematic monitoring and evaluation of progress towards its operational and strategic targets needs to be designed and implemented as part of an integrated planning framework. This progress report will allow the university to understand whether, it is reaching its targets or not. It will also, through this process measure the impact of particular initiatives in relation to stated goals and targets.

5.5 Teaching and Learning and Study Programmes

Strengths

- Study programmes taught at the University are approved by the Department of Education, accredited by the Higher Education Quality Committee and registered with the South African Qualifications Authority.
- A number of professional qualifications are approved by the respective professional bodies, for instance the Health Professional Council of South Africa has fully accredited the Bachelor of Psychology programme.
- After broad internal participation in their formulation (which includes inputs from all the relevant structures), newly initiated programmes are subject to external reviews, before they are tabled for approval by the University Senate.
- Strict admission policies ensure that only those students who meet the minimum entrance requirements are admitted into a programme.
- There are several academic policies that are in place to manage the teaching and learning processes at the University.

Quality Gaps

- The University continues to uphold the dissemination of good practices, for monitoring the on-going effectiveness of programmes, or for providing graduating students with career counselling related to their programme choice. There is no clear policy for the discontinuation of programmes, rather such decisions are often made in an ad hoc fashion.
- It has been observed that there is a lack of communication between faculties and between departments and auxiliary units, such as the library, Information Communication and Technology (ICT), and Computer laboratories. Coupled with unnecessary cumbersome bureaucratic procedures, this means that programmes sometimes are unable to access needed ancillary resources.
- An inflexible and infrequent process of module/programme review often results in the inability of a programme or department to respond in a timely fashion to criticism regarding a current offering or to changing situations.
- Not all staff and departments participate in the evaluation systems to which they are subject.
- Fund allocation for programme development is unclear.
There is a lack of clarity on which documents indicate the university’s position on certain issues.

It is unclear whether appropriate curriculum development and alignment are done for each new module.

Feasibility and market research is limited, usually due to lack of resources and time. Existing professional contacts are typically utilized.

There are perceived or real gaps in developing work-based learning, although some guidance from other institutions is usually sought.

The role of the Centre for Cooperative Education and Experiential Learning (CEEL) office is unclear and not widely understood by the university community.

No formalised and coherently supported e-learning systems are in place, although there are some interdepartmental initiatives currently being negotiated.

Modalities for the review of the effectiveness of systems and procedures for the design and approval of new programmes, courses and modules need to be formally established. This Institutional Audit process has acted as a trigger for the realisation of the importance of reviewing all the systems in the institution. Certainly, this will act as a stimulus for further reviews in future.

**Improvement plans**

- The Dean of Students and the Counselling section need to be more proactive in guiding students on career choices.
- Less bureaucratic procedures between academic departments and support structures in acquiring essential supplies (e.g. lab chemicals).
- A systematic plan to evaluate all staff and departments within the University is currently in place and is subject to continuous review.
- There appears to be a need for the establishment of a Curriculum Design/Development unit with expertise to give support to the four faculties.
- HEQC criteria for programme accreditation should be rigorously applied at all levels of approval, but this is done perfunctorily at present.
- The Teaching and Learning Committee should play a more active role in curriculum design and development of new programmes.
- The CEEL unit should workshop its role and function to the university community.

**5.6 Research Strengths**

The University has a well developed research policy, which is implemented by the Research Administration Office.

In recent years, the University has increased its research grants to encourage staff to engage in research, publication of journal articles and to further their qualifications. In 2009 an amount of R11 million was set aside for research grants.

There are a number of top-rated researchers at the University.
• The University provides adequate communication for the dissemination of research related initiatives through the Research Administrative Office and the University Research Committee.

• The Senate has adopted a flexible model which regulates the teaching load of staff; staff members are therefore expected to participate in research activities.

• Two Faculties have established their own internal journals to encourage staff to publish researched articles.

**Quality Gaps**

• The University is aware of the challenges in finding a capacity building strategy to encourage young Blacks as well as female academic staff to conduct research and publish articles.

• Not all academic staff are producing research outputs as required.

**Improvement plans**

• The post of the Research Director needs to be advertised and filled as a matter of urgency.

• The University has to develop a strategy for building capacity among young academics as well as female researchers.

