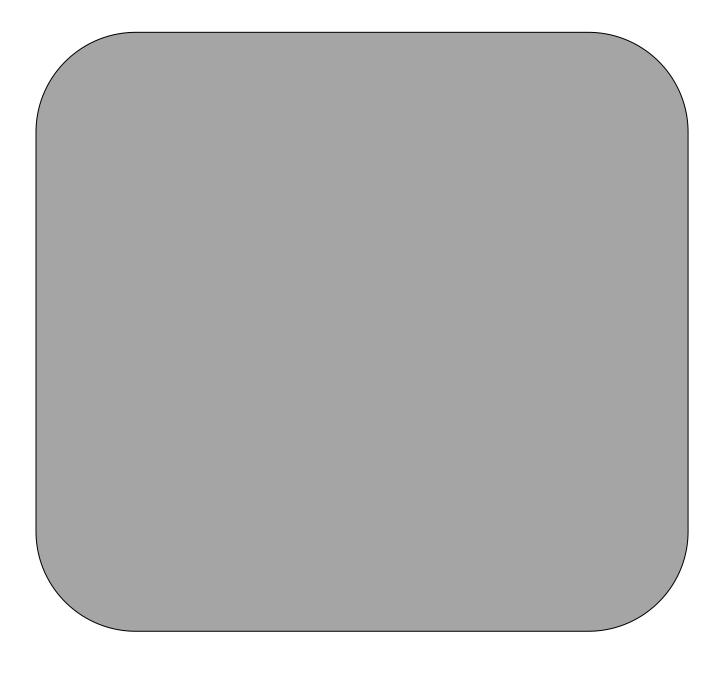# APPENDIX 1: DATA (TRANSCRIPTS) PER CODE

All participants were assigned a code to protect identity in accordance with the commitment provided through a signed ethical statement for this study. No explanation of participant coding is provided in order to protect individual identities.

Compact Disc attached

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Compact Disc attached

Code: Curriculum

P 2: IM02.txt - 2:10

"Yes, the curriculum and the academics working with the curriculum so that's our model. We do t each a lot of students but these interventions are all curriculum-grounded and credit bearing we don't teach courses that are not credit bearing".

P12: SDSM04.txt - 12:5

"and then again… an int ernational not ion t hat st udents ar e best hel ped wit hin their discipline and that concept development and language develop ment are best done within the discipline".

P13: SDSM05.txt - 13:19 [

"I have been attendin g a large number of advisory- board meeting s in the la st while. A nd i n ev ery inst ance t he ac ademics wil l t alk about t he lov ely t eaching that they do and t hen without exception the industry representatives will put up a hand and say plea se t each y our st udents ski lls a,b,c. S o the critical cross-field outcomes are going to become so important".

P19: SDSP06.txt - 19:16

"You see when a programme is not credit-bearing; students are not serious about it. So we use the stic k of credits … I would still lik e thes e ki ds to come in and understand that it is for t heir own good. Our students are still in t he m ode of preparing for tests and exams all the time".

P13: SDSM05.txt - 13:18

"It is going to have a huge impact on your curricul um and if you think of about student development be ing i ntegrated w ith t he curr iculum it is going to impact seriously on the function, yes. It would almost have to be re-conceptualised!".

P 3: IM03.txt - 3:21

"I am a bit worried about the real implication about this trend. I feel higher education should remain within the higher education band, but I suppose it is an international trend. But in the very least it means that we are under pressure to deliver and if we don't deliver the kind of graduate that industry wants it may threaten the relevance of higher education. It translates into the relevance of our curricula and whether our graduates are able to take up an occupational role".

P10: SDSM02.txt - 10:10

"You see for me – an effective approach that I have seen working – would be to have an integrated kind of approach an in a way not separate … you know the moment the function is positioned as non-academic it sends a negative message to the students that this doesn't have to do with their academic success and this works even on the personnel. The perception is that it doesn't add value to what I am to do here …. so an integrated approach to student development and support services would be the ideal and I've seen it working from experience. And I think even in the school system, you know if you think about the subject life orientation … it is like a very core subject and compulsory, All students have to do it as a compulsory academic offering and that is where they do career guidance, life skills and learn about themselves as citizens and all that and these are issues covered by student development and support. Now, when they get into higher education you say no this is non-academic and it is put at the back – and really it doesn't work for me. An integrated approach works".

P15: SDSP02.txt - 15:3

"They are not all credit bearing, but some are. The non-credit-bearing options will be on a more voluntary basis. Sometimes a request would even come from students and or the department and then we would develop a customized workshop that addresses their particular need or whatever they requested".

P 6: PM02l.txt - 6:2

"I think it comes from an international notion of skills development and it doesn't seem to be an effective approach in the South African context. But it is also embedded in decision-making and it has now become an institutional notion namely that student development and support should be separate or add-on or on the side".

P16: SDSP03.txt - 16:9

"Because the students don't have any knowledge about what is important for them until they start implementing what they learned and then only do they realize. As I am saying, if these programmes are compulsory I am quite sure that the profile will be different than what it is now".

