

UNIVERSITY OF ZULULAND
INSTITUTIONAL OPERATING PLAN (IOP)
2006-2009

EXECUTIVE SUMMARY

Preamble and context of the UZ Institutional Operating Plan

The University of Zululand (UZ) has engaged with the transformation initiatives launched by the democratic dispensation in South Africa, and has redefined its Vision and Mission to achieve the new goals and to become a comprehensive university.

UZ centres its plans on “career-focused” education for effective employment placement.

Concentrating upon the academic programmes offered at UZ, the IOP gives a detailed analysis of enrolment trends and the plans for the future arising there from. Issues of: programme governance, design, qualification mix, qualification variants and postgraduate direction; enrolment management; admission policy; niche areas; human resource development; and information management systems for programme management are addressed. The implications for research, community engagement, the four faculties, and for ensuring quality in programmes are detailed. Plans of action for operationalising recommendations on programmes are presented.

Plans for Programmes, Research and Community Engagement

Detail on programme and enrolment planning is given. Graphs illustrate key elements of enrolments in programmes and the actions planned in relation to them. The programmes current and planned for each faculty are presented in tabular form. Programmes to be phased out are indicated, while new programme directions are presented. The roles of cooperative and work-based learning, the development of a satellite campus at Richards Bay, human resource development, and access, admission and throughput for programmes are detailed.

The current state of research at UZ is analysed and the plans, policies, support and development initiatives, and the management of research are given.

The current state of community engagement is analysed and the plans, policies and management of community engagement are presented.

Plans for Improving the UZ Quality Management Systems

An overview of the inception and development of quality assurance at UZ is presented, followed by details on the current status of quality management systems, the plans for ensuring quality teaching and learning, and plans for improving quality in research management and community engagement. Adherence to the HEQC institutional audit and programme criteria guidelines is focused on.

Capital, Infrastructure and Financial Plans: 2006-2009

Capital and infrastructural projects to achieve UZ development in line with comprehensivisation are detailed with graphs in support. Refurbishment of infrastructure and human capital management are identified as major goals.

Financial plans give three scenarios—one for the status quo, a pessimistic scenario, and a reachable positive one. Graphs make clear the income paths, surpluses and deficits.

SECTION 1

PREAMBLE

1.1 HISTORICAL BACKGROUND OF THE UNIVERSITY OF ZULULAND

The University of Zululand (UZ) was established in 1959 in terms of the previous government's "grand apartheid" policy of separate ethnic development. The original vision was that UZ would, amongst other things, produce graduates to serve in the administration of the KwaZulu homeland. Resulting from this policy, UZ was situated in a rural setting near KwaDlangezwa. It is 160 km north of Durban, 35 km southwest of Richards Bay and 18 km south of Empangeni.

The university has evolved during its 45 year existence, but transforming the institutional culture into one compatible with the new South Africa is an ongoing enterprise. Institutional cultures have complex and entrenched lives of their own and, unless drastic measures are taken, they tend to change slowly only as personnel replacement occurs.

1.2 EDUCATION WHITE PAPER (JULY 1997)

The Education White Paper (July 1997) is a seminal document directing the comprehensive transformation of Higher Education (HE) for the new South Africa. Produced after an extensive process of investigation and consultation, it remains the driving force for HE development. Highlights from the White Paper taken as specially relevant to our managed transformation at UZ are presented below.

- HE "must lay the foundations for the development of a learning society which can stimulate, direct and mobilize the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development."
- HE must "help to lay the foundations of a critical civil society, with a culture of public debate and tolerance which accommodates differences and competing interests."
- Transformation of HE requires "increased and broadened participation," "responsiveness to societal interests and needs," and "cooperation and partnerships in governance."
- Key principles for HE transformation are: development driven by quality; effectiveness and efficiency; and a healthy balance between equity, redress democratization, academic freedom, institutional autonomy, and public accountability.
- HE funding will be directed to:
 - achieve a single, coordinated system
 - provide a wide spectrum of educational opportunities
 - drive diversity of institutions to meet local, regional, and national development
 - various routes (articulation) to achieve qualifications
 - improve quality of teaching and learning
 - promote research for development
 - produce graduates with relevant and functional capacities, built on a
 - base of problem-solving and communication skills with a desire for lifelong learning

- drive academic staff development
- ensure optimal use of resources.

These key points have been embraced by UZ in engaging with the challenges it faces and in shaping its vision and mission.

1.3 NATIONAL PLAN FOR HIGHER EDUCATION (FEBRUARY 2001)

Building on the White Paper, the National Plan for Higher Education (February 2001) identifies the challenges facing HE generally, though in its details, it makes clear the more specific challenges facing an institution like UZ.

It is vital that UZ makes the kinds of changes necessary to supply graduates needed for the economic and social development of South Africa, with special reference to local and regional needs. The diversification of HE indicates the need for UZ to become more clearly focused on its region. The promotion of relevant research is an important aspect of the national HE planning agenda. The drive for equity has reference in special ways to UZ. Equity must be aimed for not only regarding the employment profile but also for the student enrolment profile. Inequities peculiar to UZ apply in both spheres. While the achievement of equity is a priority, coupled to it must be the drive to improve the quality of service delivery.

Key elements of the national plan with a direct bearing on UZ comprehensivisation are the need to shift the enrolment balance to 30% science, engineering and technology; 30% business and commerce; and 40% to the humanities. Underlying this shift in national priorities is the imperative that “graduates are equipped with the skills and competencies to function in modern society”—and the capacities to analyse and communicate are placed at the top of the list.

An aspect UZ finds encouraging in the national plan is recognition of the need for redress in historically black institutions. In the presentation of this Institutional Operating Plan (IOP) it is not only redress funding that is considered important, but the recognition that such funding will flow only when “linked to agreed mission and programme profiles, including developmental strategies to build capacity, in particular, administrative, management, governance and academic structures” (Executive Summary 7.5)

1.4 NATIONAL WORKING GROUP (NWG) REPORT (DECEMBER 2001)

1.4.1 Plans for UZ

Following the National Plan, the National Working Group (NWG) Report (December 2001), directly addressed the future objectives for UZ. It makes clear what UZ was—“a traditional university”—and what it should become—“a comprehensive institution.”

Key extracts from the NWG recommendations for UZ are quoted below:

The UZ will **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 a major involvement in the Richards Bay region.

The NWG . . . sees merit in an attempt to revitalise the institution . . . so that it can continue to **serve communities in the northern part of KwaZulu-Natal**. This region needs **two kinds of skills and expertise**. The first are those that

are instrumental to **rural development**, for instance **teaching, nursing and agricultural skills** and expertise. The second are **technical and technological competencies** which are needed in the industrial environment of the Richards Bay area, which all available evidence suggests to be the growth area in the region.

The NWG is convinced that **Richards Bay offers opportunities for expansion** and that UZ should seriously explore ways in which it can strengthen its presence in this area.

Two-thirds of the qualifications offered should ideally be technikon-type qualifications, with the majority of enrolments at the undergraduate diploma and professional bachelors degree level. The balance of enrolments could be in three-year standard bachelors degree programmes, with a small proportion in postgraduate programmes. The new institution should aim to have at least 70% of its FTE enrolments in science, engineering and technology, and business and commerce. It is clear that for UZ to shift its focus to offering more certificate and diploma qualifications the **current academic staff would need to be re-skilled and re-trained. Major staff development programmes would have to be put in place to address this need.**

Key concepts to emerge from the above are:

- “technikon-type”
- two areas of educational specialisation to serve rural development (e.g., teaching, nursing, agriculture) and urban development, particularly technical and commercial development (for Richards Bay).

1.4.2 “Technikon-type”

UZ has grappled with this concept to find a practical interpretation relevant to its context.

Technikon-type implies *like*, though not necessarily identical to, technikon programmes. With this in mind, UZ has singled out three primary elements:

- **content** of programmes (**curriculum design**) including experiential learning,
- **method of delivery**,
- relevant new directions for **research**.

A process of adaptation into a comprehensive university offering technikon-type programmes in line with the NWG recommendations is underway, and progress is ongoing.

Clearly the changes to technikon-type education cannot be achieved in the short term. It must be emphasised that it will be difficult. The transformation of programmes, of student recruitment and enrolment in line with changing resources and market demands, of academic staff teaching and learning expertise, and of research to take it in new directions, is a complex process.

Unlike most other comprehensive universities that have arisen from mergers between former universities and technikons—which thus *combined* the two relevant bodies of experience—UZ is required to reorient itself from within, away from its traditional role as a university towards a role which includes more career-focused, vocational, technological, skills-training and work-force preparation types of programmes.

The processes of this internal self-reinvention present challenges different from those for merging comprehensives. At UZ, while relevant university programmes and staff have to be maintained, new expertise needs to be generated and/or recruited to create the new technikon-types of programme required.

1.4.3 Two areas of specialisation and two locations

In addressing the NWG’s emphasis on two key areas of specialisation—rural development and urban development—UZ sees the longer term concentration of rural development studies (e.g., teaching, nursing and agriculture) to be at the rural KwaDlangezwa campus, and urban development studies (business and commercial studies, and technological, technical and practical sciences) at a proposed new campus in Richards Bay.

1.5 CREATING COMPREHENSIVE UNIVERSITIES IN SOUTH AFRICA A CONCEPT DOCUMENT (JANUARY 2004)

Drawing on the DoE report Creating Comprehensive Universities in South Africa: A Concept Document (January 2004) the following table outlines the relevant conceptual differences between technikon-type and traditional university curriculum design, and teaching and learning delivery methods relevant to the changing UZ.

| Technikon-type | Traditional university |
|--|---|
| Vocational (develops practical working skills) | Formative (develops analytical and problem-solving thought) |
| Applied | Theoretical |
| Inductive (from particular to general) | Deductive (from general to particular) |
| Implicit | Explicit |
| Individual problem based | Generalisable |
| Technical | Academic |

The above is condensed from pp. 26-28 of the DoE concept document.

1.6 UZ CONCEPT OF COMPREHENSIVE

UZ found the concept “technikon-type” is better understood by the term “**career-focused**,” which places the emphasis upon vocational education for employment placement.

From the **content** perspective, translating (where possible and appropriate) the current university programmes into career-focused programmes primarily entails the incorporation of practical, problem-based segments, integrated with work-based and simulated work-based learning. Creating partnerships for better focused curriculum design—with government departments relating to rural development, and with the commercial and industrial world relating to their skills needs—is considered vital for the development of career-focused programmes.

In respect of teaching and learning **methodology**, individual, small-group and team work interactive approaches are primarily required. Related to this is change in assessment practices which support practical learning. The cultivation of interdisciplinary teaching so as to broaden student vocational education is needed. Related to this is the need for interactive teaching and learning venues.

Research needs to be conducted into areas that advance vocational development relevant to the region, and the new knowledge needs to feed back into curriculum design and teaching and learning methods.

Overarching these elements there needs to be **comprehensive academic staff development** in the fields of career-focused teaching and learning, curriculum design, and research.

From the perspective of student **access**, quality students from the northern KwaZulu-Natal region who will benefit from career-focused education need to be recruited and selected through admission criteria and registration procedures that emphasise vocational learning.

Coupled to this, programme design needs to make possible horizontal, vertical, and diagonal **articulations** (interconnectivity) between qualifications so that students may advance the educational development best fitted to their own personal growth and circumstances.

1.7 VISION AND MISSION

Taking into account the above issues, and following a widely inclusive discussion within the university, the vision and mission was redefined in 2004. The process entailed running workshops within each of the faculties and administrative support structures which unpacked the key elements and underpinning principles of the national plan for HE and the NWG recommendations for comprehensive UZ. The assimilation of these concepts through wide participation has meant that the new definition for the Vision and Mission has been built on a firm foundation of knowledge and opened pathways along which the devolution of change actions can be implemented. But more work to instil the ethos of the Vision and Mission will continue.

Vision

UZ 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

To provide access to students from diverse backgrounds to succeed in an enabling and caring learning and teaching environment

To offer relevant programmes that are responsive to the development needs of society

To generate knowledge through research and disseminate it through publications, teaching and development in partnership with students.

SECTION 2

THE CONTEXT OF THE UZ INSTITUTIONAL OPERATING PLAN

2.1 INTRODUCTION

The Preamble broadly contextualises the position of UZ and points the direction of its change. The following part now enlarges the context by picturing the current situation at the university and identifying the developmental plans arising out of this.

While on the path of comprehensivisation, UZ must concurrently and generally improve the quality of its service delivery in its three core areas—teaching and learning, research, and community engagement—as called for in the national plan.

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, a **Programmes Review Task Team (PRTT)** was established in October 2004 with wide terms of reference.

The PRTT embarked on a comprehensive department by department, faculty by faculty, broadly inclusive consultative process in order to assess the number, approval status, relevance to needs, demand, delivery capacity, quality and throughput of programmes. Included in the assessment was a review of postgraduate programmes and published research output. 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 process took longer than anticipated and contributed to the delay in the finalisation of the IOP.

2.2 UNPACKING THE VISION AND MISSION FOR OPERATIONALISATION

Key terms within the Vision and Mission are here unpacked, and the findings, recommendations, record of decisions, and forward planning related thereto will follow.

- **“rural-based”**—UZ makes a virtue of its rural location, and will design programmes suited to the rural background of many of its students to serve the development needs of its region. Key areas for rural development are nursing and health services, education and teacher training, agriculture, and nature conservation, and ecotourism, historical and cultural tourism.
- **“comprehensive university”**—UZ will use “comprehensive” to market itself as a university delivering vocational education with practical knowledge and skills so that graduates will be equipped to **do** the work demanded by the social and economic environment of its region, both rural and urban.
- **“quality . . . education”**—quality assurance is central to the UZ vision. Monitoring of the implementation of policy governing all areas of teaching and learning and research by the Quality Promotion Unit (QPU) will drive a campus-wide commitment to quality improvement in all areas. New policy will be formulated by the QPU where needed.
- **“career-focused”**—defines the vocational, practical, experiential learning, and workplace skills direction of UZ education which offers graduates entry to meaningful employment.

- **“undergraduate”**—the focus is upon solid, basic qualifications that will prepare primary graduates for a working world.
- **“postgraduate”**—UZ has a commitment to lifelong learning and offers opportunities as a traditional university for advanced educational development.
- **“research in the social and natural sciences”**—UZ will, through research, be a creator of relevant new scientific knowledge applicable to students coming from and returning to our region.
- **“partnership with the local and global community”**—UZ though rural based, is not isolated but widely connected with relevant partners in the local, regional, national and international arenas. These partners are academic institutions, and the private and public sectors. Some academic staff are from Africa and the wider international academic community.
- **“access to students from diverse backgrounds”**—drawing predominantly on students from the northern KwaZulu-Natal region—entry will be for candidates with matric exemptions, while provision will be made for alternative admissions (e.g., Recognition of Prior Learning [RPL] and age exemptions)—UZ will provide access for the people of the region to a relevant and conveniently located university. Financial aid will be given to students fitting predetermined criteria.
- **“an enabling and caring learning and teaching environment”**—by means of efficient and effective student support services, well-ordered student housing, a well equipped library and trained library staff, accessible computers and networking services, and an academic staff freshly developed in their teaching and learning methodology for comprehensive programmes and dedicated to student success, students will be well catered for at UZ.
- **“relevant programmes that are responsive to the development needs of society”**—programme reconfiguration will be undertaken systematically, progressively, and in the years ahead, in response to market researched employment needs, and in conjunction with partnerships (public and private sector) that assist in curriculum design.
- **“research”**—UZ will cultivate researching, problem-solving, curious students interested in generating new knowledge relevant to regional concerns and student life interests.

2.3 FINDINGS OF THE PRTT

2.3.1 General trends

There is an eclectic mix of programmes in three of the four faculties, with both three and four year undergraduate degrees in all faculties. Two of the centres (Centre for Careers and Centre for Tourism and Recreation) that exist fall under the Faculty of Arts for administrative purposes while the Science Centre falls under the Faculty of Science and Agriculture. The formative BA is under subscribed in the Faculty of Arts. All faculties have experienced major shifts in enrolment patterns over the past four years.

The enrolment in a number of departments (the majority in the 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. Generally, two faculties have done away with after-hours teaching (Arts and Science and Agriculture) whereas the Faculties of Education and Commerce, Administration and Law still engage in this activity. Three of the four faculties, with the exception of Science and Agriculture, operate at “satellite campuses.”

2.3.2 Current trends in enrolment patterns (2004)

- Over-subscription and under-resourcing of departments—Criminal Justice; Philosophy; Social Work; Accounting and Auditing; Economics; Industrial Psychology; Business Management; Political Science; Economics; Computer Science; Foundations of Education; Biochemistry and Microbiology; Education Planning and Administration; Hydrology; Tourism and Recreation; Law.
- Growth areas—Anthropology and Development Studies; Criminal Justice; Library and Information Science; Philosophy; Psychology; Social Work; Business Management; Political Science; Economics; Industrial Psychology; Education Psychology and Special Education; Education Planning and Administration; Foundations of Education; Botany; Mathematical Sciences; Recreation and Tourism.
- Departments with decline in enrolments—Nursing science; Theology and Religion; Comparative and Science Education; Agriculture; Computer Science; Consumer Science; Physics and Engineering.
- Under subscribed departments—Afrikaans; isiZulu; German; History; Arts and Culture; Psychology; Sociology; Human Movement Science; Agriculture; Botany; Geography; Consumer Sciences; Zoology.

2.3.3 Niche areas

Currently, the institution focuses on Agriculture and Rural Development (including Consumer Science), Education (including Science Education), and Nursing Science with a generalised focus on developmental needs.

2.4 IMPLICATIONS OF PRTT RECOMMENDATIONS

2.4.1 Implications for programmes

2.4.1.1 Programme management

2.4.1.1.1 Programme governance

- ✓ Effective programme management will be facilitated by interdisciplinary teaching and regional co-operation.
- ✓ Departments will maintain a balance between post graduate and undergraduate provision.
- ✓ Management will facilitate the process of professional accreditation.
- ✓ “Satellite campuses” and models of “distributed learning” will be phased out over the next year, and a new model will be investigated. Such a model will reflect the outcomes of a residential university rather than following a distance education mode of delivery.
- ✓ The role of Faculty Officer in programme management will be reviewed.
- ✓ The role of Dean as an academic manager of programmes will be reviewed.
- ✓ Academic leadership development will be addressed.