• The University should introduce mentorship programmes, in which seasoned researchers are able to mentor young budding researchers.

5.7 **Community Engagement**

**Strengths**

• Individual departments and study programmes offer community engagement programmes to the local community, for example, the Department of Botany offers local farmers assistance and guidance in the propagation of medicinal plants.

• There is draft policy on community engagement at the University.

• A separate budget has been allocated to encourage staff to engage in community based projects.

**Quality Gaps**

• The concept, areas and strategies of community engagement, along with its organizational status, still needs to be defined and elaborated in order to ensure their support for the Vision and Mission of the University.

• The University lacks clear and consistent planning and assessment of community work/service, which limits the overall utility in fulfilling the relevant portion of the University Vision.

• The University does not have a dedicated office to manage and promote community engagement. Such an office is crucial for a comprehensive and rural-based higher education institution in the province.
Improvement plans
- A dedicated office is to be set up to promote and manage the community engagement initiatives.
- There is a need to develop policy and procedures in community engagement.
- The University should develop a database of all the community engagement activities that are in place at this stage.

5.8 Quality Management
Strengths.
- There are a number of approved structures to plan and quality manage teaching and learning programmes, research and community engagement.
- The University has a dedicated office to deal with quality management. Course evaluation, department reviews and university-wide surveys are conducted regularly to identify good practice and to improve the quality of education. If any problems become evident, immediate action is taken by the concerned Head of Department and the Executive Dean.

Quality Gaps
- The University continuously looks at strategy to develop a systematic procedure for using the results of evaluation and reviews for its own enhancement.
- There is a perceived lack of co-ordination among the various structures, their functions, actions and activities.

Improvement plan
- The Deputy Vice Chancellor: Academic together with the four Executive Deans should monitor and implement the Strategic Plan of the University and report regularly on its progress.
- The University should develop a matrix of the various structures of Senate, showing areas of responsibility and actions, together with follow-up improvement plans. The sub-committees of Senate should report at all the Senate meetings.

5.9 Human Resources
Strengths
- The University has very clear policies on selection, recruitment and appointment of staff with the necessary skills and appropriate knowledge.
- The equity profile of the University is good, although there is room for improvement in senior positions for women.
- Policies for academic promotion are appropriate and are implemented satisfactorily.
- The University has a dedicated human capital management division with an Executive Director at its helm.
Quality Gaps

- The human capital management division has recently developed several policies relating to human resources. These human resources policies and procedures are still to be approved by the University Council and publicized to the University Community.
- Because of its location and the associated facilities, the University struggles to recruit the best in both the academic and administrative sectors.
- The University lacks a good programme for the professional development and retention of staff members, which includes a system of rewards and appreciation for those members who exceed expectations of their role, for which there is currently no provision.
- The main quality gap relates to the lack of clarity concerning delegation of authority\(^\text{179}\) over the appointment process. Although there is a document (Annexure 44) that, for instance, in terms of which specified line managers appear to have been delegated the authority for appointments up to specified ranks, in practice all appointments have to be given approval at very high levels. At times, this leads to major delays, and hence, inefficiencies.

Improvement plans

- All human capital policies and procedures are to be widely circulated, included in the University webpage and hard copies made available at faculty offices.
- The process of making submissions to Council on matters related to Human Resource (HR) needs to follow the correct procedure. The Academic and Administrative Personnel Committees have a Policy and Overseeing function on matters related to HR. However, these committees do not currently play any role in the process of developing new policies and administrative structures. Such submissions are made to the HR sub-committee of Council without first serving on these two committees to be debated and owned by internal university stakeholders before serving on the higher body. The process needs to be regularised.
- Improve better working conditions, coupled with rewards and incentives to attract and retain staff.
- Some formal initiative by the University Management to capacitate women for leadership positions.

5.10 Financial Resources

Strengths

- The funding allocated by the State to the University has shown some improvement in the past three years.
- All expenditure is adequately documented and controlled.
- There is an appropriate internal and external auditing system.

\(^{179}\) Delegation of Authority. Annexure 44.
Clear written financial procedures are followed for budgeting.
Senate and students representatives are included in the Finance Committee which deals with all budgetary allocations.