P19: SDSP06.txt - 19:3

"Also ... on the question of credit bearing for student development and support, the fact that the things we do are not credit bearing. Even when I was working at another institution of higher education, students felt that they don't want to participate in student development and support type programmes because they don't appear on their academic schedules. Therefore they feel that this extra work instead of realising that this is what they are supposed to do to help them succeed".

P12: SDSM04.txt - 12:11

"It is far more legitimate in the institution. What has now also become a new theme is to support efforts in HIV Aids – those initiatives from government and NGO's. So academic development is big as you can see and much less ad hoc and many of the members of faculty are becoming involved".

P13: SDSM05.txt - 13:8

"I suppose the student development and support service has to change and

address the needs according to the profile of the st udents … I mean, you can't keep doing the same things in the same way. The curriculum has to adapt to student needs and even the institutional infrastructure has to adapt".

P11: SDSM03.txt - 11:20

"So in tegration with in the cu rriculum is very import ant beca use it will mak e available time to implement the development programmes".

P13: SDSM05.txt - 13:6

"The changes in the ne eds of students are major fact ors. I can e ven see it with the curriculum and how it is changing. You ge t a group of peopl e who will say that 30 years ago all studen ts who came int o the system was able to do x,y and z. I've been teaching my subject for so man y years now and I a m no t go ing to change, the students ha ve got to cha nge. Then you get the group that will say there is definitely some thing wrong with the student s but I need to help the students to change. We accept now that the profile of stu dents th at we are getting has changed, there is something seriously wr ong; I need to help t he students to address those needs. I am not always sure whether academics do understand that the studen t profile has changed and whether they are perhaps just ignoring it, they don't really understand, or what?".

P16: SDSP03.txt - 16:1

"I think on an institutional level the gap that was created between high school and tertiary is t he most cr ucial f actor or it is a pr oblem f or us bec ause you hav e t o develop the learner or the student from scratch. They lack skills in different areas … when we talk of langua ge … we t alk of st udy habi ts or stu dy a ttitudes o r behaviours … al so st udents themselves . You find t hat stud ents are not really motivated, not really ready to attend to workshops and additional things. They still see it as add-on to the curriculum and then do not attend".

P 2: IM02.txt - 2:3

"Extended curriculum model works best for us … especially for first year programmes".

P 5: PM01.txt - 5:22

"So what you are lo oking at and what we requir e at the system level is for foundation programmes to   become the norm and not to   be only in certain qualifications. It should be felt throughout the institution and become the norm".

P17: SDSP04.txt - 17:7

"I think the focus on this unit ... u hm … fo r instance in the past, life kills used to be bit of an add-on, something that you kept students busy wit h, but know there is more of a general percep   tion th at i t i s so mething that needs t o be done. Maybe not on the part of the students yet ... that is perhaps where we still need to create changes".

P 1: IM01.txt - 1:4

"We are aspiring to lift this to a level where the programmes can be accredited".

P 3: IM03.txt - 3:16

"I think once we go into the revision of our programmes the implication will be – I hope t hat t he st udent dev elopment pr ogrammes w ill be i ntegrated i n t hose curricula right from the start".

P 2: IM02.txt - 2:9

"Remember the big th   ing about our work (approach)   is that   we take the curriculum and work to enhance and optimize the curriculum".

P13: SDSM05.txt - 13:14

"A current ass umption may be come f act i n t hat t he di versity of s tudents coul d escalate and ta ke on crisis proporti ons – I am t alking ab out t heir ac ademic preparedness ... le cturers will have to change and stop looking for the deficit in their students but focus on the deficit in their teaching".

P 5: PM01.txt - 5:24

"… it is again about defining exactly what core-business is and deter-mining what is supplementary and supportive to core bus iness. What ever f orms part of t he curriculum becom es core business and al l ot her stuff is support.   So it really is matter of const ructing t he inst itution ar ound w hat is consi dered to be its core business".

P10: SDSM02.txt - 10:9 [

"You see t he mist ake an i nstitution can mak e is t o s eparate t he st udent development and support initiatives from the main curriculum, because when you put this on a scale and punt these issues against one another students will think the degree is w hat I came here f or and t he subject is what I am paying for and the will pr ioritise t hat and ov erlook ot her development fa ctors – whic h is f or me from experience the vehicle that you use to get you there where you are going so I th ink th e po sitioning should be part and   parcel and not be divorced fro m th e main curriculum. It should not be seen as s eparate things. An integrated kind of approach is for me what wo rks because it helps the providers, the practitioners and even the institution. Also it helps the academic sector to know that they are not carrying the burden alone;   this kind o f re lationship i s al so he lpful for th e students in terms of their attitude towards support. That is my view … ".

P10: SDSM02.txt - 10:11

"If *Life Orientation* as a subject in the school system is equal to mathematics why then at higher education level should it be dealt with the differently. The issue of

credit- bearing of some of the aspects would elevate the interventions to a level where they are equal to a level of academic work and students would now this is part and parcel of the academic process and I need to go through the process".

P15: SDSP02.txt - 15:2
"Yes we are very busy, more than before and we do a lot of workshops. We also have other curriculated or academic-related interventions and they are very much in demand as well".