- ✓ Possibility of a unit to manage third stream income will be investigated.
- ✓ An inter faculty structure will be established in order to manage Science Education across the university.
- ✓ The “ownership” of programmes will be reviewed and no department will “own” a programme. This is recommended in order to achieve the goals of interdisciplinary teaching and research.
- ✓ Centre for Recreation and Tourism will be restructured as a department in the present faculty of Arts (curriculum will be reviewed to ensure that it is in line with national norms)
- ✓ Centre for Careers, in its present form (i.e. offering short courses) will be moved to a unit for generating third stream income. Re-teaching of modules will cease.
- ✓ Location of Department of Nursing Science will be reviewed and its move to the Faculty of Science and Agriculture considered.
- ✓ Centre for Arts and Culture will be restructured as a department in the present Faculty of Arts.
- ✓ Location of Department of Political Science in the Faculty of Commerce and Administration will be reviewed.
- ✓ The provision of a fully-equipped and resourced satellite campus at Richards Bay in line with 1.4.2 above will be investigated.
- ✓ Foundation modules will be grouped together according to cognate structures and will be offered university wide.
- ✓ Foundation modules will be offered at the level relevant to the programme—e.g. Introduction to Accounting/Fundamental Accounting.
- ✓ Renaming the Faculty of Arts to that of Humanities and Social Sciences will be considered in order to align it with the sector.
- ✓ Faculty of Education will review its current departmental structures in a way that is consistent with the sector.

2.4.1.1.2 Programme administration

- ✓ The introduction of new programmes will be accompanied by full business plans including an indication of feasibility, market research, resource implications and enrolment planning.
- ✓ Programmes will be characterised by regional collaboration where sources are scarce.
- ✓ Administrative and support structures will be aligned to a model of effective management of academic programmes.
- ✓ Service modules will be treated as “different” from other modules in terms of the possible restructuring and grouping of modules.
- ✓ Preparation of faculty prospectuses and the general calendar will be reviewed.
- ✓ Module coding will be amended in order to indicate year levels.
- ✓ The “limited private practice” policy and procedures will be reviewed

2.4.1.1.3 Programme curriculum design

- ✓ Programmes within the comprehensive university will reflect a model of curriculum that embraces the partnership of the institution, students and industry.
- ✓ Thorough planning is required for the introduction of programmes and a business plan for each new programme will be required in future.

- ✓ Programmes will provide for the portability and articulation of credits and qualifications (including from career-focused to academic programmes) through the curriculum.
- ✓ The current model of the modular curricular system will be reviewed.
- ✓ Partnerships and linkages will be developed to enhance the curriculum.

2.4.1.1.4 Qualifications and variants

- ✓ Qualifications will move from a formative first year course (with broad streams of study), to a more focused programme wherever possible.
- ✓ Consolidation of programmes will take place at faculty level with the following guidelines:
 - programmes will be consistent with the sector (other institutions) in terms of their curriculum,
 - a “double major” curriculum consistent with the outcomes of the qualification (wherever possible) will be developed. This will address a number of concerns that academics raised about the educational value of a double major curriculum. It will also address the need of the DoE to be able to identify the “intended major field/s of study,”
 - programmes will be consolidated under one qualification with a number of variants or areas of specialisation,
 - programme consolidation will attempt to eliminate unnecessary duplications of modules,
 - inter-disciplinary teaching will be prioritised,
 - curriculum of interdisciplinary programmes will accommodate the target audience in terms of outcomes for the programme (e.g. chemistry for consumer science),
 - curriculum will ensure that programmes accommodate internal and external portability of learning through benchmarking, external moderation and a design that has input from external stakeholders,
 - programmes will maximise opportunities for regional collaboration in terms of equipment, staffing resources and expertise.
- ✓ Experiential learning which is credit bearing will be integrated into all programmes that claim to be career-focussed.
- ✓ Overlaps in programmes, duplication of modules and proliferation of “language” modules will be addressed.
- ✓ The teaching of disciplinary content in Education through a process of collaboration will be addressed.

2.4.1.1.5 Postgraduate programmes

- ✓ Postgraduate supervision will be accompanied by an appropriate research track record and experience and recognised expertise in the field of study (refer to the HEQC Criteria for Programme Accreditation p 14).

2.4.1.2 *Enrolment management*

- Planned enrolment is a critical component of good quality programmes, and the management of enrolment will be a key activity in academic management.
- Unprecedented growth areas will be monitored in terms of the available resources (e.g. human resources; venues, etc).
- The possibility of “ring fencing” a percentage of student enrolment for RPL candidates will be investigated.
- Enrolments will be aligned to the available resources (e.g. venues and capacity; staff allocation; equipment, etc).
- Enrolment will be managed in accordance with the total enrolment projections and DoE projections.
- Post graduate enrolments will be maintained by Departments in a balanced proportion with undergraduate enrolments.

2.4.1.3 Admission policy

- Only matriculation exemption students will be admitted in future (with the exception of a pre-determined percentage of the total enrolment reserved for RPL, mature conditional exemption students, and some students admitted through other alternative admissions routes such as SATS tests). In addition, faculties may select students on the basis of programme requirements.
- Educational interventions are required to accommodate the new admission policy and growth areas. (See 3.9, below, for further information on Academic Development initiatives.)
- The institution will motivate for funding for foundational enrichment programmes that extend the curricula for students in need in order to broaden access to disadvantaged students who meet the minimum requirements (such extended curricula are not the same as bridging programmes).
- Admission criteria for admission to the faculties of Science and Agriculture and Commerce, Administration and Law (especially Accounting and Business Man) will be introduced.
- The institutional policy on readmission of failing students will be revised in the light of the DoE recommendations on enrolment planning and limiting of student numbers in the system.
- All faculties will run SATs tests in 2006 as a preliminary exercise to the administration of the national benchmark test in 2007.

2.4.1.4 Niche areas for programmes

- Currently, the institution focuses on Agriculture and Rural Development (including Consumer Science), Education (emphasising Science Education), and Nursing Science with a generalised focus on developmental needs. There is however a need to “revisit” niche areas.
- Areas of excellence will be identified with the aim of retaining these.
- Areas of potential (in terms of niche areas) will be identified for development.
- The institution will engage on a process of simultaneous consolidation of current successful offerings and new ventures to ensure a successful combination of potential and excellence.
- Management will engage with faculties in order to investigate areas of potential.
- The institution will strengthen and consolidate Commerce and Administration in line with national strategy.

- The university will focus on and develop technology as a niche area.

2.4.1.5 Human resource recommendations

- A post level of junior lecturer will be introduced.
- Departments will be required to ensure equitable workloads.
- HoDs will undertake the task of lecture load management.
- Human Resource systems and procedures (including lines of responsibility and accountability) will be reviewed and redefined with Human Resource functions.
- The appointment of an Institutional Researcher will be investigated in order to provide the kinds of data that are required to underpin decision taking in the institution.
- Lecturing workloads will be calculated at all levels (lecturers, HoDs and Deans).
- Role of Vice Rector (Academic Affairs and Research) and the Assistant Vice Rectors will be reviewed.
- Strategies are required and will be developed to retain and attract good staff (and students).
- The current provision of administrative assistance to departments will be reviewed and possibly restructured.
- The roles of graduate assistants and laboratory technicians, as part of the teaching and learning process, will be reviewed.

2.4.1.6 Academic Development for programmes

- Academic Staff Development and Academic Student Support will be separated as functions (or functional areas) within the Academic Development Unit.
- Appropriate student support will be linked to the enrolment profile of students.
- Staff development structures will be addressed as a matter of urgency.
- Academic development for staff will be seen in the context of the Employment Equity Plan and the Skills Development Plan.

2.4.1.7 Admission requirements for programmes and enrolment planning

- SATS tests will be instituted to guide the university in terms of academic support needed in various areas identified by the tests.
- Admission practices will be reviewed and aligned to policy.
- New marketing strategy and plan for attracting appropriately skilled students to programmes will be developed.

2.4.1.8 Information management systems for programme management

- An annual digest of statistical data about the university should be created and made available to all stakeholders within the institution.
- Tracking studies of graduates should be established.
- Migration of students to and from other institutions should be tracked and monitored.

2.4.1.9 Governance of academic programmes

- The role of registrar will be reviewed in the light of the current changes that are occurring in higher education with a view to redefinition.

- Generic job descriptions will be developed for academics and Deans which redefine the roles and responsibilities of these positions and will include, among other things, management of academic matters, management of enrolment, teaching, and quality assurance.

2.4.2. Implications for research

2.4.2.1 Introduction

In line with the funding formula through which 30% is for research. Put simply, this means that 30% of an academic's time and energies should be invested in research. Leading from the meetings with departments and the resultant findings, the following are implications of recommendations regarding the development of research at the UZ. These are minimum expectations: productive researchers would be expected to do more. The aim is to bring research to the forefront at UZ, and to present a clear, formal basis for development.

2.4.2.2 Research requirements

In terms of responsibilities, all academic staff must:

- improve qualifications up to PhD level,
- be involved in a registered research project,
- deliver one academic conference paper per year,
- publish one academic article on average per year (in addition to improving qualifications),
- teach a balanced proportion of undergraduate and postgraduate students,
- supervise and/or co-supervise higher degree students,
- identify and groom promising students for higher degree studies,
- be involved in their discipline beyond the confines of the university,
- be involved in an outreach project or programme that incorporates research,
- account for their research activities on an annual basis,
- account for their use of benefits that support research, including study leave and funding,
- be functionally computer-literate and able to communicate electronically,
- keep abreast of opportunities for research and development in their disciplines,
- benchmark themselves against national and international norms and standards,
- where they do not, at present, meet the research criteria for their present post level, work towards doing so within a window period of 3 years.

2.4.2.3 Research support

In terms of support mechanisms, all academic staff will:

- have access to functional computer and internet facilities,
- have manageable teaching and marking loads,
- receive funding, according to policy and procedures, for research and conference attendance,
- receive research support as needed (library facilities, technical assistance, access to equipment etc),
- receive good communication about such research support and the facilities (e.g., equipment) available,

- be able to take sabbatical and/or study leave according to policy,
- be apprised of external offers, invitations and opportunities coming in from outside, and assisted to take these up,
- receive positive publicity as well as structural and systemic recognition for their best efforts,
- while developing as researchers, have access to effective mentorship.

2.4.2.4 *Restraints to be overcome*

In order to meet the obligation to undertake research, outlined above, academic staff must have their teaching and learning commitments carefully managed to ensure equitable loading.

To make certain the requisite research and supervision is achieved, academic staff should not:

- supervise postgraduates without a research track record appropriate to post level (but should co-supervise in order to develop experience),
- supervise postgraduates without producing research publications,
- expect to be promoted to senior positions without a track record of postgraduate supervision and research publications.

2.4.2.5 *Specific recommendations*

In addition to these universal requirements, to achieve comprehensivisation UZ will reach for the following:

- broader spread of research activities and outputs
- activation of marginalised groups: technical and lab assistants, women
- multidisciplinary research networks and forums
- regional collaboration
- solution-generating as well as problem-solving research
- research that involves communities as active participants
- initiatives by established researchers in mentoring junior colleagues as well as developing students towards higher degree studies
- research that draws on and feeds into teaching and learning
- research that responds to the local environment of nature, culture and enterprise
- research that is disseminated nationally and globally
- all new appointments will be required to meet research criteria applicable to their post levels—e.g., specific timelines
- the creation or opening up of new, junior, development posts such as graduate assistants

2.4.3 Implications arising from ensuring quality in programmes

2.4.3.1 *General principles*

- All programmes will adhere to the programme accreditation criteria as laid down by the HEQC (Criteria for Programme Accreditation).
- Staff members will meet the HEQC Criteria for being suitably qualified in terms of the criteria laid out in the HEQC Criteria. Attention will be given to the upgrading of teaching and learning skills as well as to professional skills and research capacity.

- Programmes will be benchmarked against other similar programmes in the sector.

2.4.3.2 *Assessment*

- All final assessment question papers will be submitted to a central collection point, bound and distributed internally and externally for purposes of quality assurance and future reference.
- Mechanisms will be in place to ensure the validity, reliability and security of the assessment results.
- A variety of assessment methods will be used to assess students' achievements.
- Student retention and throughput rates will be monitored.

2.4.3.3 *Moderation of assessment*

- All programmes need to submit to a process of internal (all levels) and external moderation (exit levels).
- All external moderators' reports will be compiled and made available for open scrutiny.

2.4.3.4 *Qualifications and expertise of academic staff teaching on programmes*

- Academic staff responsible for programmes will be suitably qualified to deliver programmes (both professional and teaching delivery). An audit of qualifications will be conducted to match qualifications and current teaching requirements.
- Academic staff responsible for programmes have relevant experience for the delivery of programmes.
- Academic staff responsible for programmes have teaching competence to deliver programmes.
- Academic staff responsible for programmes have a relevant research profile to deliver programmes and relevant research experience through their own research and / or studies towards higher educational qualifications.
- Sufficient numbers of academic staff members have relevant professional experience in the case of professional programmes.
- At least 50 % of the academic staff for postgraduate programmes have relevant academic qualifications higher than the exit level of the programme.
- Academic staff will be competent to apply the assessment policies of the institution.
- Opportunities will be provided for staff to upgrade their teaching methods.

2.4.3.5 *Academic staff complement:*

- The academic staff complement will be of a sufficient size and seniority for the nature and field of the programme and the size of the student body.
- Sufficient support staff will be available for the programme where appropriate.
- Programmes have appropriate full-time to part-time staff ratios to ensure that working conditions will be conducive to teaching and learning and research.
- Staff complement will ensure that students are exposed to a diversity of ideas, styles and approaches.

- Administrative, technical and academic development support staff will be adequately qualified for their duties.

2.4.3.6 *Programme delivery*

- Programmes will be designed coherently and articulate well with other relevant programmes within the institution and across institutions.
- Teaching and learning methods will cater for the learning needs of UZ's target student intake.
- Programme delivery will integrate the improvement of English communicative performance as well as the academic discourse of the discipline.
- Design of the programme will maintain an appropriate balance of theoretical, practical and experiential knowledge and skills.
- The curricular requirements of professional bodies will be taken into account, where applicable.
- Work-based learning is integrated into the curriculum, where applicable.
- Student learning is promoted through resource allocation, provision of support services and policies and procedures.
- Academic development and support is offered to students when necessary.
- There is sufficient balance between different teaching and learning methods.
- Students will be actively engaged in the learning process.
- Teaching and learning methods will be appropriate for the design of the programme and the learning materials.

2.4.3.7 *Enrolment*

- In the case of professional and vocational programmes, the quality and number of students admitted take into account the needs of the profession.
- Admission of students through RPL or other alternative routes will not constitute more than 10% of the student intake for the programme.

2.4.3.8 *Infrastructure:*

- Suitable and sufficient venues will be available at all official sites of learning where programmes are offered, including teaching and learning venues and laboratories where applicable.
- Suitable and sufficient IT infrastructure, as determined by the nature of the programme, will be available at all sites of learning.
- Suitable and sufficient library facilities will exist to complement the curriculum at all sites of learning.
- Sufficient administrative systems will be available for managing programme information.

2.4.4 Implications for community engagement

- Community engagement initiatives will be formalised.
- Policy and procedures will be developed for the quality management of community engagement.
- The concept of community and "outreach" need to be defined. Departments will be required to plan, as a unit, for community engagement interventions.
- Community engagement will be constructed as part of the curriculum and will be integrated into teaching and learning strategies where possible.

- Adequate resources will be allocated to facilitate quality delivery in community engagement.
- Community Engagement will involve students.
- Community Engagement will involve research.
- The institution will engage in regular review of the effectiveness of quality-related arrangements for community engagement.

2.4.5 Implications for faculties

2.4.5.1 *Education*

- Design of the programme will maintain an appropriate balance of theoretical and practical components.
- Faculty compliance with norms and standards will be investigated.
- Issues of resourcing (e.g. one professor in the Faculty) need to be investigated.
- Postgraduate enrolment increases in the Faculty of Education will be limited.
- The current organisation of curriculum in semester modules half-year long will be investigated.
- The provision of teaching and learning will be confined to the main campus and where in exceptional cases, provision is provided at other sites, the institution will ensure that there is full compliance with the conditions for the residential mode of education delivery.
- Practice teaching will be listed and coded as a “learning unit”. It must be credit bearing in its own right, with a separate code, and must be in the university calendar).
- Accountability levels need to be addressed (e.g. cut off dates not met and supplying incorrect data).
- The number of departments currently in the Faculty of Education will be reviewed with the possibility of reorganisation. The current structures are historically based rather than discipline-based. (For example, all methodology subjects might be placed together within a department.)
- Activities in preparation for the national review of teacher education will be coordinated to ensure a successful result to the review.

2.4.5.2 *Faculty of Science and Agriculture*

- The role of the *Science Centre* in the Faculty of Science needs to be reviewed with the following considerations:
 - ✓ development of Science education as a key focus area—collaboration with Science and Education,
 - ✓ qualifications of Science Centre staff need to be developed,
 - ✓ incorporated more into key areas of university,
 - ✓ to assume a greater role in community engagement,
 - ✓ centre could become an in-service centre to help teachers to help spread the benefit of their expertise,
 - ✓ integrated model of the Science Centre will be developed—use of the facility will be expanded,
 - ✓ will collaborate with the Foundation Programme,
 - ✓ centre will be incorporated into enrolment planning in order to improve the quality of our intake and prevent good students going to other universities.
- Role of the Costal Research Unit of Zululand (CRUZ) will be reviewed.

- The issue of unapproved programmes (some with enrolments) will be resolved as a matter of urgency.
- The equity profile of the Faculty will be addressed.
- Plans and strategies will be developed to facilitate community engagement.
- Plans and strategies will be developed for the mentoring of less experienced researchers by those who have more experience (some of whom are about to retire shortly).
- The ratio of postgraduate to undergraduate teaching will be addressed.