Quality Gaps
- Because of financial constraints, the institution is unable to reallocate its resources in response to changing conditions.
- There is a lack of understanding by the University community in budget creation.
- The University is constrained to allocate resources to meet its Mission and Vision.

Improvement plans
- Budgeting should be linked to the academic planning and resource allocation.
- Budgetary allocation should filter to all levels by the line managers so that the staff understand the financial situation of the department/unit and the university as a whole. This aspect also hinges on the institutional culture.
- Closer co-ordination between academic sectors (DVC and Deans) and the Financial Planning within the University.

5.11 Physical Resources
Strengths
- The University has recently refurbished the buildings on campus. The lecture rooms were fitted with data projectors and roll-up screens. Many lecture venues have been fitted with modern white boards.
- Through state funds the University has also built a new hostel for students.
- A new city campus in Richards Bay has been approved by the Department of Education. Construction on the new building commenced in April 2009.
- Minor maintenance and repairs of general purpose are carried out regularly.
- There is a systematic inventory of equipment and furniture and other assets owned by the University.

Quality Gaps
- There is generally an inadequate supply of large lecture venues. The University main hall, King Bhekuzulu Hall and the Chapel are used for lectures with large class sizes.
- Most classrooms and labs lack proper air-conditioning and ventilation.
- The implementation of the maintenance and security activities at the University lack monitoring for their acceptability.
- Although there are plans for the maintenance of the University equipment and laboratories, little regular and systemic upgrading of laboratories and computer equipment takes place.
- The equipment budget is inadequate to meet all requirements.
There are no plans in place to build modern lecture venues which can accommodate over 400 students.

**Improvement plans**
- Urgent need for the building of a new lecture complex with modern facilities and venues to accommodate approximately 400 students.
- Urgent need to upgrade the present lecture venues with proper air-conditioning, audio visual equipment and appropriate furniture (student desks and chairs).

**5.12 Student Support Services**

**Strengths**
- The University has a Dean of Students with dedicated staff to provide counselling and guidance to students. Both academic and personal support is provided by the office of the Dean of Students.
- Through the Financial Aid Bureau (FAB) adequate financial assistance and support are provide to students to study at the University.
- The University has a number of hostel facilities for students who wish to stay on campus. These hostels have catering facilities.
- The University has a number of computer laboratories, a large library, bookshop, banking facilities and other indoor and outdoor sporting facilities for students. There is a clinic and an ambulance on campus.
- All registered students have access to internet in computer laboratories.
- The University has a Protection Service division which provides 24 hour security to all staff and students.

**Quality Gaps**
- The University’s student residences are overcrowded and more housing for students is urgently required.
- The University lacks social, sporting and other recreational activities for students especially over the weekends.
- The University lacks a system and programme for offering career advice to its students.
- Students lack access to clear handbooks with rules and regulations regarding their life at the University.
- Security at the student hostels is inadequate and the safety of especially female students is always a risk at night.

**Improvement plans**
- There is a need to build additional hostel facilities for students on campus.
- The University should design a handbook with rules and regulations regarding life on the campus.
- The internal security should be beefed up to provide better security to students on a 24 hour basis.
5.13 Library and Information Resources

Strengths
- The library location, stock and facilities are satisfactory for the students.
- The opening hours of the library during normal lecture days are accommodating to students and staff.
- The internet facilities provided by the ICT section are satisfactory.
- The library budget provided by the University has increased over the past two years.

Quality Gaps
- Awareness orientation and training are not routinely offered to students and staff.
- The library employs an insufficient number of personnel, some of whom are not professionally qualified for their positions and this impedes its effectiveness.
- All information resource areas lack clear and disseminated policies regarding their access, usage and maintenance.
- The bandwidth in the library creates bottlenecks to access to information, especially electronic materials.
- Lacking a regular and systematic evaluation of services in the information resources area. There is no rational plan for improving their effectiveness.

Improvement plans
- There is a need to employ more qualified librarians.
- The library staff needs to have more contact with departments and the student population.
- There is need to promote the holdings in the library.
- The bandwidth must be increased to allow faster access to electronic resources and information.

5.14 Academic Development Services

Strengths
- An Academic Development Unit exists on campus with a Director and an administrative staff.
- The AD Unit conducts workshops and seminars for staff at the request of faculties and departments.