P16: SDSP03.txt - 16:4 [
"Also, I don't know what the ratio is between students and SDS Practitioners but I realise that even though we feel that we are working very hard we still don't make enough impact. We still don't cover enough students in the programmes because of the fact that … ok maybe on the other side it can be uhm ... the human resources and even on the other side even if we were more we will still not cover everybody because students will still not have the support from the academics".

P 5: PM01.txt - 5:10
"I think it is fundamental. In fact the CHE presented a conference on student access and success and institutional culture and the whole idea there was that you can't – and I think this is coming through from the foundation work and programme which is essentially an academic development approach – but it was clear that you can't have the add-on approach where you have a layer of students coming in and put them in a separate stream and think you are going to fix them and then move them back into the mainstream that is".

P 1: IM01.txt - 1:5
"They consist of six sections the Afrikaans, English and Isi-Xhosa, document design, language services and the writing laboratory. The latter is a walk-in service for students but they now also work with lecturers to present writing-workshops and so that students also get credit for writing and composing and not

just content. So that kind of cooperation … they also currently pre sent a whole range of credit-bearing m odules f or t he F aculties t hat ar e part of t he ex tended curricula or foundational provisions".

P 6: PM02l.txt - 6:5
"And I t hink Univ ersity managements have become consci ous t hat t here ar e problems … and then again there is an int ernational aah … not ion that students should be helped with skills development like life skills, lan guage, mathematics, and some of the issues ca me to be regarded as separat e generic skills form the core curriculum of programmes that is … ".

P12: SDSM04.txt - 12:6
"And those particular things that were regarded as separate gene ric skills are actually bets taught within the discipline and even by disciplinary experts".

P13: SDSM05.txt - 13:9
"It would be new hor izons for the student development and suppo rt function. It actually comes over a couple of years now when foundation programmes started. The DoE stipulated (development and support interventions) at that time already. It was said that life skills has to be a formal part of a foundation programme – and even if we talk about OBE you can't separate these functions any more. Student development has to be fully integrated into the curriculum".

P11: SDSM03.txt - 11:19
"It is not only t he formal education that empo wers people it is also the additional programmes and learning opportunities that they are exposed to".

Code: Economic Factors {6-0}~

P17: SDSP04.txt - 17:1

"Then I th ink the fa ctors o f fi nancial d ifficulty am ongst st udents must be v ery important ...

Researcher: Could you elaborate?

Participant A: I mean spec ifically t hat large num bers of st udents hav e f inancial need and it has serious impact on student development and support services ...".

P 4: IM04.txt - 4:4

"It aah … i t often affects us on a f inancial lev el in the sens e that we get many students that are financially needy. They really suffer to get the finances together to fund all aspects of their study and then it becomes a problem when we need to address the issue".

P 5: PM01.txt - 5:19

"It is a precarious context where w hat you thought may be relevant today is no longer relevant tomorr ow so that you cons tantly have to rein vent yourself and you've got to choo se qualif ications which is in go od st ead. A nd c urrently it is qualifications t hat are li nked t o ec onomic gr owth so inev itably it is account ing, engineering and so on ...".

P11: SDSM03.txt - 11:10

"You've got to l ook at your s ervice port folio. Y our serv ice port folio is agai n influenced … you've got t o l ook at t he soci o-economic back ground of your learners. A lot of t he st udents ar e f irst generation studen ts. A num ber of academic studies indi cate that first generation lear ners are genera lly at greate r risk of academic under-achievement".

P 8: PM04.txt - 8:1

"I think the issue of academic development, especially in this country, comes from the disadvantaged black students who came from and impoverished academic background. They came into higher education, specifically into the historically disadvantaged institutions and there were efforts to try and bridge the gap for them".

P 8: PM04.txt - 8:13

"Ja … let me talk on that … I think it also had to do with you know, changes in the workplace, where employers have the expectations that higher education must produce the multi-skilled learner or graduate so I think that increases the pressure that is applied to higher education because it is what is required by the economy and then that poses a good question on how students can be supported or how academic development".

Code: Education Funding Framework And Strategy {18-0}~

P19: SDSP06.txt - 19:21

"I also find it a bit contradictory that if national policy says, you know that we should improve our throughput rate and all those things, why don't they then change the funding strategy?".

P 3: IM03.txt - 3:10

"The academic development units, including all student development and support units were operating from grants and external funding and they were very unsure of their positions. But I think, since the merger in this institution, and the fact that we have been placed with the academic line function and that we have a DVC who understands the concept of academic development and student development I am not really worried that we will not have enough funding, but I do think that if the funding framework could make provision for these types of units in the future it would make our life so much easier because then we don't

need to beg fight for funding".

P14: SDSP01.txt - 14:5

"That is where the institutional interpretation becomes evident ... and we are expensive by nature of the expertise that is in such units".

P 2: IM02.txt - 2:2

"By putting money into the efforts - to establish it as part of our curriculum approach. I also think that it is having the effect that across the sector as people are now establishing or re-establishing foundational provisions at most institutions".