2.4.5.3 *Faculty of Commerce, Administration and Law*

- A professional audit by the Law Council will be invited.
- An intervention will be structured to ensure the accreditation of the Department of Accounting and Auditing by the South African Institute of Chartered Accountants (over a two years period).
- The ratio between undergraduate teaching and postgraduate teaching will be addressed.
- Enrolment management will be introduced as a matter of urgency.
- The faculty will address the issue of selection, particularly in programmes where certain levels of numeracy are required in order for students to make adequate academic progress. The introduction of appropriate placement tests can address some of these issues.
- Opportunities for interdisciplinary teaching will be explored.
- Duplications in terms of modular offerings will be reconsidered.
- The research output of the faculty needs to be addressed as a matter of urgency. A strategy will be developed to increase research output within the faculty.
- Concerted efforts need to be made in order to integrate an element of community engagement into teaching and learning and research in the faculty. A strategy will be developed to meet this need.
- Similar levels of efforts are required to integrate experiential learning into the curriculum within the faculty. A strategy will be developed to meet this need.
- The gender profile of the faculty needs to be addressed through a planned intervention.
- Staff qualifications need to be addressed and improved, through a planned intervention.
- Quality assurance mechanisms need to be consistently applied across the faculty.
- The issue of inadequate equipment needs to be addressed.

2.4.5.4 *Faculty of Arts*

- The imbalances between undergraduate and postgraduate enrolments will be addressed.
- A strategy for consolidating modules where there are overlaps will be considered.
- The issue of unapproved programmes (some with enrolments) will be resolved as a matter of urgency.
- Concerted efforts need to be made to formalise arrangements for community engagement.
- Further opportunities for interdisciplinary teaching will be explored.
- The Centre for Recreation and Tourism will be restructured as a department within the current Faculty of Arts.

- The Centre for Arts and Culture will be restructured as a department within the current Faculty of Arts.
- The growth in course work masters programmes will be reconsidered in the light of the current funding framework.
- The issue of staff in senior positions who are under-performing in terms of research output will be addressed.
- Quality assurance mechanisms will be applied more consistently across the faculty, particularly with regard to external moderation. Artificially high pass rates in some modules need to be investigated as a matter of urgency.
- Departments that have taken on additional teaching responsibilities outside of their disciplines will be relieved of these responsibilities.
- The lack of appropriate equipment in classrooms needs to be addressed.
- The issue of allocating office space in the faculty needs to be investigated.
- The apparent lack of computers needs to be investigated.

2.5 PRTT OUTCOMES: PROGRAMME OF ACTION

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|-----|--|---|--|----------------------------------|
| 1. | Review of entire registration process | Undertake comprehensive review | Report to senate on review and recommendations | July 2006 |
| | | Implementation of recommendations | Checklist of recommendations implemented | June 2007 |
| 2. | Review of existing programmes (as per Terms of Reference for PRTT) | | | |
| 2.1 | Establish numbers in programmes | Completed | | |
| 2.2 | Establish SAQA registration | Completed | | |
| 2.3 | Establish programmes not approved for funding | Decide on the continuation of such programmes | “Clean” data base of programmes | Dec 2006 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|-----|---|---|--|----------------------------------|
| 2.4 | Establish programmes in line with national priorities and niche areas | Introduction of new programmes | 5 new programmes per year | Dec 2007 |
| | | Implementation of proposed Business Unit | Functional Business unit | June 2007 |
| 2.5 | Establish demand for programmes | Establishment of a task team to <ul style="list-style-type: none"> • Define "demand" • Undertake survey | Report to senate | August 2006 |
| 2.6 | Establish capacity to offer programmes | Manage enrolments Determine viable workload formula | Workload formula available | June 2006 |
| 2.7 | Establish quality of programmes | Evaluate programmes in focus areas with Quality Assurance Committee | Review of identified programmes complete | November 2006 |
| | | Motivate for establishment of a Rector's QA committee (Rector to chair) | Establishment of QA committee | June 2006 |
| | | Pilot programme reviews | Conduct one pilot programme review Report to senate | June 2006 |
| | | Implement programme reviews | Conduct 2 programmes in each faculty | November 2007 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|----|---|--|--|----------------------------------|
| 4. | Manage student enrolments in line with resources | Refine registration process | | See above |
| 5. | Defining the institution as a comprehensive institution | Committee to be formed to review the comprehensiveness of all programmes according to accepted criteria (see Annexure A) | Report to senate on comprehensive status | June 2006 |
| | | Planning for new programmes (Phase 2 of process) | Plan presented to senate | November 2006 |
| | | Development of indicators for measuring successful transformation to Comprehensive | Present indicators to senate | June 2006 |
| | | Meeting with DoE regarding the introduction of certificates and diplomas (career focussed) | Successful meeting with DoE | April 2006 |
| | | Recommend consultant to assist in process | Consultant appointed | April 2006 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|----|-------------------------------------|--|---|----------------------------------|
| 6. | Introduction of Double major system | Work with Faculties to achieve | Status report to senate | November 2006 |
| | | Arts to implement pilot | Pilot programme implemented | November 2006 |
| 7. | Review admissions criteria | Review existing policy Develop new policy | Policy approved by senate | June 2006 |
| | | Administer SATAP test | SATAP administered Report to Faculties Report to senate | June 2006 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|----|--|---|--|----------------------------------|
| 8. | Improve research output (Quality and Quantity) | Establish policy for research management | Policy accepted by senate | Nov 2006 |
| | | PRTT support for continuation of Higher Degrees committee | Higher Degrees to submit report to senate | June 2006 |
| | | Deans to develop faculty plans for research and targets | Plans submitted Report to senate on institutional research plan | April 2006 |
| | | Sort out issue of duplication of work of Faculty Research Committees and Higher Degrees | Report to senate on articulation between research bodies | June 2006 |
| | | Compliance with the submission of RC 9s | Report to senate on levels of compliance and success | April 2006 |
| | | Review of sample of graduate output for period 2003 - 2005 | Report to senate | August 2006 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|----|-----------------------|---|--|----------------------------------|
| 9. | Review UZ Structures | Undertake comprehensive review of faculty structures make recommendations | Report to senate and make recommendations | June 2006 |
| | | Integrate "Centres" into faculties | Full integration of centres into faculties. Report to senate | June 2006 |
| | | Close Centre for Careers | Close of Centre for Careers | March 2006 |
| | | Relocation of Nursing Science to Science Faculty | Nursing Science in Science Faculty. Report for noting to senate | June 2006 |
| | | Satellite campuses phased out | No further campuses established. Existing ones phased out | Dec 2006 |
| | | Investigate the viability of full scale campus in Richards Bay | Report to senate | November 2006 |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|-------------------------------------|--|---|---|----------------------------------|
| 10. | Review staff allocations in accordance with enrolment patterns | Establish workloads | Workload formula accepted by senate and Council | See above |
| Introduction of Junior lectureships | | Junior lectureship established | June 2006 | |
| Restaffing of AD | | Functional AD operations | Nov 2006 | |

| | Recommendation | Action required to achieve goals | Indicators | Estimated completion date |
|---|-----------------------|---|---------------------------|----------------------------------|
| 11 | Community engagement | Establish University policy | Policy accepted by senate | Nov 2006 |
| Assemble data base of current undertakings | | Report to senate | August 2006 | |
| Develop plans for Community Engagement in faculties | | Report to senate | Nov 2006 | |

SECTION 3

PLANS FOR PROGRAMMES

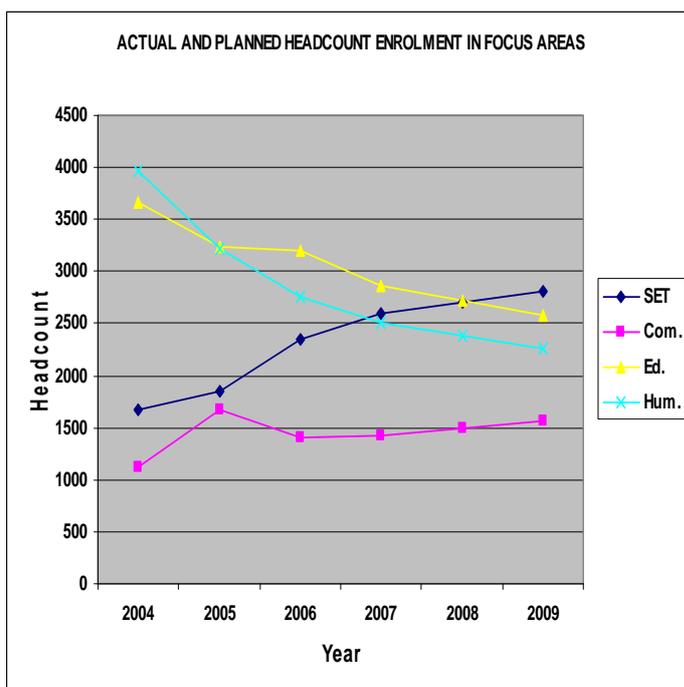
3.1 OVERVIEW

The NWG recommended the following niche areas in which the UZ was expected to strengthen its academic offerings: education, health sciences (including nursing) and rural development and agriculture. In addition to these niche areas, the university is expected to steer its enrolment towards and grow student numbers in programmes in Science, Engineering and Technology (SET) together with Business Management as part of its comprehensive vision and mission (see preamble).

3.2 ENROLMENT PLANNING

The move to new programmes as part of the change towards a comprehensive university will mean that the Programme and Qualification Mix (PQM) will have to be adapted. It should be noted that a majority of the programmes presently in place do fall into the SET categories, although this does not mean that a majority of enrolments do.

Graph 1 Planned Headcount Enrolment



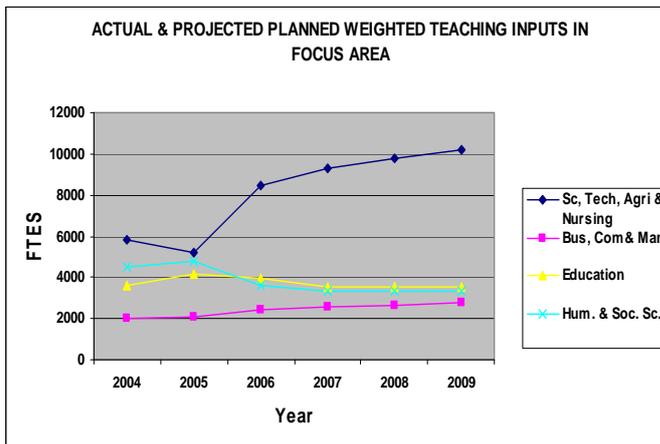
The university intends to steer its enrolments increasingly into Science and Agriculture (including Nursing), Technology and Education. While scaled headcounts for 2004 indicated 1,123 for Business, commerce and management sciences (CESM category 4) by 2006 this headcount had grown to 1,403. Likewise, life sciences and physical sciences (CESM category 15) had a headcount of 1,006 in 2004 and this had grown to 1,388 in 2006, indicating considerable progress with steering

enrolment in the desired direction. Education (CESM category 7) remained important but relatively stable with a headcount of 3,657 in 2004 and 3,198 in 2006. By 2008 it is proposed to decrease the headcount in education to 2,585 and increase business, commerce and management sciences to 1,571 and life and physical sciences to 1,751. The introduction of double majors will then provide growth in Education from 2010 when students qualifying in Humanities, commerce and science could enrol for the PGCE.

The graph showing actual and projected planned weighted teaching inputs in focus areas shows a dramatic increase in teaching inputs into Science, Technology,

Agriculture and Nursing which will have concomitant effects on funding for the institution. This increase has not been matched by a similar one in Business, Commerce and Management Sciences and this reflects the virtual absence of postgraduate enrolments in these areas. The faculty of Commerce, Administration and Law has indicated that it seeks to grow postgraduate enrolments while at the same time improving staff qualifications. A move to the planned new campus at Richards Bay will assist in this direction as the university will be able to draw on experienced lecturers on a full and part time basis from business and industry in the area.

Graph 2 Weighted teaching inputs



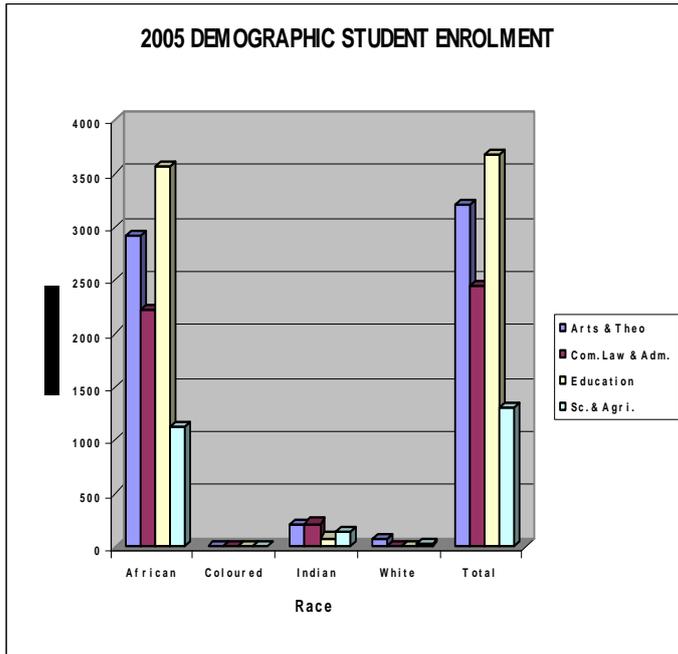
The University acknowledges in its financial planning that growth will be limited to a 5% annual increase on the latest capped enrolment of 12518 teaching inputs. However it also assumes that the setting up of a campus in Richards Bay will allow some flexibility in this restriction since it falls within the framework of the national plan.

It is envisaged that this campus will enrol at least 800 headcount students in 2009 in business, commerce, law and SET.

While the university has had an enrolment in excess of 10000 students for several years it is acknowledged that capping to around 9200 full time students will take place. While this should assist the university in matching resources to enrolment, it will also mean that care will have to be taken to reduce intake in some popular disciplines in order to increase enrolment in science and technology.

The university is committed to its mission to steer enrolment of students from previously disadvantaged background into programmes in SET, agriculture, business and management which were previously avoided for the “softer” options in humanities. Whilst the majority of our students in 2005 are females (65%) the overwhelming majority (80%) of them are registered in humanities, social sciences and public administration.

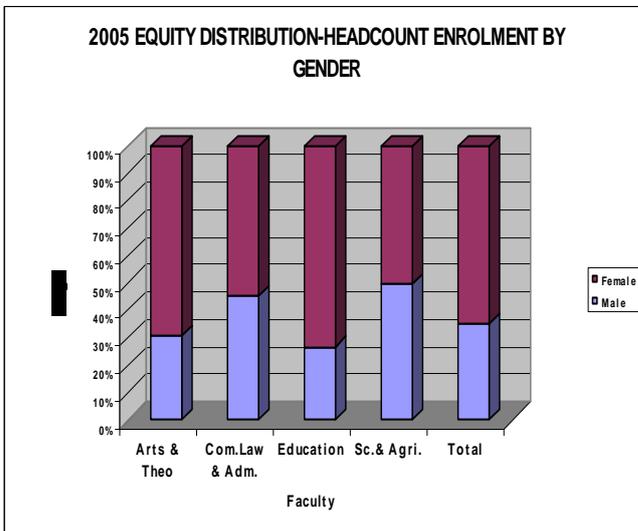
Graph 3 Student enrolment



The university's current enrolment is made up of 77% undergraduate and 23% postgraduate student. It is envisaged that the closure the Durban Umlazi campus would result a decline in enrolments during this planning period and will thereafter increase from 2009 onwards. The temporary withdrawal of the M.Ed programme would also affect the post graduate enrolments in 2006-2007. Post graduate programmes is made up as follows:

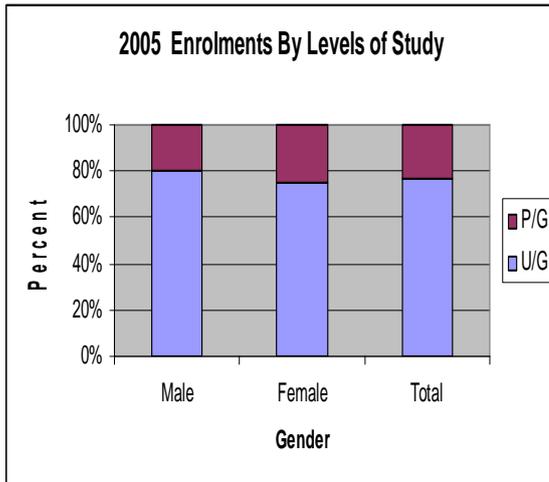
- Education -77%
- SET- 9%
- Humanities-11%
- Commerce- 3%

Graph 4 Enrolment by Gender

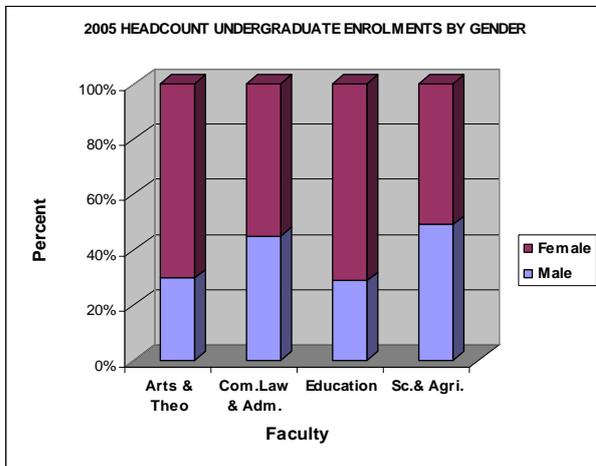


The majority of the female students are registered in humanities, law, public administration, nursing and education. The university plans to steer the enrolments into programmes that will contribute to the national human resources strategy of science and technology, business, management, nursing and rural development.