Quality Gaps
- The AD Unit is not sufficiently visible and known to the wider university community.
- The Unit is understaffed with just two full-time members catering for the entire university.
- The focus of the AD Unit is more inclined to staff development than student support.
Improvement plans

- The University has to reconsider the role and function of the Academic Development Unit.
- There should be a position paper outlining the role of the Academic Development Unit to both the staff and students.
- There should be more formal interaction between the Academic Development Unit and the four Faculties.

5.15 Conclusion

This self-evaluation portfolio has endeavoured to unpack the 19 Higher Education Quality Committee Institutional Audit criteria in a systematic and honest way. The University, through the five sections, has attempted to answer the summative questions with documentary evidence and each section of the core activities has been written by the five institutional audit task teams.

This challenging quality exercise served to provide a comprehensive account of a newly reconfigured comprehensive university. Nonetheless, the self-evaluation exercise provided the institution with a golden opportunity to reflect deeply on its operations and put on paper a frank analysis of the strengths and quality gaps in the teaching and learning, research and community engagement activities.

Clearly, the responses to this audit activity depended on a particular perspective, but it will be fair to acknowledge that, as a rural-based and previously historically disadvantaged traditional university, the portfolio underscores the fact that the University of Zululand is becoming a lived reality in building a leading rural-based comprehensive university, with a particular vision. The mission statement is to make education accessible to diverse students and to offer relevant education that is responsive to the development needs of society.
ANNEXURES

1. University of Zululand Brochure: 45 years of excellence: 1960-2005
2. Institutional Operating Plan (IOP): 2005-2010
3. Department of Education: enrolment plan 2008-2010
5. SWOT Analysis: 2002
6. Strategic Plan: 2002
7. Strategic Plan: 2008-2011
13. Statute of the University of Zululand: 24 June 1999 No 20247
15. UZ Annual Report: 2006
16. Programme and Qualification Mix: University of Zululand
17. 2009 Proposed Budget, 8 October 2008
22. Short Course Policy: 2004
23. Management of Academic programmes
24. Policy and procedures for Teaching and Learning
25. Teaching and Learning Committee: Terms of Reference
26. CEEL: Terms of Reference
27. Assessment Protocol: sample
28. Referral Form: sample
29. PRTT: Terms of Reference
30. Policy and procedures for programme management (PPPM): 2006
31. Draft Route Map: internal approval of new programmes
32. Business Plan template
33. HEQC Criteria for programme accreditation: 2004
34. Policy and guidelines for staff training and development
35. Recruitment and Placement Policy
36. Assessment of student learning policy
37. Placement of students by CEEL for work-based learning
38. Policy and procedures for external moderation of assessment
40. Policy on External Review of Support Service Divisions
41. Self-Audit Instrument
42. Examples of Department Review Reports
43. Sample reports received from external stakeholders as part of programme development
44. Delegation of Authority document
45. Core functions and responsibilities of the student services Divisions: Related to Employment Search Support
46. Policy and Procedures for Academic Staff Development
47. Project Plan: 2007
49. Faculty prospectuses
50. Senate minutes: 2008
51. Quality Promotion and Assurance: policies and procedures
52. Tracer Studies Report
54. Higher Education Qualification Framework (HEQF)
55. Policy on Recognition of Prior Learning (RPL)
56. Policy and procedures on feedback on teaching and learning by students evaluations
57. Guidelines for postgraduate studies handbook: 2007
58. External Stakeholders Report on New Programmes
59. Work integrated learning
60. Higher Education Quality Committee Institutional audit manual
61. Library survey report: 2009
62. WU-Zulu-Nuffic Project
63. HEQC Framework for institutional audit: 2004
64. Service learning in the curriculum. A resource for higher education institutions. HEQC: 2006.
66. Overarching Reconfiguration Committee: 2004
68. Policy and procedures for ensuring certification and learner record-keeping
69. Minutes of the Academic Planning meeting: June 2009.
70. RC9 Forms
72. Policy and procedures with regard to research management and administration
73. Strategic Plan for research development
74. Post graduate Student Handbook
75. Research Booklet: 2009
76. Council Membership: 2009