P11: SDSM03.txt - 11:23

" ... it doesn't make sense to me that the funding formula does not provide at all, because the learner- profile is a fact. There are volumes and volumes of research indicating what type of learner we have and what needs they have and those are the challenges – it's   been established – it then   becomes as a gi ven that the funding should be there. It is not a fringe activity as it was years ago".

P 5: PM01.txt - 5:5 [

"The financial issue of course is a mega-issue, a mega-mega-issue, I mean here we have a sit uation that in r eal terms our subsidy has not r eally increased, our NSFAS has but the poorer st udents have qu adrupled which means that it's n ot keeping pace wit h t he need, w e've got dem and on t he res ources, w e've got significant drop out rates, we've got 15% graduation rate, you know, so it is not a good picture from a f unding perspective. So we have a sit uation in institutions where financial managers ar e under pressure to seek   alternative sources of funding, third stream income and so on".

P10: SDSM02.txt - 10:5 [

"the student profile has in fact changed dramatically bec ause I think that there is more and more aw areness about the need to g o to un iversity an d I th ink e ven

with univ ersity pr ogrammes t here is s uch a div erse pr ovision of pr ogrammes there is al most a t ailor m ade opt ion f or every typoe of student. Now wit h m ore and more students from previously dis advantaged environments coming into the system in higher education – th   is is even inflated by   the provisio n of NSFAS bursaries – you c an alm ost say t he door s are now open and it is open fo   r everyone who wants to study".

P11: SDSM03.txt - 11:25 [
"Yeah, at this point it is so that institutions have to interpret and provide but I still think it should be captured in the funding framework".

P 3: IM03.txt - 3:2
"I think at the national level a factor that will impact on academ ic development in general is probably the Higher Education Qualification Framework and the quality agenda of the HEQC and the funding formula as well".

P 3: IM03.txt - 3:11
"So there could be a f ormula that can be worked out that will determine what the academic developmen t fun ction shou ld ge t in th e in stitution and I thi nk th at probably that needs to be   done on a nat ional bas is and I t hink t hose t ypes of studies are underway at the   moment and at a na tional le vel the issues will be addressed – but that may ta   ke qu ite so me ti me b ut I th ink for no w w ithin the institution our funding is secured".

P 8: PM04.txt - 8:11
"... I don't know if you are aware of the funding approach in the Department …
Researcher: I am familiar with some aspects of the funding framework yes …
Participant: ... in terms of the allocation of funds for technikon staff and university staff and that particular formula, you know …".

P11: SDSM03.txt - 11:21

"... it is simple you have to be given a budget to do all the development and support programmes. It can also not be linked to budgets of the past – with the whole concept of massification and looking at the changing profile there is much more preparatory work to be done to get students up to the required level through development and remediation programmes".

P 5: PM01.txt - 5:6

"I think at this stage it is very difficult to see the funding strategy, the funding formula, changing and prob ably one would have to collect experience for a decade or so before make fundamental change. And as you know and this is a fundamental thing about c hange is that once you start you can't stop the process".

P19: SDSP06.txt - 19:5

"... and also, I find that - indeed the funding again - you know there wouldn't be money available from the university for the funding of the programme and it is mostly dependant on outside or alternative funding, which therefore really shows how serious they are taking this".

P12: SDSM04.txt - 12:26

"It is, it is and if your financing doesn't come from the genera l operating budget you have problems. You are vulnerable if you only rely on additional and grant-type funding".

P 5: PM01.txt - 5:7

"We are looking at holistic development as a priority and I think from that perspective it is critical to provide additional funding and support".

P 2: IM02.txt - 2:11

"The most important factor is of course also that DoE does not fund anything that is ex ternal t o t he c urriculum. T hat's w hy t he DoE w on't giv e money f or suc h programmes any more it has to be tied to a set curriculum course. You have to tie it into the curriculum to achieve proper funding".

P 5: PM01.txt - 5:8

"Ultimately if we look at focused areas of student support those are areas that are not funded explicitly and I think from national level th e idea would be to say, the way I rea d i t, to sa y l ook th is i s wha t government is able to do and what a re institutions able to do becaus e we are also in a sit uation where it is not a st ate-control model and we would like for institutions to be autonomous in what they do about the issues and needs within their own context".

Code: Globalisation {6-0}~

P 7: PM03.txt - 7:13

"But what really interests me, is that of you want to talk about the universities and you now talk about autonomy and talk about academic freedom all these kind of things, and you have a look at what is probably the biggest growing trend ... internationally, w here you get t he corporate univ ersities lik e IBM and S amsung and Microsoft and so on and then you ask your average Microsoft-graduate what they know about instit utional autonomy and academic freedom and t hey'll think it's complete rubbish, you know".

P 5: PM01.txt - 5:17

"The country has to respond to what is happening in the rest of the world and so does higher education. Part of th is may b e fo r the in stitutions to become more business-like in the way they conduct their business".

P 5: PM01.txt - 5:18

"So, if you think of development in manufacturing, if you think of development in mining, you know sectors in the economy that are closely linked to economic development. And if you look, then higher education has always experienced a lag and this is primarily because of establishment and it takes generations for it to change and the impact of the skills that are required in the economy are only felt much later and so it takes a long period for the system to adjust itself once it is established. So that whole dynamic I think it is a global thing and it is most evident in the South".