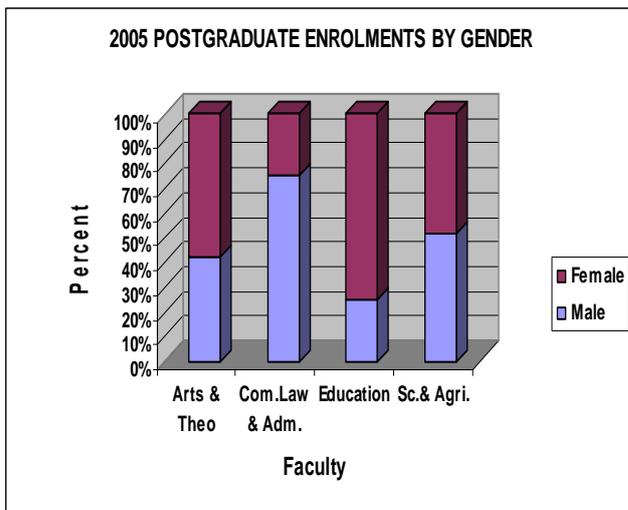
Graph 5 Enrolments by levels



Graph 6 Undergraduate Enrolments



Graph 7 Postgraduate Enrolments



The university plans to encourage enrolment in post graduate studies in business, commerce, management, law and SET programmes by providing incentives such as bursaries, employment as graduate assistants, tutors and demonstrators. The university will also adopt a strategy to create a position of academic associates/ junior lecturer to “grow our own timber” from academically successful postgraduate students to fulfil our equity mandate. The university is also aware of the NWG prescription for postgraduate enrolment for UZ.

3.3 PROGRAMME CONFIGURATION

PROGRAMMES TO BE CONTINUED (BY FACULTY)

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|-------------------------------------|---|---|--|---|
| Existing programmes – Undergraduate | Agriculture BSc Agric (Animal Science) BSc Agric (Agribusiness Management) BSc Agric (Agronomy) | B A Formative (B A general) | B.Com (General) | B Ed (Foundation and Intermediate) B Ed (Senior and Further Education and Training) |
| | Biochemistry and Microbiology - BSc (Biochemistry) BSc (Microbiology) BSc (Medical Science) BSc (Biotechnology) (suspended, but needs supporting) | Arts and Culture B A (Drama specialization) | Accounting and Auditing B Com (Accounting) B Com (Information Technology) | NPDE (National Professional Diploma in Education) – Senior Phase (Mathematics and Science, Mathematics and Technology, Science and Mathematics, Science and Technology, Technology and Mathematics, Technology and Science, Mathematics and Mathematical Literacy, Natural Science, Mathematics Education, Language Education, Human and Social Science, Technology Education, Life Orientation, Economic and Management Sciences, Science Education) |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|---|---|--|---|
| Existing Programmes undergraduate - continued | Botany BSc (Botany) BSc (Plant Biochemistry) BSc (Plant Physiology) | Communication Science B A (Communication Science) | Business Management B Com (Management) B Com (Banking) B Com (Insurance) B Com (Sports Management) (to be phased out) | PGCE (Post Graduate Certificate in Education) (replaces UED) |
| | Chemistry BSc (Chemistry) BSc (Chemistry with Biochemistry or Botany or Mathematics or Physics or Zoology or Computer Science) | Criminal Justice B A (Correctional Studies) B A (Police Studies) | Economics B Com (Economics) | ACE (Advanced Certificates in Education) (S & FETP) (FET) |
| | Computer Science BSc (Data Communication Technology) BSc (Computer Science) BSc (Information Systems) | Development Studies B A (Development Studies) | Industrial Psychology B Com (Industrial Psychology) B Com (Human Resources) | NPDE -Foundation and Intermediate Phase (Science/Mathematics and Technology) |
| | Consumer Science B Consumer Science (General) B Consumer Science (Nutrition) B Consumer Science (Hospitality and Tourism) B Consumer Science (Extension and Rural Development) | Geography and Environmental Studies B A (Planning and Development) | Political Science and Public Administration B Admin (Administration) | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|--|--|--|------------------|
| Existing programmes undergraduate - continued | Geography BSc (Environmental Management) BSc (Earth and Atmosphere Science) | History B A (Heritage Studies) | Administration B Admin (Local Government) | |
| | Human Movement Science BSc (Sports Science) | Human Movement Science B A (Sports Coaching) | Industrial Psychology B Admin (Human Resources) B Admin (Industrial Psychology) | |
| | Hydrology BSc (Hydrology) BSc (Water Resources Management) BSc (Hydrosciences with: Computer Science or Mathematics or Physics or Chemistry or Botany or Zoology or Microbiology) | isiZulu namaGugu B A (African Languages) (isiZulu or siSwati) | Law LL B | |
| | Mathematical Sciences BSc (Mathematical Sciences) BSc (Mathematical Statistics with Mathematics) BSc (Applied Mathematics) BSc (Mathematics with Applied Mathematics or Computer Science) | Library and Information Science B A (Information Science) B Library and Information Science | | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|---|---|---|------------------|
| Existing programmes undergraduate - continued | Physics and Engineering BSc (Physics) BSc (Physics and Electronics) B. Industrial Science B. Materials Science | Nursing Science B Cur B Cur (E et A) | | |
| | Zoology BSc (Biological Sciences) BSc (Hydrobiology) (no enrolments in 2005) BSc (Environmental Management – Biology) | Philosophy B A (Professional Writing) (to be phased out from 2007) | | |
| | | Psychology B A (Applied Psychology) B Psychology | | |
| | | Recreation and Tourism B Tourism (Tourism Studies or Ecotourism Management or Outdoor Recreation Management or Indigenous Tourism Development or Events Management) | | |
| | | Social Work B Social Work | | |
| | | Sociology B A (Sociology) B A (Industrial Sociology) | | |
| | | Theology and Religion Studies B Theology (Arts) | | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|---|--------------------------------|--|---|---|
| Existing programmes - Postgraduate | BSc Honours | Certificates and diplomas Development Studies, Library and Information Science, Specialised Education (School Librarianship), Recreation and Tourism, Higher Diploma in Community Work. | B Com (Honours) (Accounting, Business Management, Economics, Industrial Psychology) B Admin (Honours) (Industrial Psychology, Political Science, Public Administration, Development Studies) | B.Ed (Honours) , (General, Educational Psychology, Educational Psychology and its variant qualification, Education Support Services, Science, Special Needs Education, Multicultural Education, Educational Management, Educational Psychology). |
| | B (Honours) Consumer Science | B A (Honours) African Languages, African Studies, Afrikaans, Anthropology, Biblical Studies, Crime Studies, Communication Science, Development Studies, Drama and Theatre Studies (being phased out), English, Geography, General Linguistics, German, History, Human Movement Science, Library and Information Science, Mathematics, Music, Nursing Science, Philosophy, Psychology, Sociology. | M Com (Accounting, Business Management, Economics, Industrial Psychology) M Admin (Industrial Psychology, Political Science, Public Administration, Development Studies) | M.Ed (Psychological Education, Support Services, Educational Management, Research Methodology, Mathematics Education) (Environmental Management, offered with UNISA) |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|---|--|--|---|---|
| Existing programmes postgraduate - continued | MSc and PhD in: Agriculture, Biochemistry, Microbiology, Botany, Chemistry, Computer Science, Geography, Human Movement Science, Hydrology, Mathematics, Applied Mathematics, Mathematical Statistics, Physics, Zoology. | Nursing Science Diplomas Community Health Nursing, Nursing Management, Occupational Health, Midwifery, Psychiatric Nursing, Nursing Education B.Cur (Honours) | LLM | D.Ed, PhD (Community Psychology) |
| | | B Social Work (Honours) | LLD | |
| | | B Theology (Honours) | D.Com (Accounting, Business Management, Economics, Industrial Psychology) D.Admin (Industrial Psychology, Political Science, Public Administration, Development Studies) | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|-------------------------|--|----------------------------------|-----------|
| Existing programmes postgraduate - continued | | <p>MA and PhD degrees are offered in African Languages (isiZulu, siSwati), Afrikaans, Anthropology, Biblical Studies, Criminology, Communication Science, Development Studies, English, General Linguistics, Geography, German, History, Library and Information Science, Mathematics, Penology, Philosophy, Psychology, Sociology.</p> <p>M.Cur, M.Cw, D.Cur, M.Psych, D.Psych and M.Mus and D.Mus and M.Th and D.Th are also offered within the Faculty of Arts.</p> | | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|---|------|----------------------------------|-----------|
| Proposed programmes – undergraduate | Diploma in Agriculture (has the potential to attract +/- 50 students per year, but will need additional resources: staff, infrastructure) | | | |
| | Botany Degree in Ethnobotany (will service nurseries and government departments, will make use of medicinal plant garden and botanical reserve being developed on campus) | | | |
| | Computer Science Diploma in Information Technology (Programming) (directed to improve teacher qualifications) Diploma in Information Technology (e-Commerce or Business IT) (will train middle-level manpower in IT systems development) | | | |
| | Human Movement Science Diploma in Sports Management (will serve needs of industry, in particular in the fields of bio-kinetics and wellness) | | | |

| | SCIENCE AND AGRICULTURE | ARTS | COMMERCE, ADMINISTRATION AND LAW | EDUCATION |
|--|---|------|----------------------------------|-----------|
| Proposed programmes undergraduate - continued | <p>Hydrology Undergraduate diploma in technical hydrology (intended to train hydrological technicians, scarce skill) Postgraduate diploma in groundwater technology (will provide specialists who have both an academic background and who can focus on practical applications of hydrology)</p> | | | |
| | <p>Physics and Engineering Industrial Instrumentation and Control (4 year degree to be benchmarked with DIT. Local industry has shown interest).</p> | | | |
| | <p>Zoology BSc (Ecology and Conservation – Aquatic option) (to be offered with Botany Dept). Diploma in Aquaculture (3 year undergraduate Diploma. Niche area, fills scarce skill. Fish production in ponds.)</p> | | | |

3.4 PHASING OUT OF PROGRAMMES

3.4.1 Faculty of Science and Agriculture

Programmes are to be discontinued for one or more of the following reasons: lack of suitably qualified staff, competition from better endowed neighbouring institutions in certain programmes, lack of student enrolment, refocusing of programmes in departments.

The proposed new programme B.Sc Medical Assistants will provide students with a pre-medical degree that will qualify them to work in hospitals and clinics assisting medical practitioners. The degree will be offered in partnership with the University of KwaZulu-Natal Nelson Mandela School of Medicine. It will articulate at a later stage to a fully fledged medical degree. This proposed degree is a good example of the way in which UZ intends to move towards offering comprehensive career-focussed programmes which meet the skills needs of the region and nation.

The following programmes will be phased out:

- BSc (Food Science and Technology)
- BSc (Plant Ecology)
- BSc (Floral Resource Management)
- B Consumer Science (General) (2007)
- B Consumer Science (Housing Education and Management)
- B A Sports Coaching (2007)
- B Com (Sports Management)

3.4.2 Faculty of Arts

The faculty has decided to discontinue almost all programmes with an enrolment of less than ten students for the past three years (as per UZ regulations). This has meant that only 19 out of 400 programmes registered in the faculty will continue to be offered. The Dual Major BA will, however, allow departments to offer a three year major in their discipline without it being a focused programme. For instance, History presently offers Heritage Studies, with an enrolment below ten students as a BA in Heritage Studies. History will in future be able to offer a major in History within the Dual Major programme while Heritage Studies will be discontinued.

3.4.3 Faculty of Education

The UED and B.Paed programmes will be discontinued. The UED is being replaced with the PGCE and the B.Paed makes way for the new B.Ed undergraduate degree.

3.5 NEW PROGRAMMES

3.5.1 Faculty of Science and Agriculture

The faculty is in advanced negotiation with the Faculty of Education in developing a joint B.Ed (FET) curriculum. This initiative involves the following departments: Agriculture, Botany, Chemistry, Consumer Science, Computer Science, Geography and Environmental Studies, Human Movement Science, Mathematical Sciences, Physics and Zoology. It is hoped that this project will see fruition in 2006.

The faculty is collaborating with the Faculty of Education in identifying programmes which meet the requirements for entry into the PGCE. Majors involved are Botany/Chemistry/Physics, Chemistry and Zoology, Computer Science, Consumer Science and Agriculture, Human Movement Science, Maths and Physics, Maths and Physics, Maths and Computer Science.

Programmes in the faculty will be categorized as either dual major or professional and career-focused degrees. Requirements will be developed for each category and programmes reconstructed to meet the requirements. Professional and career-focused programmes will have to meet the requirements of experiential learning. The time-frame for this is 2006-2008. At the same time the introduction of ITS will assist with monitoring programme viability, and proper planning within the faculty.

The newly introduced Science Foundation Programme has proved very successful in assisting students who have the potential to successfully complete science degrees, but who are under prepared to enter the mainstream from school. The Science Foundation programme lecturers work well with the academic staff and this programme is an essential aspect of the move towards promoting higher levels of SET enrolment at UZ, part of the comprehensive mission.

The Science Centre of UZ, situated in Richards Bay is nationally and internationally famous for its work with scholars and educators in making science accessible and interesting. The university intends to tie the work of the Centre more closely to the main business of the university by using the Centre for science teaching for education students as well as using the facilities in the planned satellite campus at Richards Bay.

3.5.2 Faculty of Arts

The thrust of the proposed changes and introduction of new programmes is to steer the enrolment of the university towards science and technology while simultaneously providing for graduates to be able to pursue careers in teaching. To this end considerable emphasis is being placed on BSc and BA graduates being equipped to take a one year PGCE and follow a career in teaching, as well as enabling the B Ed (FET) stream to benefit from content teaching from the Faculties of Arts and Science and Agriculture. The planned programmes emphasise the importance of the shift to a comprehensive model of the university; the proposed new undergraduate and postgraduate diplomas and degrees provide for the acquisition by students of scarce skills in the technical and scientific fields associated with the niche areas of the institution.

It is envisaged that a dual major B.A will be introduced in January, 2007 with around 40 students. The programme will lead to one of the following:

- A teaching qualification (PGCE) taken as a fourth year
- Post-graduate studies in the respective subject major fields
- A career-focused fourth year of studies.

The degree certificate will stipulate the majors taken (e.g B.A (isiZulu and General Linguistics). Modules in all subject fields will focus on career utility and include experiential learning components. The programme is intended to prepare students for adaptability in the changing workplace. The dual major B.A is not intended as a replacement for the professional B.A degrees (although these can also look towards fitting into a dual major template). Provisos for the dual major include registering for at least one language up to second year level (8 modules) and limiting the choice of

electives. Students who intend to take up teaching are required to indicate this at first registration to ensure a suitable choice of subjects.

3.5.3 Faculty of Commerce, Law and Administration

- National Certificate in Accounting
- National Diploma in Accounting
- Certificate in Marketing
- Diploma in Marketing
- Certificate in Financial Management
- Certificate in Human Resources
- National Certificate in Economics
- Diploma in Paralegal Work (2007)

Experiential learning will be included in most B.Com and B.Admin programmes where feasible. A strategy to improve research output will be put in place and student numbers will be controlled to fit in with resources, with a planned and managed growth in niche and designated areas. The faculty supports a first year entry into a formative B.Com and subsequent movement into specialised programmes depending on achievement and results. Academic development will be emphasised with the planned foundation programme in Commerce in place in 2007.

The B Com (Insurance) degree will be updated to include Investment Management modules. The proposed new name will be Insurance and Investment Management. B Com (Management) will be the programme with the largest enrolment. Students completing this programme will be able to register for a PGCE.

Banking and Insurance will be programmes requiring students to achieve certain minimum academic requirements (60% pass) at the end of the general B Com first year. The Department of Business Management will arrange experiential learning placements for students in these two programmes.

3.5.3.1 *Introduction of short courses*

The faculty aims to register short courses in:

- Human Resources
- Public Policy Analysis
- Diplomacy
- Conflict Management and Resolution
- Public Finance Management

The Department of Political Science and Public Administration aims to use its relationship with the KZN Institute of Local Government and Traditional Affairs (a section 21 company) to be enhance skills development, promote community empowerment and become actively involved in community outreach programmes.

The short courses and certificate programme in **Strengthening Cooperatives**, to be introduced in 2006, is an example of the introduction of programmes in Commerce and Administration designed to carry out the mandate of the university to become a comprehensive institution of higher learning. The objectives of these programmes are dictated by the Vision 2014 of the DTI for

“an adaptive economy characterized by growth, employment and equity”. The strategic objectives of the programmes include:

- Providing a clear understanding of the business information needs of the small business sector in the region
- Increasing the supply of entrepreneurial talent in the country
- Developing the capacity and increasing the productivity of our stakeholders and partners
- Reducing the ineffectiveness of cooperatives
- Ensuring the sustainability and relevance of cooperatives
- Ensuring that small businesses grow and become competitive globally

3.5.4 Faculty of Education

New programmes that will be introduced after consolidation and which will further the vision and mission of the university include:

- More ACE programmes
- B.Ed (FET)
- B.Ed (Hons) (Curriculum and Instruction)
- B.Ed (Hons) (Language Education)
- M.Ed (Science) (coursework).

The upcoming HEQC audit of various programmes in the Faculty of Education will enable the university to benchmark these programmes in terms of the programme review criteria

3.6 COOPERATIVE LEARNING AS AN INTEGRAL PART OF PROGRAMME PLANNING—CENTRE FOR COOPERATIVE EDUCATION AND EXPERIENTIAL LEARNING (CEEL)

3.6.1 Definition of Cooperative Education

Cooperative Education is an integrated approach to teaching and learning. It encourages and enhances learning partnerships/relationships between primary and secondary partners nationally and internationally.

3.6.2 Strategic objectives of CEEL

Among the strategic objectives of the CEEL unit as established at UZ 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.