P10: SDSM02.txt - 10:18

"Even in the international terrain in the globalised world for which we prepare them, they need to operate as independent individuals. So universities may have to work with students and make them more aware of their own thinking and discourse".

P11: SDSM03.txt - 11:30

"So, if you look at internationalizing and you want to broaden your horizons and transcend national boundaries you need to look at the time and space issues. I also think now of career counselling for international students".

P 8: PM04.txt - 8:8

"How higher education is able to move at tandem progressively with world developments is, I think, one of the bigger challenges which higher education faces".

Code: Institutional Structure {26-0}~

P 1: IM01.txt - 1:1

"Maybe I could start by mentioning that here at X we used to have a separate section for student counselling and then we also have Student Affairs".

P 1: IM01.txt - 1:2

"In '97 we consolidated all these services and strategies in one broad unit for academic support. Towards the end of 2003 it was finally and formally structured into a consolidated unit as we have now. We pulled together student counselling and development, the centre for prospective students and the centre for teaching and learning".

P18: SDSP05.txt - 18:1

"I think it works extremely well, I think in the context of our university we will not want to see it any differently. There was no way to know if it would work, but it does".

P18: SDSP05.txt - 18:4

"Universities are traditionally not the best examples of good management and functional structures but I think we did well to establish our structure".

P11: SDSM03.txt - 11:27

"Again you have to look at your different demographics per institution. For example certain universities just have a more prepared learner coming into the system as opposed to other institutions … there are lots of ethical issues involved. Size is an issue and will determine structuring. It does make sense that each institution will respond to its own type of learner profile".

P11: SDSM03.txt - 11:26

"This is possibly just a perception but for me what makes a significant difference is the structural positioning of the department in the institution. As a general rule of thumb, your student affairs section gets a lower proportion of the budget that the academic section. And with the student development and support function being positioned in the academic line function it gives access to a greater budget and better functioning. It is my position that it makes a huge difference".

P15: SDSP02.txt - 15:19

"Again we sit with the problem that in reality we are not seen as part of core business of the university and it obviously again leads to the same problems". All laugh in agreement …

P 1: IM01.txt - 1:20

"I think what is interesting about the consolidation is that we have the academic development thrust that is focused on the teaching and learning aspects – and they focused very much on previously disadvantaged students but working in isolation – and then we have the professional development of lecturers who were also isolated. With establishing the Centre for Teaching and Learning we have also consolidated those efforts"

P18: SDSP05.txt - 18:3

"And as our colleague said that if you look at the types of services in our cluster, it makes sense that we are grouped together and that we will sit in formal meetings an discuss matters of mutual concern, run joint and collaborative projects, compliment each others' work etc. We have a shared goal".

P 1: IM01.txt - 1:18

"We report directly to the Vice Chancellor for Academic matters and I think it is very functional because in fact. We have tried all sorts of permutations and this works best. We do subscribe to a holistic approach and if you want to achieve success with your efforts you have to deal with the student as a whole person".

P13: SDSM05.txt - 13:1

"I would say institutional strategies and institutional policies, priorities … uhm, the structures within the institution, I mean where you are placed and within which unit and line function …".

P 4: IM04.txt - 4:1

"It is seen as part of the teaching and learning experience of the student at our University. It is not an add-on, it is seen as part of all the factors that impact and affect teaching and learning".

P 3: IM03.txt - 3:8

"… because the processes actually depend on implementing the new organisational structures and because the structure took so long to be finalized and the population of the structure is not even complete … I'm talking now about student development and support and all academic development but even in the Faculties, it took so long for everything to settle down and stabilize in the faculties … once again I just think that people were focusing on other issues rather than the processes of student development and support".

P11: SDSM03.txt - 11:24

"It is essential to the throughput-rate, to the success-rate to get a student to graduate it is an essential ingredient for the majority of the students so we can say yes, not every student needs it but it is a minority that needs it, that requires some sort of developmental input. Our statistics can show that not every student has utilized the service but if a student has not utilized the service it is by choice for example everyone experiences some problems sometimes and the student should have the option to see a counsellor – the option must be there".

P12: SDSM04.txt - 12:23

"What is great in the current Unit and our association here is that we have the ear of management so that means that projects very quickly get buy-in and support, like the language project which is flying because it could be presented to this academic management directly. It would not have gotten off the ground if we weren't positioned as we are".

P15: SDSP02.txt - 15:6

"I have noticed in your new organisational structure that you are positioned within the Student Affairs environ ment. Academic developmen t is locat ed in ano ther environment. How does that impact on your work/   what effect if any does this positioning have for you?

Participant A: We feel strongly that we should be with learner support section and with academic skills en   vironment as it is difficult   to separate the f unctions. Because y ou s ee st udents ar e v ery busy and their schedules are very full and when we come   with interventions – and people   know that you   are not an academic they tend to see what we do as a mere add-on. We are operating from a disadvantaged position …".