3.6.3 CEEL activities

Among the activities that CEEL will undertake to achieve the above objectives are the following:

- Identify learnership programmes provided from various SETAs
- Choose those programmes that UZ can offer
- Hold advocacy meetings on learnerships with relevant departments within the university
- Pursue accreditation processes with various SETAs where necessary
- Identify partners (service providers) that UniZul can work with to deliver learnership programmes
- Prepare and submit tender documents to relevant SETAs
- Develop programmes and plan learnership delivery for 2007
- Meet prospective employers (host employers for learners)
- Hold workshops with mentors
- Hold induction workshops for learners
- Align current UniZul programmes so that they are unit standard based

3.7 SATELLITE CAMPUS AT RICHARDS BAY

In the past UZ has had at least one fully-fledged satellite campus (Durban-Umlazi). This campus was closed in 2005 following the recommendations of the NWG. The university also supported a number of centres at which instruction was offered, mainly to part-time Education, Nursing and Commerce students, including Ulundi, Newcastle (Madadeni) and Port Shepstone. These centres do not fulfill the Department of Education requirements for satellite campuses and will be closed down.

The report of the National Working Group also made mention of the importance of UZ serving the fast developing industrial area of Richards Bay. UZ intends over the next three years to begin to develop a fully-fledged satellite campus at Richards Bay, offering programmes initially in commerce and law. This satellite campus will have appropriate resourcing in the form of full-time staff members, an adequate and properly resourced library, and purpose built classrooms. It is felt that the business community in Richards Bay will welcome such a development as at present the KwaDlangezwa campus is some 33 kms from the centre of Richards Bay and therefore not easily accessible to prospective students who would wish to study on a part-time basis in the evenings. It is envisaged that at first B.Comm and LLB programmes will be offered at the satellite campus and later on programmes in industrial technology and engineering.

Fund raising for the development of the infrastructure and resourcing of this satellite campus will be undertaken over the next two years. At present Richards Bay hosts a campus of the Umfolozi FET College but has no other large higher education facility.

3.8 HUMAN RESOURCE DEVELOPMENT FOR NEW PROGRAMMES

The promotion of Teaching Portfolios as a major development and evaluation tool for teaching and learning will be prioritised. Teaching Portfolios will form an important part of the evidence in evaluating applications for the newly instituted Rector's Distinguished Teaching Award. All academic staff will compile Teaching Portfolios and they will be assisted in this task by the Director of AD with assistance from QA staff. Workshops to assist staff in the process will also be held in 2006.

The Academic Development Unit will coordinate activities and projects so as to align with initiatives to support the work of the Quality Assurance and Promotion Unit

towards preparing the university for the forthcoming HEQC audit of programmes in 2008.

The Academic Staff Development policy of UZ (passed by senate on 7/03/06) stipulates that Departmental and faculty plans will include staff development plans and reports on staff development provision attended by academic and support staff. Individuals will keep information on attendance in their Teaching Portfolios.

An induction programme for new staff has been designed in conjunction with the HR division by the Director of AD and has been implemented from 2005. This will be extended to staff already employed who take on new academic performance areas.

Monitoring and review of Academic Staff Development will be done under the aegis of the Teaching and Learning Committee. Departments will be expected to produce reports on and reviews of their academic staff development participation, as well as improvement plans. The university work load formula will take cognisance of the need for staff to participate in development opportunities.

In order to make optimum provision for the new programmes envisaged, departments have been asked to quantify their needs for staff recruitment and retraining. At present very few of the academic staff have been exposed to the type of training that staff at Universities of Technology have gone through.

In particular, the experiential workplace learning component will need to receive urgent attention if the university is to fulfill its new mandate to provide technology oriented qualifications. To support the need for provision of more technikon oriented skills, CEEL has appointed two staff members to liaise with faculties regarding appropriate training for students and staff, inter alia in the production of workbooks for work place learning and suitable mentoring for students in the workplace as well as liaison between the work place mentor and the lecturer at the university. Additional human resources are also needed to undertake the expected work place supervision to ensure quality in the work place learning component of programmes. It is expected that additional financial resources will be necessary to cater for this aspect of institutional transformation. Unlike most universities of technology, UZ is situated in a rural area which places additional burdens on students of transportation to the work place and subsistence while learning. The university will need to make provision for these demands or raise fees accordingly.

3.9 ACCESS, ADMISSION AND THROUGHPUT IN PROGRAMMES

3.9.1 Stabilising admissions

In the past the university has made considerable use of various provisions to increase access for students without matriculation exemption. These included senate discretion and mature age exemption (a form of senate discretion).

The absence of a cohesive integrated strategy of admission, academic development and mentorship and other programmes to assist academic unprepared students is clearly indicated in our poor throughput over years. A more qualitative study will be conducted during this planning period by conducting tracer study of our graduates to establish employability of our graduates. This will also involve feedback from employers to assess the state of readiness of our graduates for the marketplace.

In 2006 entry has been confined to matriculation exemption with certain exceptions. The issue of capping of student numbers has been dealt with under enrolment (see 3.2).

3.9.2 Foundation programmes

The established foundation programme in the faculty of Science and Agriculture allows under prepared students (who may have Matriculation Exemption but without the necessary marks in Maths or Science) to follow a BSc programme by registering for the foundation programme. The foundation programme shadows the mainstream programmes in Science and Agriculture, while providing extra tuition in mathematics, literacy and the science subjects the student intends to major in. This programme adds an extra year to the three year BSc.

It is envisaged that there will be foundation programmes in place from 2007 in certain programmes in Arts and a general foundation programme for Commerce students. A proposal for a Foundation Programme in the Faculty of Arts to cater for students taking programmes in Psychology, Social Work and Criminal Justice has been forwarded to the DoE for consideration. The disciplines targeted are those with a high enrolment and a vocational outcome. It is envisaged that a successful foundation programme in these areas will assist in improving the through put rates of these programmes.

3.9.3 Academic Development (AD) Programme: 2006-2009

3.9.3.1 Academic development for students

The Academic Development Unit seeks to integrate the development of both students and staff in an on-going programme of support. Pilot projects will be run in the Faculty of Commerce, Administration and Law which has been identified as one faculty with large numbers of students, most of whom do not presently have the required skills to succeed in business management, accounting and other commerce disciplines. These projects will later be rolled out to other faculties.

AD therefore has suggested supporting these students and staff with the following:

Integration of Academic Literacy, English Language and Academic Skills into the undergraduate curriculum; supported by a tutorial programme, and additional support for "at-risk" students, for first year B.Com students and staff. This pilot project will consist of the following:

- Integrated small-group tutorial programme for B.Com first year students. This will involve faculty staff, postgraduate students and the Director of A D. The programme has been agreed and designed by the end of Term One, 2006. Tutors have been identified and initial training has begun, along with the orientation of academic staff.
- Complementary integrated learning/teaching capacity-building programme for B.Com accounting staff, concentrating on the integration of English Language skills, academic literacy and academic skills into the undergraduate curriculum. This initiative is in line with the requirement to seek accreditation with the Accounting professional board within two years.
- Additional formal, language and literacy support for first year B.Com students identified as "at-risk" from SATS tests.

3.9.3.2 *Monitoring and support of students*

- SATAP testing of first year students to establish base-line data on literacies (English language and mathematics). The university needs to establish which of its students are most “at risk” in order to provide appropriate support activities. The tests are being coordinated by the Director of AD with support from QA and CGC.
- The establishment of an English social reading club in the library, along with an embryonic Writing Centre. These activities are part of a strategy for supporting students in their use of English on campus. They will be available to all students on a voluntary basis, but some students may be referred by staff. These activities will be coordinated by the Director of AD and the university Librarian, assisted by postgraduate students.
- Tutoring and Mentoring Programme—the term “tutoring” refers specifically to assisting students with their academic work, whilst “mentoring” is a wider term encompassing students’ whole social and emotional well-being. The tutoring and mentoring programmes will overlap, with senior students being appointed both as tutors and as mentors.
- The T&M programme will continue the first-year student orientation programme by providing ongoing opportunities for the development of discipline-specific study skills and academic writing practice, and life skills, throughout the first year. The combined programme will not be restricted to academic activities in the working day, but will be broadened to include after-hours components involving the student residences and Sport & Recreation.
- All first year students will receive tutorial and mentoring support within their relevant academic departments and in the residences.
- Senior students to act as mentors and tutors will be identified and selected by the office of the Dean of Students, in collaboration with academic staff in specific Faculties. Ongoing training and support of tutors and mentors will be co-ordinated by the Director of AD and the office of the Dean of Students, working in collaboration. Four experienced staff members will be required to coordinate the programme in each faculty.

3.9.4 Reviewing Admissions Policy

UZ has undertaken to review and revise its Admissions Policy in the light of directives from the Minister of Education and the need to admit students to the various vocational and technological programmes envisaged in the new Programmes and Qualification Mix (PQM).

3.9.5 Review of Exclusion Policy in the modular system

The General Rules of the university Calendar have been reviewed to align them with the modular system. The necessary changes were brought to the ORC for consideration at the meeting of 27 November, 2005. The rules (G27) prescribe the number of modules a student must have passed to progress to Year Two of the degree and the number of years a student may take to complete a three or four year undergraduate degree. Similar rules apply to postgraduate degrees.

3.9.6 Recognition of Prior Learning (RPL) Policy

The university has established a policy of Recognition of Prior Learning to cater for the needs of prospective students with work experience. Such students are required to submit a portfolio and undergo an interview to determine their suitability for their

chosen course of study. At present relatively few students have entered through RPL but it is hoped that numbers will increase as the option becomes more well-known. As mentioned in the Preamble, the option of “ring-fencing” a small proportion of the student intake for RPL is envisaged in the recommendations of the PRTT.

3.9.7 Diversity and linkages

The university has created **local partnerships** with the Umfolozi FET college which has campuses at Richards Bay and Esikhaweni as well as further afield.

Regional partnerships include ones with the University of KwaZulu-Natal, Eastern Seaboard Association of Tertiary Institutions (esATI) and the Coastal FET college in Durban, especially around teacher education and other vocational courses such as nursing.

National links with HE institutions include a fruitful partnership with iThemba laboratories, based at the University of the Western Cape (Physics), and the University of South Africa (teacher education) among others. Individual academics conduct research and publish in partnership with colleagues at a variety of HE institutions both within and outside South Africa.

The establishment of a fully fledged campus at Richards Bay will encourage increased enrolment of Indian and white students from that area. At present the distance to KwaDlangezwa from Richards Bay is a deterrent, as is the paucity of evening lectures.

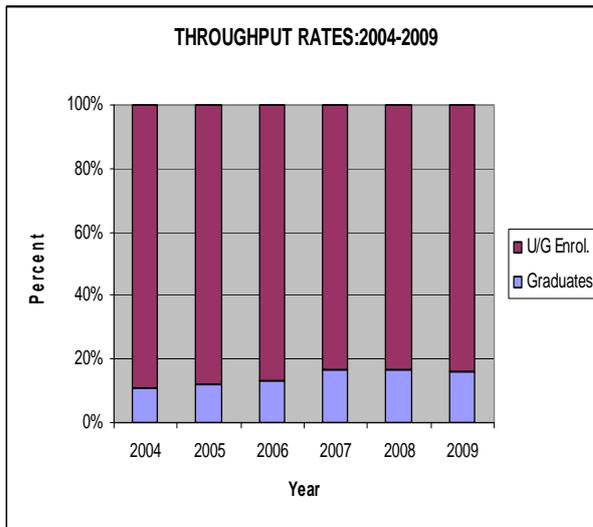
At present the university student community is drawn very largely from the local population and is predominantly Zulu-speaking. The university intends to market the institution more widely in the province and nationally, in an effort to attract students from other language and ethnic groups and grow its small **international contingent**, presently mostly from neighbouring Swaziland with some students sponsored by the governments of Botswana and Lesotho, through an outreach to SADAC countries.

An **international office** has been established and staffed to cater for the needs of international students. It is recognised that in a rural area, special arrangements have to be made for the provision of residential accommodation for students who do not reside locally and this category includes the international students. (See 5.8 for further information on partnerships and linkages).

The provision of facilities for **disabled students** in the last two years has increased the enrolment of students with disabilities. These students have been given access to ground floor accommodation and special vehicles to enable them to move around campus. Ramps have also been built at the entrances of most of the buildings to allow for wheel-chair access.

In terms of our latest(2004) data our throughput rate was approximately 30% below the normed output for UZ.

Graph 8 Teaching Output: 2004-2009



The university plans to improve its throughput rates by improving its admission criteria without prejudice to our mission of providing access to disadvantaged students. We will also be conducting tracer studies to establish reasons why students drop out and introduce interventions that will ensure that there is a higher completion rate. The university plans to increase the graduate output by 5% during this period. The attached tables indicate the estimated graduates per year for the planning period.

SECTION 4

PLANS FOR RESEARCH

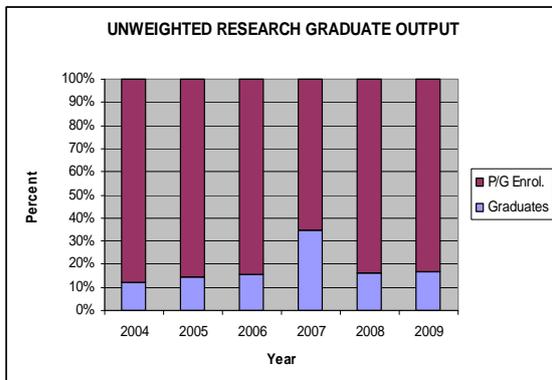
4.1 OVERVIEW

Teaching, research and community outreach are core functions that universities and academic staff are expected to fulfil. Approximately 13% of the government funding for the university is allocated to research output and it is expected that academic staff will therefore spend a proportionate amount of their time on research and research related activities.

4.2 CURRENT STATUS OF RESEARCH AT UZ

The present production of accredited research articles as well as masters and doctoral students at the university of Zululand does not meet the benchmarks set by the government, which are 1.5 research units per academic per year (composed of both graduate student output and accredited research articles). The university was approximately 37% below the normed output for 2004. Its research publications for 2003 and 2004 were 51 and 57 research articles respectively showing a growth of approximately 12%. Additionally, there is little or no correlation between the production of postgraduates and the publication of research articles. The university plans aim to rectify this situation by the production of published and co-published articles emanating from dissertations and theses.

Graph 9 Research Post Graduates



The university plans to increase its research graduate output by at least 10% and its publications by 15% per year during this planning period. To achieve these targets it will introduce several initiatives in support of the research productivity.

These will include amongst others the following:

4.2.1 Draft UZ research policy

The university has taken various steps to devise and implement policy and practice to improve research output in the next five years in order to meet this benchmark. A university policy on research is in draft form.

4.2.2 Research objectives

In terms of its aim to transform into a **comprehensive university**, the following **broad objectives** for improving research are important:

- Achieving a wider spread of research activities and outputs
- Activating 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

Community Outreach is also being supported in various ways and it is expected that staff will combine involvement in community outreach projects with academic research.

The first part of this section deals with what is in place at present to promote research and the support mechanisms that are planned to increase research output (both of published research and postgraduates) so as to reach the set targets within a five to ten year period.

The second part of the section deals with the arrangements for Community Outreach and the expectations the university has of staff involvement in this area.

4.3 RESEARCH MANAGEMENT

4.3.1 Research Office

The Research Office is presently staffed by a Research Administrator, assisted by a Research Administrative Assistant and a Graduate Assistant. These personnel report to the Assistant Vice-Rector: Research, who in turn reports to the Vice-Rector (Academic Affairs and Research).

The Research Office functions mainly as an administrative conduit for internal and external research support to 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, with a condition being publication of the research findings in an accredited journal within a stipulated 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 for research 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). In 2005 there was a 75% collection rate. It is intended to increase this response to 100% in 2006. These reports are sent to senate via the Research Committee.

4.3.2 UZ Research Committee

The university currently provides generous support to academic research through returning to the individual researcher's generated funds research account R15,000.00

per Sapse staff member's department. Staff may apply for funding from the Research Committee of up to 50% of the costs of attending an 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 new 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 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.

4.3.3 Planned UZ Research Centre

In order to support 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. 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 2006. Library support will be provided in the form of database search training.

All academic staff will be provided with computers in their offices by the end of 2006 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 SPSS.

4.4 FURTHER PLANNED INITIATIVES TO SUPPORT RESEARCH

4.4.1 Funding

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

4.4.2 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.

4.4.3 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 2006.

4.4.4 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 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.

4.4.5 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.

4.4.6 Research newsletter

Upon the initiative of the Vice-Rector, a tri-monthly newsletter *UZ Researcher/Umcwaningo* 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 enables staff to know of research going on at the university. The newsletter is available on the university website.

4.4.7 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.

4.4.8 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.

4.4.9 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.

4.4.10 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.

SECTION 5

PLANS FOR COMMUNITY ENGAGEMENT

5.1 OVERVIEW

In formulating plans for community outreach and engagement the university is mindful of its vision and mission which state that it will provide quality education and generate knowledge through research and disseminate it through publications, teaching and development, *in partnership* with the local and global community. UZ began operations in 1960 (see preamble) on land donated by the Mkhwanazi community. The present intention is to concentrate initial outreach activities within the area inhabited by the Mkhwanazi community and then to extend operations regionally. Community engagement here is expected to refer to university projects designed to uplift and develop the local community in partnership with the human and infrastructural resources the university has to offer.

5.2 CURRENT STATUS: EXISTING OUTREACH PROJECTS

In line with the objective to serve the local community, several outreach projects which aim at assisting local teachers to make use of university computer facilities to train and assess learners during university recess have been initiated. It is planned that these initiatives will be extended in 2006. Computers have also been donated to local high schools through the Centre for Careers. The Department of Communications has donated a computer laboratory to the university on the understanding that the local community will be able to make use of it and also attend computer literacy classes given by university staff.

5.3 FUNDING

A separate budget for community outreach projects was approved in 2004. This has enabled departments to prepare project proposals and apply for funding. The proposals are vetted and approved by an ad hoc Community Outreach working group. A graduate student has been appointed to assist with the administration of Community Outreach.

5.4 COMMUNITY OUTREACH POLICY

Policy is being devised via workshops which include members of the local community around the university. It is felt that the university has an obligation to cater for the needs of the local community who are situated in a largely rural and poor area. The university occupies land donated by the local Mkhwanazi community in 1960 and seeks to make a return through various community projects. The larger regional and national community is also seen as a focus for community outreach. Policy will be finalised by 2007 and objectives set for the involvement of all staff members in at least one community outreach project.