P15: SDSP02.txt - 15:18

"... a nd the o ther section tha t where our   se rvices o verlap with Coope rative Education. (O ther part icipants visi bly ag ree). They do t he prepar ation of t he students in terms of job preparation".

P 9: SDSM01.txt - 9:1

"I would w ant t o see ac ademic dev elopment-type f unctions, c ounselling and related all consolidated in   to one Unit. Univ   ersity X lobbied for that and the structures were consolidated. We really hoped t hat through this merger it would also happen and that we would also go for "best practice" at ou r institution, but it has not . I st ill believ e t hat we need   an int egrated approac h f or address ing student support but also for addressing retention and throughput".

P 3: IM03.txt - 3:9

"I had quite a role to play in the restructuring of the academic development function in the institution and my believe is that academic development consists of those four areas namely student development and support, curriculum development, staff development and institutional development my input in that

regard has always been to cluster the four sections or categories – or whatever you want to call them – in one unit, so that you have a comprehensive coherent unit and therefore I think the structure that we have at the moment is not only through my inputs but also the inputs of all people involved in those units – and I am happy to say the people in those units had the same idea".

P12: SDSM04.txt - 12:27

"... and then the other things is, some places have gone the complete devolution model, I think University Q is one of those, and the provision then tends to become invisible as you can not specifically manage and report on it. It is quite fascinating that it is a major issue to get the balance".

P18: SDSP05.txt - 18:2

"... at many universities you may find different structures but for me, what I particularly like is that we do not report to the Dean of Students but to the VC Academic. For us it makes a huge difference. As far as I am concerned, I think the Dean of Students focus on non-academic matters while we are busy with academic success. And in my experience it is essential that your senior leaders in the university understand very well what you do otherwise you have a problem and our direct line to the DVC Academic makes a world of difference in how effective we can be. I can even give you examples of similar functions at other universities that suffer badly as a result of wrong reporting lines".

P12: SDSM04.txt - 12:5

"and then again and international notion that students are best helped within their discipline and that concept development and language development are best done within the discipline".

P11: SDSM03.txt - 11:28

"It does, if you look at … what I have seen is that service portfolios are even very similar internationally. At our institution for example it is very comprehensive; it

has the language centre, it has got personal development and counselling components, it has got academic development and counselling components and assessment. If you look at this internationally it tends to be split up across the institution to a smaller or larger extent".

P15: SDSP02.txt - 15:17
"… we don't have a formal forum where we meet and interact with lecturers and if we approach them we are not seen as being part of the academics and "just as an administrative section"
Participant A: Ja, we don't have a forum to share and give our ideas or inputs through to them. We are currently doing selections for placement testing and because of our line function we don't have any say or decision-making power. We provide them with the information and they decide regardless of our input and recommendations or they don't follow our recommendations at all".

P15: SDSP02.txt - 15:5
"You may find that at another department like the teaching and learning centre may offer "time management" and then we offer "time management" … so it often that depreciation of work that makes it a bit frustrating at times I guess in terms of our isolation and that we are not working together. I also think that disconnection can mean a lot of repetitive work (all participants visibly agree) you know overall"

P 9: SDSM01.txt - 9:4
"Mmm … oh, perhaps the fact that we are not represented at management forums. Nobody from our environment has sitting in these committees".

Code: Labour And Skills Development Priorities {16-0}~

P 8: PM04.txt - 8:9 [
"Obviously there is a lot of overlap in the way that our Ministries have been organized. The Department of Education has a lot to do with what comes out of

P11: SDSM03.txt - 11:18
"I am thinking of the life skills programme. We are currently even curriculating a new programme with all these skills that the employment sector requires integrated into the skills curriculum. We will not only be sending the students out there with a qualification but all those soft factors. They will be able to make a contribution. It is not only the formal education that empowers people it is also the additional programmes and learning opportunities that they are exposed to".

P13: SDSM05.txt - 13:19
"I have been attending a large number of advisory board meetings in the last while. And in every instance the academics will talk about the lovely teaching that they do and without exception the industry representatives will put up a hand and say please teach your students skills a,b,c. So the critical cross field outcomes are going to become so important".

P11: SDSM03.txt - 11:17
"Ok I would say that if you consider the skills development priority, for example, if you pick up any newspaper the minimum requirement for a position is always a qualification but that is almost like a basic but what is looked for beyond that are the soft skills, it is often referred to as soft skills, high tech high touch skills and I think that is where student development and support is to play a role in providing such skills development training".

P13: SDSM05.txt - 13:18
"It is going to have a huge impact on your curriculum and if you think about student development being integrated with the curriculum it is going to seriously impact on the function, yes. It would have be almost re-conceptualised!".

P 8: PM04.txt - 8:6 [

"employers have the expectations that higher education must produce the multi-skilled learner or graduate so I think that increases the pressure that is applied to higher education because it is what is required by the economy and then that poses a good question on how students can be supported or how academic development for students can be structured in such a way that the individual student can optimize the kind of opportunities that become available to him or her".

P13: SDSM05.txt - 13:17
"Yes, you know the Department of Labour has come with a strong skills development approach that impacted heavily on the NQF. The whole skills development emphasis will have heavy impact".

P 3: IM03.txt - 3:20 [
"… well, If I think of the whole issue of the Department of Labour and the Trade and Occupation Quality Council and the fact that these so-called business universities may now offer qualifications up to PhD level – it is such a challenge for us because industry already says that student can't do the job when they come from university – they now have the option to offer training themselves".

P 7: PM03.txt - 7:2 [
"It started off with JIPSA -which no one understood at the time- and it basically is an association with the labour sector. The fascinating fact is that is started a cooperation between DoE and DoL that culminated in the NQF from which the HEQF evolved".

P 7: PM03.txt - 7:4 [
"But what really interests me is that of you want to talk about the universities and you now talk about autonomy and talk about academic freedom all these kind of things, and you have a look at what is probably the biggest growing trend

internationally where you get the corporate universities like IBM and Samsung and Microsoft and so on and then you ask your average Microsoft graduate what they know about institutional autonomy and academic freedom and they'll think its complete rubbish, you know. Those ideas are so important for universities here, it's sacred, but what makes it sacred. I mean what if the president or his successor -say tomorrow- higher education is an important skills provider and it needs to be in the hand of the state to ensure that".

P 5: PM01.txt - 5:3
"… currently it is qualifications that are linked to economic growth so inevitably it is accounting, engineering and so on.. so, there is that pulled down effect on students when you have academics that feel that are being compelled to, you won't have a very happy work force. I think therefore that the change may affect the morale of academics and that may then also affect the culture in the classroom and the mood on the campus".

P 3: IM03.txt - 3:21
"I am a bit worried about the real implication about this trend. I feel higher education should remain within the higher education band but I suppose it is an international trend. But in the very least it means that we are under pressure to deliver and if we don't deliver the kind of graduate that industry wants it may threaten the relevance of higher education. It translates into the relevance of our curricula and whether our graduates are able to take up an occupational role".

P 7: PM03.txt - 7:5
"I recently heard an official of the DoE declare at a conference that the purpose of higher education is not to find people a job. The responsibility ends at graduation. Now I find that untenable".

P10: SDSM02.txt - 10:13

"I think it is very very important for other sectors to come aboard and play a role and I think their influence and impact is very great. Let's take for example the industry itself and looking to higher education top provide the manpower and employees for them and they know what the needs are on the ground so when they play a part in universities by participating in programmes through advisory boards or directives the institution will rise to the occasion. Like you mentioned, the Department of Labour informing higher education on the skills needs or the Department of Public Service Administration with the job plan for 2010. These sectors inform the institutions about what the skills needs of the country are and what is expected of employees. The institutions can then know how to respond and what to provide. In terms of the autonomy of higher education think for a long time it has even robbed universities of participating in some of the national programmes because universities would maintain their autonomy at the cost of isolating themselves because they have to respond to the needs ... they have to know even what is happening in the schooling system. They are part of a bigger picture and that is why universities must have partnerships and relationships with these stakeholders".

P 7: PM03.txt - 7:14

"Ja, I'm busy writing briefing notes for a well known business leader and I know what their perspectives are: business can't use some graduates, we've got to re-skill them".

P12: SDSM04.txt - 12:31

"The Minister has recognized our Faculty as the premier in the country as I think we produce half of the engineering graduates in the country or something and therefore they assert pressure to still improve the throughput and they have just appointed seven academic development lecturers appointed out of a donation so each department has their own lecturer working closely with us.

You can see that the imperative is not only coming from us it is also coming from outside, saying that we need more black engineers help us achieve that …".

Code: Managerialism {41-0}~

P 7: PM03.txt - 7:7

"The DoE's language has always been because it was influenced by considerations of sustainability and from that the language of quality assurance, effectiveness and efficiency, etc. It's a kind of soft managerialism, the kind that the DoE is talking about, like rolling plans, and so on … But I think a few institutions and X stands out for me in this regard".

P 8: PM04.txt - 8:10

"... those instruments, like quality assurance is good but some things can have a detrimental effect especially in higher education because it can erode some to core values that used to drive the system and detract from academic work. The kind of academic manager that is now so sought after in academic institutions is no longer the traditional manager who has grown through the ranks on the basis of his academic greatness. We no longer have that kind of trajectory".

P19: SDSP06.txt - 19:19

"I think that it is not that lecturers and alike do not want to adopt this kind of approach (management). The problem is that with this current issue of throughput-rate it becomes the only issue that lecturers are concerned about. University staff find it annoying to draft business plan as they see their duty as teaching to reach throughput standards and that is in turn related to FTE's and subsidy".

P 4: IM04.txt - 4:8

"A lot of our work pivots on the degree to which we can establish good relationships with people and to the degree that we can network effectively. How does one measure that? For purposes of performance management we now

have to formulate key performance areas and link indicators/ measurables to that. I just feel that within education you can't always measure success. If we have good policy in place and a student ignores the rule and jumps out a window – does the negative incident signify a failed policy? You understand these are very difficult thins to apply in education and specifically in our environment? I am not saying impossible but not always 100% relevant. If a staff member, or even a student tries something new and it doesn't work is it always bad? The quality assurance and performance strategies are always much interwoven".