5.5 CENTRE FOR INTEGRATED RURAL DEVELOPMENT (CIRD)

CIRD, which has been set up through the generous sponsorship of Kumba Resources, has a Professor and Administrator. It initiates various development projects in the field of Integrated Rural Development and aims to bring the rural community and the university together in a development partnership.

5.6 CENTRE FOR INDIGENOUS KNOWLEDGE SYSTEMS (IKS)

IKS is being promoted by the university in various ways: research into indigenous knowledge is being carried out by interdisciplinary teams from Botany, Chemistry and Agriculture which are investigating the potential of local indigenous plants; the Sapse accredited journal, *Indilinga* is housed at UZ and provides a forum for publication on IK for staff and postgraduate students; the university has for some time promoted research on traditional healing and traditional healers through the Departments of Psychology, Anthropology and Botany, among others. UZ plans to apply for a research chair for IKS in 2006.

5.7 SERVICE LEARNING

Service learning, combining community service with credit bearing learning, is to be introduced between 2007 and 2009. In this form of learning students are introduced to their local communities in the form of community service projects which are aligned to their particular discipline. Service learning is a concept which has been put into practice for some years in the United States and elsewhere but is new to South Africa. Certain disciplines such as Social Work and Agriculture are particularly suited to this form of learning but all programmes will be required to develop a credit based service learning component in line with CHE/HEQC requirements and the fundamental national goals of development.

5.8 LINKAGES AND PARTNERSHIPS

(For local and regional academic relations see 3.9.7 Diversity and linkages.)

Since 2003 UZ, spearheaded by the Vice-Chancellor, has pursued an active programme of international linkages and partnerships, often with the assistance of TELP/UNCF and USAID. Among these partnerships, which have in most cases been sealed with MoUs, are ones between UZ and the Mississippi Consortium for International Development (MCID) including Jackson State University (JSU). Joint programmes which have been undertaken with MCID include exchanges of staff and students in niche areas such as HIV/AIDs and public and local administration and development. Other partnerships are with Chicago State University (focusing mainly on education), Elizabeth City State University (biochemistry), Radford University (recreation and tourism), University of New York at Albany (social work) and the University of Michigan (designing educational modules around HIV/AIDs in the vernacular to reach illiterate people). American students have had and will continue to have the opportunity to study for periods at UZ and interact with local communities and staff and some students have benefited from return visits to the US.

Partnerships with universities in Europe include those with the University of Bergen (Norway) (IKS and modules in gender and African studies), Udine (Italy) (Agriculture, Theology and Philosophy) and the Universities of Manchester and Imperial College in the UK (Chemistry and nanotechnology).

All of these partnerships and linkages are designed to strengthen academic links and support staff, student and programme development. They have already borne considerable fruit (2 postgraduate students in Public Administration co-supervised by staff from Jackson State University graduated in 2005) and will be increased between 2007 and 2009.

SECTION 6

PLANS FOR IMPROVING THE UZ QUALITY MANAGEMENT SYSTEMS

6.1 OVERVIEW

6.1.1 National imperative for Quality Assurance

The Higher Education Quality Committee (HEQC) is mandated to undertake three functions in regard to the quality assurance of higher education: programme accreditation, institutional audit and capacity development. Its Founding Document (January 2001) states that its approach to Quality Assurance is one in which existing quality assurance arrangements are incorporated where possible. Furthermore, its approach is based on self-evaluation by institutions. Ultimately, Higher Education Institutions are responsible for the academic standards of the qualifications they award and for the quality of the education they provide to students to achieve those qualifications.

6.1. Inception of Quality Assurance at UZ

UZ recognised the need for a structured quality management system in 2002, when a dedicated Quality Assurance unit was established with three staff members: one manager, an evaluator and a teaching and learning specialist. This unit developed a concept of quality management that focused on the three core functions of policy development, policy implementation and policy monitoring and review. A further focus area is programme accreditation. Integrated into these core functions was the notion of continuous quality improvement and capacity development for the institution.

The unit now has administrative assistance, and a third academic post has been advertised and will be in effect from 2006. The new position will cover some of the areas that have since arisen after the unit's inception, such as quality arrangements for the management of research, community engagement and satellite campuses. In addition, the HEQC has provided the funding for an additional academic position focussing on the monitoring and review of policy implementation. Financial assistance will be provided until 2008, after which the institution has committed itself to the funding of the post.

6.1.3 Capacity development for institutional staff

The Quality Assurance unit aims to institutionalise issues of quality at all levels of the institution. The notion of a structured quality management system is relatively new in higher education and many academics view this "intrusion" as an infringement on their academic autonomy and as unnecessary managerialism.

Quality promotion and capacity development have been infused into each of the processes through the following:

- Consultative processes;
- Institutional workshops;
- Regular seminars;
- Regular presentations to management of the university;
- Presentations to all Faculties Boards;

- Presentations to senate; and
- Presentations to council.

6.2 CURRENT STATUS OF QUALITY MANAGEMENT SYSTEMS

6.2.1 Policy Development

In the initial stages of its inception, the Quality Assurance unit focused primarily on the development of policy. The Quality Assurance unit developed a number of academic policies related to key areas for quality management. These policies went through extensive consultative processes, and were finally approved by senate. Policies that have been approved by senate and are now being implemented are the following:

- Assessment of student learning;
- Policy and procedures for teaching and learning;
- Policy and procedures for student feedback on teaching and learning;
- Policy and procedures for external moderation of assessment;
- Policy and procedures for the approval of short courses;
- Policy and procedures for the Recognition of Prior Learning (RPL);
- Policy and procedures for the documentation of academic policy; and
- Policy and procedures for academic staff development.

In addition, the following policies are at various stages of draft development:

- Policy and procedures for programme management;
- Policy and procedures for certification;
- Policy and procedures for ensuring the quality of research management; and
- Policy and procedures for experiential learning.

6.2.2 Implementation of policy

The Quality Assurance unit has since moved towards the successful implementation of policy that has been approved. Deans of faculties are being encouraged to take ownership of quality issues in their faculties and the implementation process is underway.

The Quality Assurance unit has also been instrumental in establishing a Teaching and Learning Committee as a senate Committee. This committee has a number of quality assurance functions.

6.2.3 Monitoring and review

Because each of the policies has a specified review date, there are built in mechanisms for review of policy implementation. A number of the policies are coming up for review in the next year and while some attempts have been made to commence the review process, limited resources have made this task difficult. To date, the following activities are planned and approved for monitoring and review in 2006:

- Review of the modular system;
- Review of learner guides and study material;
- Review of language "enrichment" modules; and
- Impact study on assessment practices.

6.2.4 Capacity development for institutional staff

The following dedicated quality assurance activities have ensured that institutional staff are developed in terms of their professional undertakings:

- Two large quality assurance workshops;
- Assessor training for 15 staff members; and
- Ad hoc seminar programmes offered by Quality Assurance staff.

6.2.5 Diagnostic analysis and review of quality management arrangements

UZ has, to some extent, developed a quality management system from scratch (from 2002 onwards). While there were some existing arrangements for quality assurance, such as external moderation and student evaluations, these aspects have also been earmarked for strengthening and formalising. The development of a quality management system also coincided with the plans to transform the university into a comprehensive institution and the development of a new mission and vision for the institution. The process of diagnostic analysis has already commenced at UZ.

6.2.6 Programme Restructuring Task Team (PRTT)

As stated earlier in this document, UZ established a task team to review existing programmes with the intention of restructuring aligned to the following:

- Operationalising the new mission statement (with particular reference to the HEQC criteria for institutional audits);
- Relevance;
- Programme reduction; and
- Quality of programmes (based on the HEQC criteria for programme accreditation).

This task team, effectively, created the necessary link between planning, resource allocation and quality assurance. A number of issues were identified in relation to creating the links between planning, resource allocation and the management of quality. Significant progress has been made in this regard and the final recommendations arising from this committee will be used for purposes of developing the IOP for the DoE.

6.2.7 Review of policy development

Funded by the United Negro College Fund (UNCF), UZ was able to engage a consultant to undertake a review of its policy development processes. The outcome of this review was very positive.

6.2.8 Monitoring and review of implementation

While there has been significant progress made in the review of policy development, limited resources have been available to review the implementation of this policy in any meaningful way. There is an urgent need to allocate sufficient resources to undertake this process.

6.2.9 Quality issues in the mission and vision of the institution

The newly established vision and mission statement prioritise the need for quality management in a number of different areas including the following:

- Quality management of academic development and support;
- Quality arrangements for the management of research; and
- Quality arrangements for the management of admissions and access.

The Quality Assurance unit contributes to the institution's transformation to "comprehensiveness" by assisting in the development of quality programmes, the review of programmes (including the relevance in terms of the mission and vision of the institution) and the enhancement of the quality of existing programmes.

6.2.10 Role of quality management in strategic planning

UZ has acknowledged the need to create links between planning, resource allocation and quality management by way of the strategic planning process. The work of the PRTT has assisted in the development of a new academic programme structure based on the evaluations of the existing programmes. The development of quality management systems is being prioritised by UZ as one of the strategies that will assist in the transformation of the institution.

6.2.11 Strategies for resource allocation in core functions

A number of strategies have been developed at an institutional level for supporting quality management in teaching and learning, research and community engagement. The Quality Assurance unit has also developed dedicated strategies to develop, implement and monitor the quality of its offerings.

6.3 PLANS FOR ENSURING QUALITY TEACHING AND LEARNING

6.3.1 Planning processes

The Quality Assurance unit plans, each year, for the forthcoming year, in terms of what it hopes to achieve in establishing a quality management system for the institution. Each year the plan is informed by a process of evaluating the current situation, arrangements and progress to date. Certain areas are prioritised according to the needs of the institution.

6.3.2 Proposed activities

This plan will make provision for the following activities:

2006

- Policy development – finalisation of outstanding policies;
- Piloting of policy on programme management;
- Pilot programme review (1 programme in the Commerce Faculty);
- Implementation of programme reviews (three in total—one in each of the remaining faculties);
- Modular Review;
- Evaluation of Language Provision service modules;
- 5 small QA workshops;
- Introduction of Finnish HDI project;
- One large institutional workshop for the development of institutional staff capacity; and
- Assessor training for 40 staff members.

2007

- Continuation of policy implementation;
- Continuation of programme reviews (four – one per faculty);
- Capacity development for institutional staff (one large institutional workshop);
- Policy monitoring and review (four ad hoc reviews);
- Continuation of Finnish HDI project
- Assessor training (20 staff);
- Moderator training (10 staff); and
- Preparation for institutional audit in 2008

2008

- Preparations for institutional audit;
- Capacity development of institutional staff;
- Institutionalise Finnish HDI project;
- Assessor training (10 staff)
- Moderator training (10 staff)
- Policy monitoring and review; and
- Institutional audit (October 2008)

6.3.3 HEQC-HDI Project

While it is clear from the discussion above that the diagnostic analysis and review process had already commenced, there is still a great deal of work that has to be done in this regard. Resources for undertaking this work are limited and need to be strengthened.

This might be achieved through assistance from the HEQC in regard to the Finnish project. UZ proposes to use the money that has been allocated for this purpose in the following way:

- Appointment of an additional staff member (through an internal recruitment process) to assist specifically with the monitoring and review of policy implementation.
- The proposed work will include the following: capacity development of institutional staff to conduct internal self-evaluations; facilitating the conduct of impact studies; benchmarking exercises, user surveys, facilitation of academic review processes.

Based on the diagnostic report, a detailed implementation plan will be developed by the institutional project team during the first six months of 2006 and will cover the period 2006–2008. It will include the following:

- Activities
- Tasks
- Lines of responsibility / accountability
- Costing (inputs)
- Outcomes (outputs)
- Monitoring and review mechanisms.

This phase will cover the period 2006-2008. Regular monitoring and review will be integrated into the implementation, along with quality promotion and capacity development.

The project team is made up of the following UZ staff:

Vice Rector (Academic Affairs and Research)
Assistant Vice Rector (Academic Affairs)
Quality Assurance Manager

The appointment of a person to a position dedicated to monitoring and review will assist UZ in refining their quality management systems in preparation for the institutional audit in 2008. The work of this person will allow for the effective review of policy implementation and other quality assurance initiatives, such as the introduction of academic programme reviews.

6.3.4 Programme review

The work that will be done in the area of academic programme review will enhance the current programme offering and will also assist in the identification of needs for future programme accreditation.

6.3.5 Resource allocation

The process of linking planning, quality management and resource allocation has already commenced and this work will provide further support and verifiable evidence for the future allocation of resources.

6.3.6 Institutionalisation of Quality Assurance at UZ

This work will also assist in the development of an institutional response to the need for quality enhancement and quality management systems at UZ.

6.4 PLANS FOR IMPROVING THE QUALITY OF RESEARCH MANAGEMENT

6.4.1 Development of policy

As stated earlier, one of the policies that is currently in draft phase is one that deals with the policy and procedures for research management. This document will guide the quality of the research at UZ and will ultimately lead to its improvement.

6.4.2 Implementing HEQC Institutional Audit and Programme criteria

Careful consideration will be given to the HEQC Institutional Audit and Programme criteria in relation to research and the management of its quality. Procedures for reporting on research by all staff are already in place and this builds on a system of research management that has already been developed for the institution over a number of years. In addition, the institution is mindful of the resource materials provided by the HEQC on research management.

6.4.3 Dedicated QA staff

It is significant that a position has been created within the Quality Assurance unit with a portfolio that focuses specifically on the quality management of research. This provides an indication of the commitment that the institution has made to ensuring quality throughout the institution.

6.5 PLANS FOR IMPROVING MANAGEMENT OF COMMUNITY ENGAGEMENT

6.5.1 Policy development

A further policy that is currently being drafted is the one for managing community engagement, which should be approved by senate by the end of 2006.

6.5.2 Data base

Attempts have already been made to manage community engagement through the creation of a data base that will record all community engagements.

6.5.3 Dedicated QA staff

It is also significant that a position has been created within the Quality Assurance unit with a portfolio that focuses specifically on the quality management of community engagement. This provides an indication of the commitment that the institution has made to ensuring quality throughout the institution.

6.5.4 HEQC Institutional Audit criteria

The institution is well aware of the relevant HEQC Institutional Audit criteria related to the management of community engagement. It also acknowledges and works with the HEQC resource materials for the management of community engagement.

SECTION 7

CAPITAL AND INFRASTRUCTURE

7.1 INTRODUCTION

UZ is currently undergoing a restructuring process that will incorporate processes and mechanisms to ensure that the institution's objective of supplying a comprehensive product to the community is met. In this regard the university, in terms of the state mandate, closed its Durban-Umlazi campus, which resulted in the university handing over the plant to Mangosothu Technikon without any compensation. The university is also committed to strengthening its presence in the northern KwaZulu region by re-organising its present part-time academic activities in Richards Bay into a fully fledged campus offering selected programmes. This will ensure that community's educational needs and expectations are satisfied thereby ensuring the growth of the university and strengthening ties with local and regional commerce and industry.

Furthermore, in order to meet its objective of transformation into a comprehensive university the current built environment need to be transformed. It is anticipated that this process of physical change may be implemented in various phases. During this planning period it is envisaged that university will set aside from its annual budget specific amounts to undertake an accelerated programme of refurbishment and remodelling of its existing plant to meet new programme requirements.

7.2 INFORMATION AND COMMUNICATION TECHNOLOGY

The university is in the process of implementing a comprehensive Information and Communications Technology (ICT) network replacement, an increase in the numbers of desktop computers, and upgraded laboratory hardware and ERP software that will play a critical role in ensuring administrative and support efficiency to provide reliable information for planning and management of the university. The project, valued at over R28 million, was funded by grants from the DoE and the Development Bank of Southern Africa, the operating budget, and a Loan of R10 million from the Development Bank of Southern Africa.

7.3 REFURBISHMENT OF EXISTING STRUCTURES AND INFRASTRUCTURE

The university has recently had all the fixed assets including buildings and utilities assessed and a full valuation report prepared by IRCA Insurance Brokers. The total Estimated Replacement Cost is R642 799 920 whilst the Present Market Value is R455 968 411. This has formed the basis on which the Upgrade Estimate has been compiled for the total refurbishment of the entire campus.

7.3.1 Assumptions and considerations (refurbishment)

- The purpose of the refurbishment exercise is to bring the campus environment in line with similar institutions and will ensure that student and staff occupational conditions are at an acceptable standard.
- To return the physical structures to a reasonable condition thereby ensuring the continued efficient utilization of a costly facility that will meet the community needs.
- The method of calculation for the re-instatement of the university has been based on a Life Cycle Cost programme. Detailed costings are available for scrutiny.

- The programme makes use of the estimated replacement building cost per square metre as well as ensuring that all previous funding spent on past maintenance has been taken into account.
- Due to the varied nature of design and construction together with the environmental effect that has played a role in the deterioration of the structures, a constant has been introduced to enable a very accurate evaluation of the current status of the maintenance of each structure.
- The proposed projects will be managed over a five year period with due consideration given to the needs of the university community to form the basis of prioritization and urgency. Detailed project management mechanisms and tools have been established to ensure optimum output.

7.3.2 Computer aided design space management system

The university facilities have a total floor area in excess of 140 000 square metres. In order to optimally manage, utilize and allocate this space it has become evident that a computerized database must be established. The most beneficial way of creating and populating this database will be to introduce a Computer Aided Design software package and create a record of all facilities (fixed capital assets) as well as computer infrastructure and equipment and furniture (movable assets).

7.3.3 Assumptions and considerations (space management)

- The database will account for all usable floor space on the campus and enable the effective management of space on campus.
- It will also promote the responsible management and control of the university's movable assets.
- The system allows for building layout details to be drawn on a base platform and thereafter all additional data such as:
 - electrical cabling and outlets
 - network cabling and outlets
 - office furniture
 - computer equipment
 - telecommunications equipment
 - human resource information
 - maintenance and material management
 - to be added on separate layers and read in conjunction with the base platform either simultaneously or independently.
- All relevant sections and departments may have read or write access to this database which will become a live system for the control and management of the university assets.
- A fee proposal for the accumulation and capturing of the information and the associated drawing work is taken into account below.

7.3.4 Educational equipment and teaching aids

All faculties and departments have investigated their short term needs with regard to educational equipment and teaching aids in order to facilitate the new programmes that will be offered by the university. The method in which these requirements were determined was based on an actual survey of proposed programmes whereby specific teaching aids and equipment were listed.

7.4 FINANCIAL IMPLICATIONS

7.4.1 Refurbishment of existing structures and infrastructure

| Item | Description | Total |
|------|---------------------------------------|--------------------|
| 1 | Academic and Administrative Buildings | R21 736 633 |
| 2 | Student Residential Buildings | R17 675 267 |
| 3 | Staff residential Buildings | R6 976 641 |
| 4 | Hot Water System – East Residences | R3 200 000 |
| 5 | Roads, curbs and Paving | R5 932 300 |
| 6 | Boundary Walls and Fencing | R700 000 |
| 7 | Campus Lighting | R600 000 |
| 8 | Contract Labour – Project Management | R1 200 000 |
| | Sub Total | R57 822 841 |

Annexure F indicates the university's planned investment in assets during the planning period.

7.4.2 Student residences

Demand for student accommodation in 2004 and 2005 exceeded campus capacity of 2800 beds by at least 1200.

A short term arrangement of sharing was negotiated to accommodate some of the excess but plans were immediately put into place to raise the necessary capital from The Development Bank of Southern Africa to build additional residences.

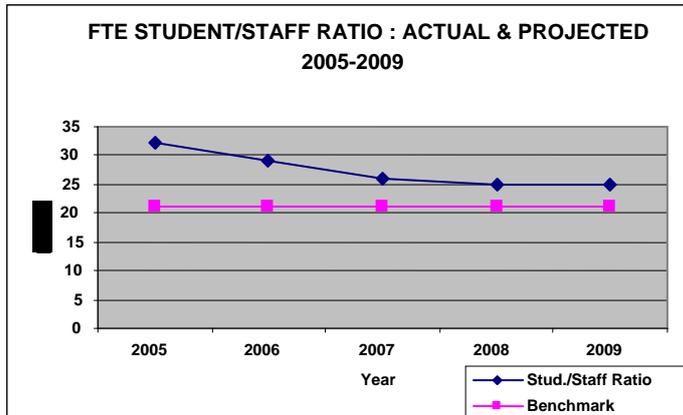
The turning of the first sod took place in July 2005 for the construction of a new 360 bed residence which is scheduled for occupation by February 2007. The financing for the interest and capital redemption payment will be met from the revenues generated from residence fees and rental income from the residences. The operating financial plan excludes all activities related to student accommodation. However the projected cash flow includes all the estimated capital and interest redemption which will be funded from the residences income.

7.4.2 Human Capital Management

UZ faces major challenges in its efforts to transform into a comprehensive university as well as to provide the necessary support for the provision of effective teaching and learning to the students, to conduct relevant research, and to provide service to the community. These challenges include but are not limited to attracting suitably qualified and skilled staff (academic and support). This is primarily due to the geographic location of the university and its inability to pay competitive remuneration. Our poor, or lack of, suitable infrastructure (teaching and research) is also an added constraint in recruiting good academics and researchers. The university has also to deal with the

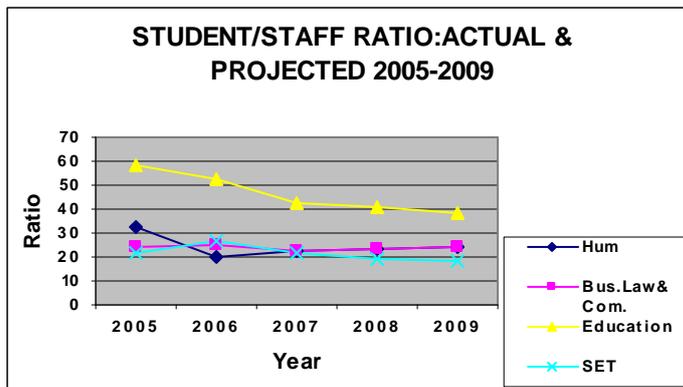
inequity in workload distribution amongst academics in the various faculties as well as excessive private work by some academics at the expense of the students.

Graph 10 Student (FTE) : Staff Ratio



The university has acknowledged that the student/staff ratio will impact on the quality of teaching and learning and has planned to invest in more staff during the planning period. The plan therefore is not only to reduce the enrolment to match the available resources, but also to appoint more academic staff in critical disciplines to ensure quality teaching and learning. This will also provide promotion opportunities for staff who meet the approved criteria. The university will also utilize effective enrolment management to ensure that enrolments are matched to available resources.

Graph 11 Student : Staff Ratio



An exacerbating factor is the poor service levels offered by the support and administrative staff, which have further frustrated the academics in their daily operations. One of the key goals the university has set itself during this planning period is to focus on effective human resources management service provision. This involves the following:

- the development of a human resources strategy,
- restructuring of the human resources division and the appointment of appropriate staff to provide a professional human capital management service,
- revision of all policies and procedures to bring them in line with the best practice in the sector,
- to develop a comprehensive equity plan and a supporting skills development and training programme for all staff to ensure that we meet our equity requirement and to provide efficient service to all stakeholders,
- develop a workload formula to ensure fair distribution and efficient use and allocation of staff; and ,
- review the remuneration packages to be competitive in the sector.

7.4.3 Policies and Procedures

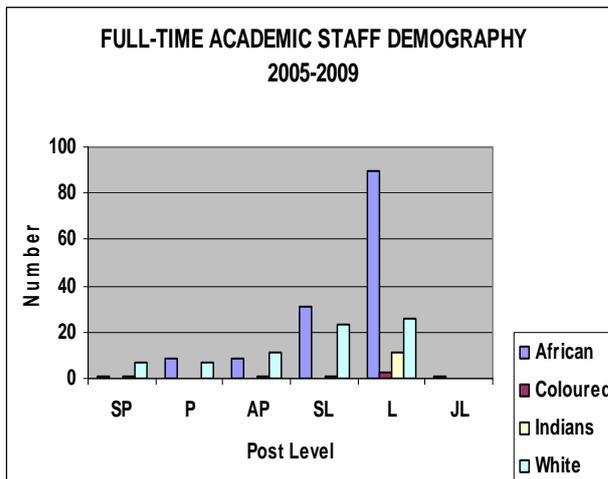
All policies and the conditions of employment will be reviewed to ensure that they comply with best practice in the sector as well as current labour and other legislation. These will be processed after consultation with the stakeholders to the Human Resources Committee of council which will review and recommend them to council for its approval and adoption.

These policies and procedures will thereafter be reviewed periodically to keep abreast of development in the sector.

7.4.4 Employment equity

Whilst UZ may meet the regional demography in term of equity there are however skewed distributions in the various faculties and administrative and support units. Efforts to redress this problem have been constrained by our inability to attract and retain equity candidates because of the “predatory” behaviour other institutions in the sector (in particular the urban institutions), and the public and private sectors.

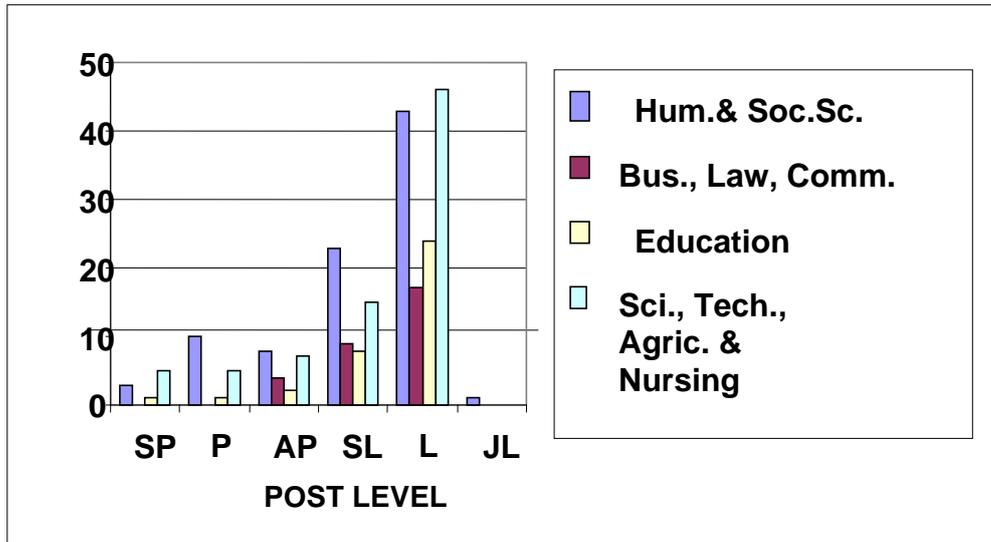
Graph 12 Equity : Full-time academic staff



The university suspended academic promotion from 2003 until a revised promotion policy was introduced in 2005. The majority of the equity post levels in the faculties were at lecturer and junior lecturer levels. This imbalance will be rectified during the planning period when promotions will be considered on the basis of the new criteria.

Graph 13 Equity Post levels by Faculty

FULL-TIME ACADEMIC STAFF DISTRIBUTION: 2005-2006

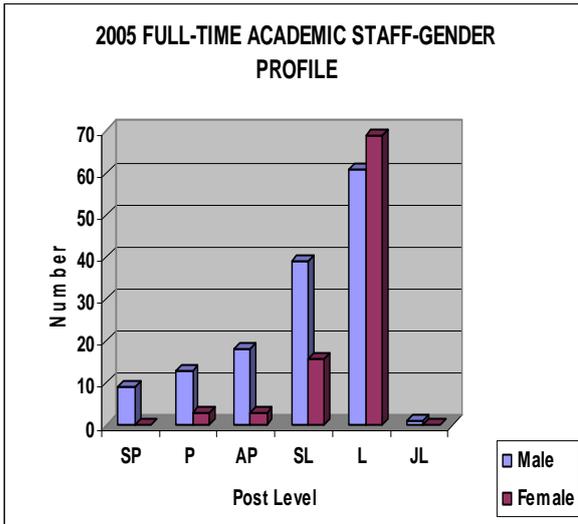


There is also a skewed distribution of senior staff amongst the various faculties. The distribution of staff levels of staff from senior lecturer and above is as follows:

- Humanities-50%
- Bus. Law & Com.-40%
- Education-30%
- SET-40%

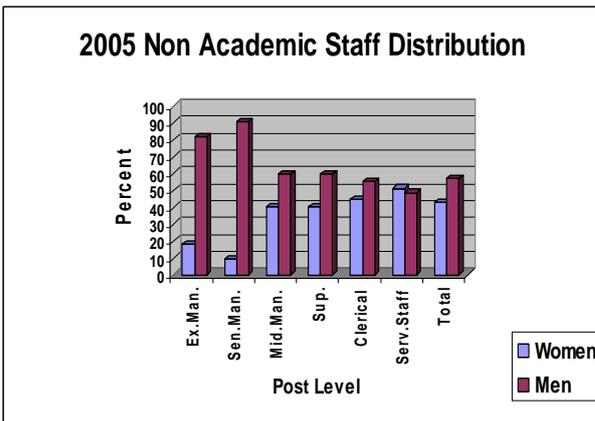
Currently professors make-up only 10% of the total academic staff complement. SET has the highest ratio of professors to students enrolled whereas Business Commerce and Law have the lowest. The university has set a target of 30% of its academic staff to be at a professorial level. A strategy to encourage academics, generally, and in particular blacks and women to improve their qualifications and to publish research has been introduced to correct the imbalance.

Graph 14 Equity :Gender



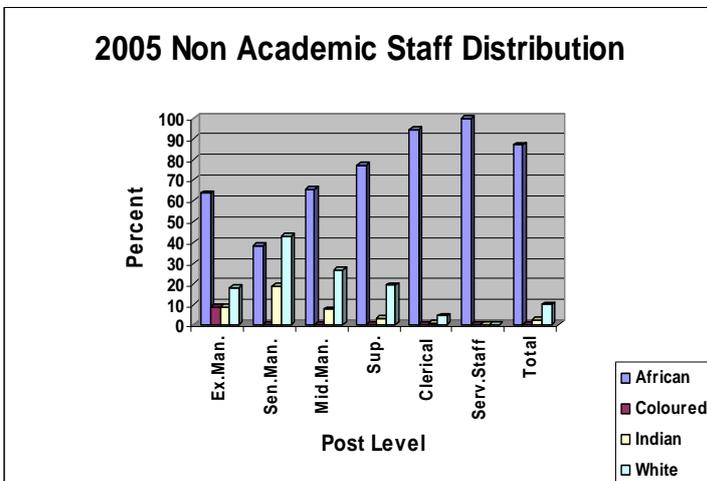
Women form a majority at the lower levels of academic posts. Of the total number of 46 professorial posts only 6 (13%) are occupied by women. Several interventions including fast-tracking suitable women academics are being investigated. It is envisaged that women professors will be doubled to 26% by the end of the planning period. Development and capacity building programmes are being introduced to encourage suitable academic so as to ensure that women academics meet the criteria for professorship.

Graph 15 Equity: Admin. & support staff



A similar trend seem to prevail in the administrative and support units where the significant number of designated employees are occupying junior post and the majority of management positions are held by men. Of particular significance is that more women are employed in the service/unskilled work areas than men.

Graph 16 Equity: Race Group



With the exception of the senior management level all other levels seem to represent the demography of the region. It is critical to develop the designated group, in particular the African staff and women to ensure that there is a sufficient pool available as succession to the executive managers when their contracts expire or they retire.

The Human Resources Department is currently developing a succession plan for critical positions.

7.4.5 Skills development and training

The university has established a Skills Development and Training Committee whose prime responsibility is to assess the training needs of all staff and work closely with all academic sections. Our focus during the planning period is to ensure that appropriate training and, where necessary, reskilling of teaching staff to offer career focussed programmes. The plan also includes skills development for administrative and support staff which enhance service delivery to all stakeholders.

7.4.6 Development posts

The university will also be introducing at least five development posts in the teaching and research sector as part of its equity plan. These posts will be targeted for young African postgraduates, in particular women, for deployment into the science, engineering and technology and business/commerce faculties. These posts will initially be on a 2 year contract basis subject to permanent appointment depending on the incumbents meeting certain performance targets including acquiring agreed qualification. These development candidates will be assigned a mentor (usually an accomplished academic and researcher) who will be responsible for managing the individual's performance.

7.4.7 Administrative and support services

The university has implemented a major business turnaround strategy which involved an in-depth analysis of business processes and interventions necessary to turnaround the university's operations from a situation of near collapse. This strategy included financial management, human resources, student services, property and plant management, library services, protective services, marketing and public relations/communication.

The project has thus far had short to medium term success with the implementation of certain interventions the success of which will only be realised in the long term. Some of these interventions, e.g., refurbishment of the physical plant and infrastructure, require substantial investment which the university does not readily have available. This project was managed by consultants appointed through funding (R5m) from the Norwegian Government and the DoE. The project is now being managed by the management of university to ensure completion of the outstanding activities.

- The university has also introduced several measures to reduce and manage the operational costs of the university, to reduce the debts of the university and increase the third stream income of the university. The measures to reduce costs included the following amongst others:
 - reviewing all major contract and service level agreements to ensure that these were value adding. The university has cancelled contracts and agreements valued at approximately R2,5 million. Other contracts will be reviewed during the planning period to ensure that these are cost effective and value adding,
 - budget controls have been implemented to ensure that expenses are managed within approved budgets,

- financial policies and procedures have been developed to ensure proper financial control,
- instituting proper corporate governance in the university,
- instituting effective debt collection mechanisms to reduced unpaid fees,
- regular reporting on financial activities to Heads of Departments, Management, Finance Committee and council; and,
- restructuring the various administrative and support units to provide efficient and cost effective service. This process is currently in its early stage of implementation. It is anticipated that this process will be completed by mid 2007.
- An improvement of student support services was identified as critical component of this strategy to turnaround the university's operation. This involved the maintenance of the student academic database, one stop service to students, review of the policies and procedures, student governance an student housing. The university has implemented the following:
 - The registration hall has been refurbished to provide a one stop facility for students and was operational from February 2006,
 - The restructuring of the student services division will be completed in 2006 and will also involve business process re-engineering,
 - The academic database cleanup has been completed and currently being migrated into the new ITS system,
 - The policies and procedures are also being reviewed and will be presented to the senate and council during the planning period,
 - The student housing and catering services are in the process of completion. New residences with a 360 bed capacity will be ready by May 2007. The student catering function is being reviewed with a view to reducing the cost of meals. The university has also introduced self catering facilities as well a "pick and pay" system to provide students with an affordable alternative.

Some of these activities are ongoing and will be of a long-term nature.

- Other activities in this project include reviewing the Human Resources (as dealt with above), facilities management, marketing and communication, library services and safety. Most of the activities which were dependent on significant investment will be included in our annual operation plans during this and future planning periods.

Generally all activities were also dependent on the skills of the current staff. It was evident that, in many instances, that the relevant staff including management did not have. The Management has targeted this as a serious issue and have set aside funds including a R1,2 million grant from the Development Bank of Southern Africa to upgrade the relevant staff.

SECTION 8

FINANCIAL PLAN: 2006-2009

8.1 INTRODUCTION

The university over the past two years has made significant progress in achieving financial stability. It has introduced several measures (as listed above) to achieve this turnaround. The university council has implemented systems that ensured this turnaround from an average an monthly overdraft of over R40 million to a point where it will no longer rely on any short term borrowing to cover any of its operational needs. This required prudent financial management, cost controls and strict collection of student debts. For the record, the university could not meet its monthly payroll and statutory payments for the period 2001-2003.

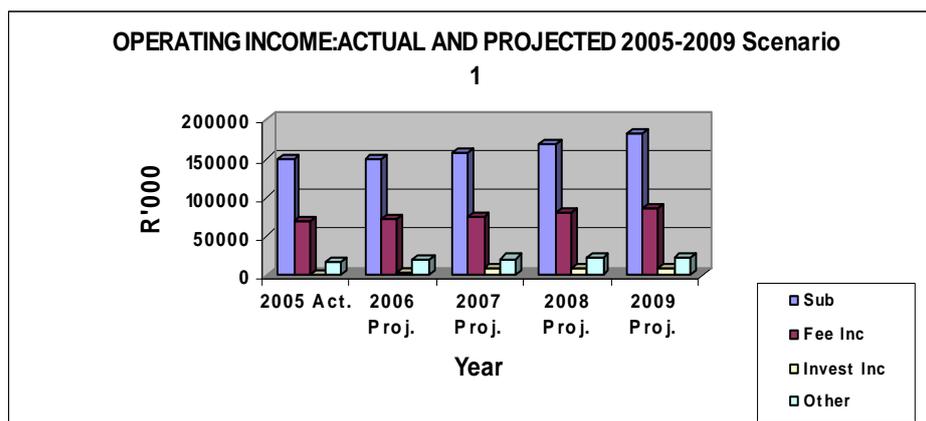
The university's projected activities are reflected in three different scenarios and supported by a cash flow projection for the planning period -2006-2009.

The various scenarios do not include any self funding operations such as student housing and food services, UZ Foundation activities, research projects and grants for special purposes. These amounts are reflected in the cash flows projections.

8.2 SCENARIO 1 (refer to Annexure E)—Non-dynamic Transformation (not chosen)

This plan indicates the status quo i.e., that the university will operate as is, with some investments to cover minor capital works and a annual growth in state subsidy of 5%. This scenario assumes that all other things being equal (*ceteris paribus*) the university would be able to sustain itself going forward based on the assumptions used in the projections.

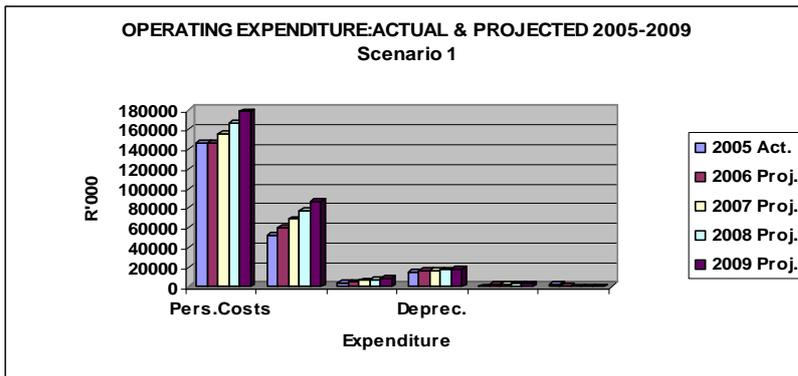
Graph 17 Operating income



Income reflects a:

- 5% growth in state subsidy for 2006-2007 and 8% from 2008,
- 5% increase in fees,
- 7% increase in other income,
- Investment based on a real return of 3% p.a.

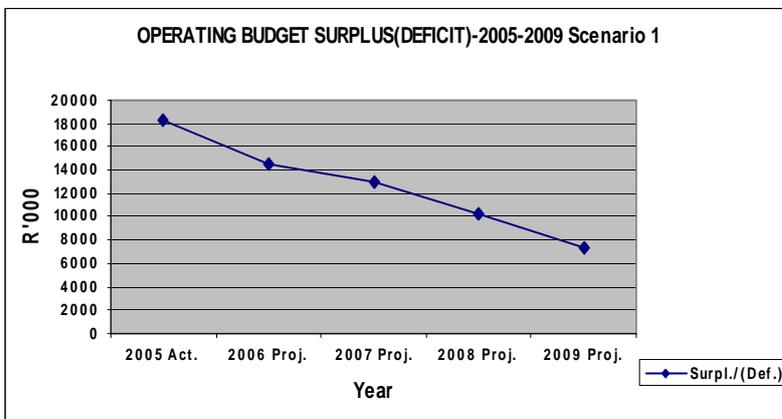
Graph 18 Operating Expenditure



Recurrent expenses increased by 5% p.a. Additional funding for:

- Personnel costs
- Supplies and Services and
- Library materials
- maintenance

Graph 19 Operating Surplus(Deficit)



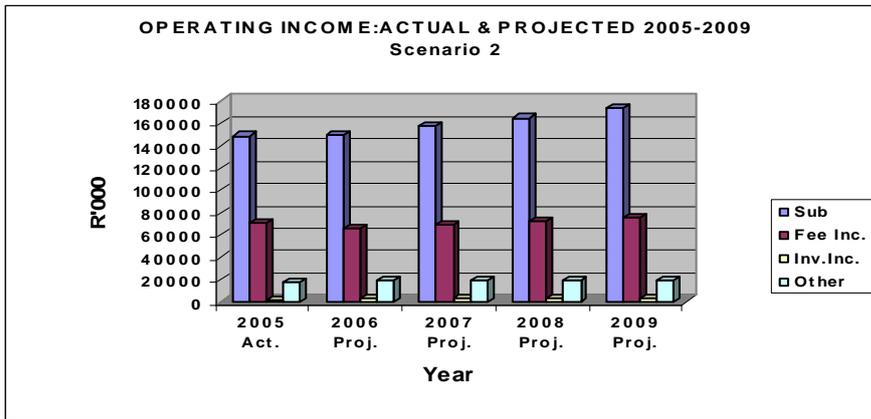
Additional investment in maintenance of physical plant, research and additional academic posts to redress the current state of our building and the student/staff ratio and improve the research output results in the decline in our operating during the planning period.

This scenario does not fit into our overall strategy to expand our activities into Richards Bay and will effectively provide opportunities to private service providers to exploit the community. The university currently offers part-time classes in commerce and law which we plan to expand into meet the requirements of a multi-campus facility.

8.3 SCENARIO 2 (refer to Annexure E)—No growth (not chosen)

This scenario assumes that there will be no shift in the enrolments and that the enrolments will remain static resulting in none of the benefits that normally arise with a shift in enrolments to the focus areas. It is also assumed that the unpaid debt will increase to 15% of the fee income. The expenses remains similar to those of Scenario 1 as these were essential to offering quality teaching and learning, to improve research output and maintain the infrastructure.

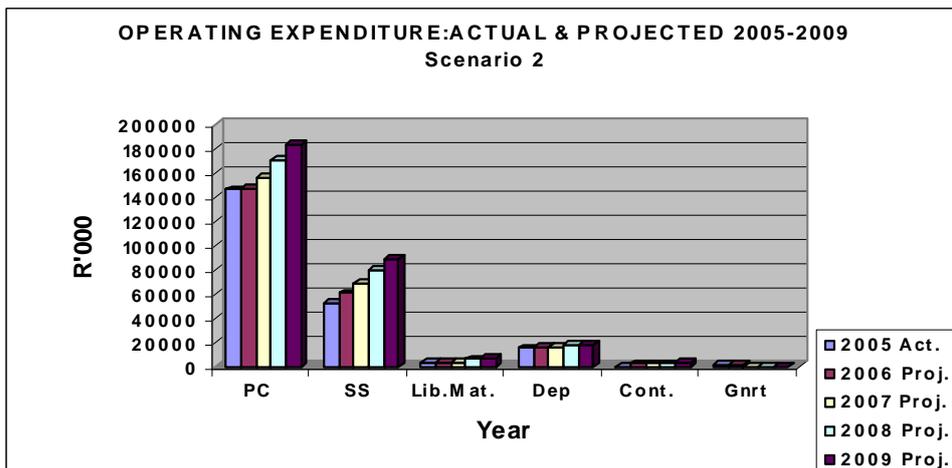
Graph 20 Operating Income



State subsidy is limited to an annual 5% growth. It is assumed that there will be no shift in our enrolments. Fee income has been escalated by

4% p.a. and that there will be a 15% unpaid fees per year. Investment income will be limited to a 5% return on surplus funds.

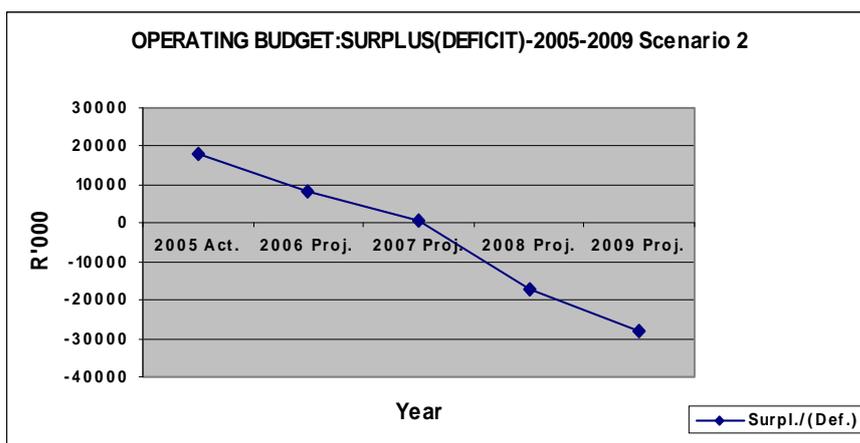
Graph 21 Operating Expenditure



Expenditure has been maintained as indicated in scenario 1. These expenses are essential

for maintaining quality and meeting the national benchmark for research output and the maintenance of the environment. There will be no investment in fixed assets and any capital expenditure other than interest and capital redemption of loan already acquired.

Graph 22 Operating surplus/(deficit)



The operating surplus significantly drops by the end of the planning period mainly due to the drop in subsidy and fee income. This scenario

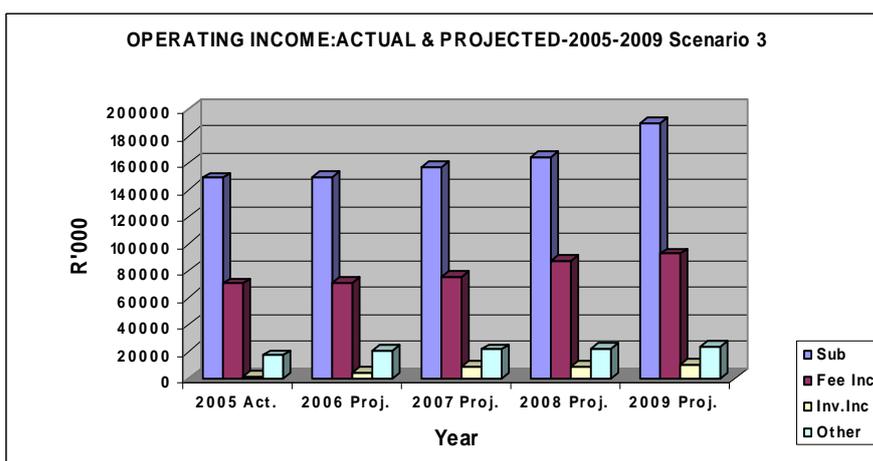
is the worst case one. Efforts to rectify the deficits would require major reduction in personnel costs no additional investments in maintenance and library materials.

This scenario is unacceptable to the university and would require cutting the operational expenditure by prioritisation of expenditure which adversely affect teaching and learning, research productivity and community engagement.

8.4 SCENARIO 3 (refer to Annexure E)—Strategic growth (chosen path)

The financial plan in this scenario reflects UZ progress toward the transformation into a comprehensive university during the planning period. The plan has been developed using reasonable assumptions in the projection of revenues and expenditure and supported by a positive cash flow during this period.

Graph 23 Operating Income

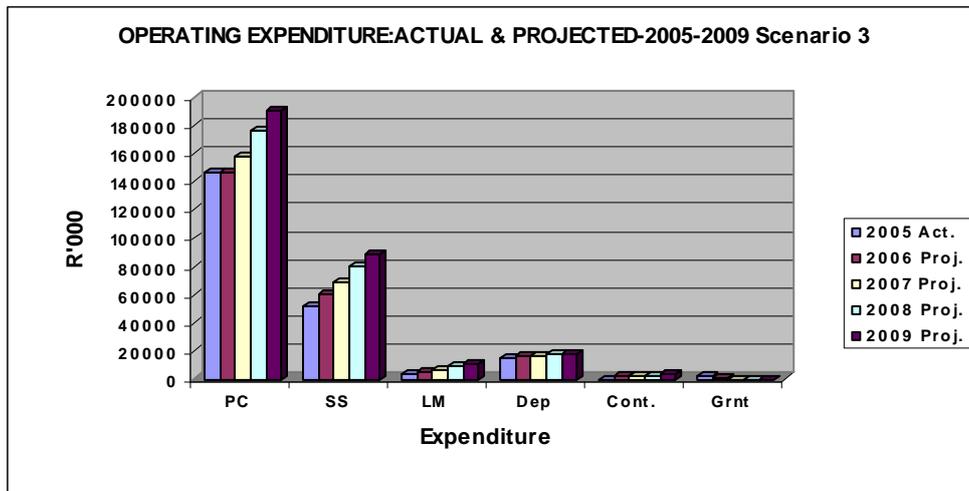


The operating income is based on the following key assumptions :

- The state will fund the shift in our enrolments into business and commerce, SET, healthcare and education as well as recognising the establishment of a satellite campus at Richards Bay.
- Headcount enrolment will initially decline and then increase to 10 000 students;
- Unpaid fees will drop over the planning period and that there will be a 5% increase in fees;

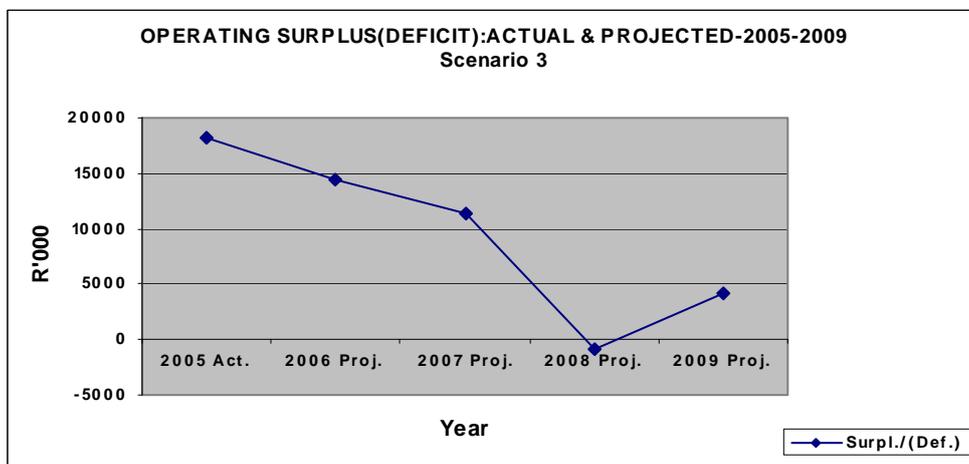
- Investment return will be at a real return of 3%;
- Other income increases by 7% p.a.

Graph 24 Operating Expenditure



The plan provides for an average growth of 10% p.a. in expenditure and includes the additional cost of setting up the Richards Bay campus, additional academic posts to redress the student/staff ratio, training and re-skilling academics to offer career focused programmes, quality assurance, maintenance and library materials. The planned expenditure during the planning period covers the interventions proposed to steer the university towards becoming a comprehensive institution.

Graph 25 Operating Surplus/(Deficit)

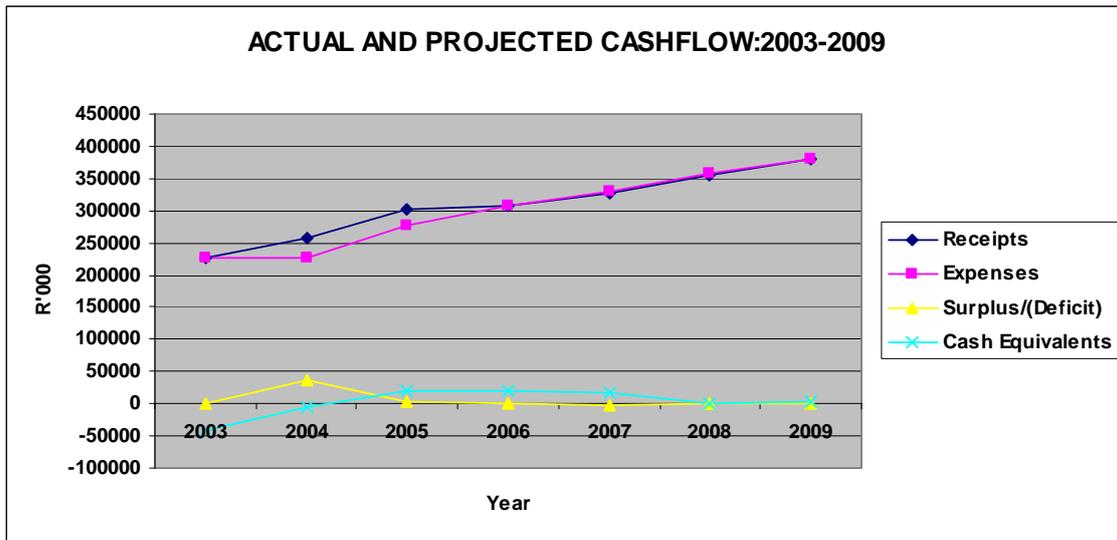


Even with our conservative estimates of subsidy grants over the planning period the university plans to ensure that we operate at least a breakeven level. The surplus initially declines as more investments are made to maintain the plant and infrastructure, additional funding for library material, the set up of the Richards Bay campus, and the creation of more academic posts to redress the student staff ratio.

We are confident that this scenario would best suit the university's strategy to transform into a comprehensive institution thus meeting our Vision and Mission.

Our cash flow projection for the planning period reflects our confidence in this scenario.

Graph 26 Cash flow: Actual and projected 2003-2009



The cash flow does include the recapitalisation grant of R46,2 million that is due to the university.

The university believes that the proposed scenario 3 is sustainable and will support the university's quest to be a fully comprehensive institution by the year 2015. Each scenario is also supported by a capital plan with sources of funding.