P17: SDSP04.txt - 17:13
"It has value ... I can't formulate for you nicely why I say so but I think it is needed. The university gets subsidy for the incoming student and then further subsidy for the graduating student …
Participant A
Ja ... you have to manage it like a business...
Participant C
Yes so I think it definitely adds value how is difficult to say but I think it adds value; it provides structure it gives a framework and ensures that you deliver quality serves and achieve your goals …
Participant A
... and I think it helps to define expectations as well".

P11: SDSM03.txt - 11:31
"Ok, I'm talking experience wise. I found more structured management to be a much more effective system for example it speeds up the processes. I'm talking about the value of goals and objectives and time-lining in terms of learning. It just establishes all those processes in the department – it just creates a culture of getting things done. Team work for example, working in programme task teams it allows individuals to accept roles and responsibilities and improves accountability. It facilitates the achievement of goals and stimulates the development of new goals because you constantly reflect on your practices and even implement and develop new practices. It improves innovation, implementation and accountability. It essentially improves productivity".

P 2: IM02.txt - 2:13

"Yeah, performance management is very difficult to implement in our contexts".

P12: SDSM04.txt - 12:22

"I am not against audits, I am not against some of those things I actually think you have to put those things in place in order to create accountability … what I am frustrated about is this sort of incessant number crunching, you know sometimes it is quite meaningless and about control you know and … ".

P10: SDSM02.txt - 10:14

"Well uhm ... those are important elements because I don't think any programme in any institution of higher education could be implemented just anyhow or by any means. Those measures have to be put in place … performance have to be managed … you know practitioners or managers remain accountable for how they conduct their business. It is a very very important issue to ensure relevance and monitoring. We have to have a performance management system to check how things are done and how manage our goals. You can't set goals and not monitor or evaluate to see whether we are getting there or whether we are relevant to the context of our country and the community. For me student development and support is ore to a university because I think all students actually should be involved in some way and for such a critical service there has to be good management and monitoring – we have to subscribe to high business standards and high quality provision and if you look at programmes that are offered you will see and understand why I think this is very critical".

P 5: PM01.txt - 5:14

"You may find people start implementing something and then they step back and look at it and not quite like it and then they start adjusting it so I think that from governments side we are trying to encourage a balance between collegiality and managerialism so that one leaves enough space for spontaneity and innovative thinking because the economic situation is such that the funding available can

just not accommodate free academic thinking and experimenting so the challenge is putting in place performance indicators that would encourage innovativeness but remain within reasonable parameters of viability".

P14: SDSP01.txt - 14:26

"Because education is not a business, it is a very different dynamic because of personal individual development

Participant B: And a lot of other variables impacting on the university – outside of the university that they can't control

Participant A: Exactly

Participant B: It's not like a production industry where you control the quality of input material and determine the quality of output

Participant A: I have a problem with dealing with people as if they are commodities ... ".

P18: SDSP05.txt - 18:15

"I see it (managerialism) as a danger and a threat if we can't find that balance. Because we are kept extremely busy with this stuff; I mean if you take for example the activities surrounding the audit, and we just went through a self assessment phase. If you are not careful these things consume all your time and the actual reason why we are here is neglected".

P 2: IM02.txt - 2:12

"…there is a tremendous amount of resistance from academics. At a very traditional university like ours perhaps more than elsewhere because people feel that they are employed to teach and do research so they are just not interested in that stuff. But we now have the first round of executive deans and is exactly their job to do those types of things and so they take the heat for implementing management principles in the organization".

P18: SDSP05.txt - 18:12

"impact on the university and that sifts through to us. Some of the strategies are effecting positive change. I'm thinking of things like increased accountability and such things. It places greater demand on one immediate environment, I mean years ago a manager or director of a unit would have been involved in actual service delivery activities and so on, while lately the managers must attend to business planning and all the other things that may be required".

P14: SDSP01.txt - 14:23 [

"I don't know I think it is different because in a way it forces us to give structure to what we do … if you think about the planning for an academic year. It gives structure to what you are doing and it then assists with other areas like financial planning".

P18: SDSP05.txt - 18:13

"I have a strong opinion about managerialism. From my side, if I sit and talk about stuff like benchmarking etc. one has to go and look very carefully at what is viable and achievable in your context. Generally people in the academic support domain end up in these positions because they have a passion for people and they want to work with people but then they end up being busy with all this other stuff for quality assurance and performance management and budgets and strategic planning and so on. So yes, it does have an enormous impact in that it changes the nature of the profession. It is the same for lecturers I mean … ".

P 5: PM01.txt - 5:2 [

"So you sit with this situation where some people may feel pressurized to change and some people may not want to do it … ".

P 5: PM01.txt - 5:16

"exactly, but I think as we move on and as people become more familiar with these things they will reclaim their space and find new ways of working and become comfortable with it".

P 9: SDSM01.txt - 9:18

"I think it does get quite ridiculous at times but I am hopeful that it will settle down over time. Managers should be trusted when assigned a task and budget".

P 5: PM01.txt - 5:13

"What you are talking about is managerialism in education but I support collegial management. The whole idea, that if we overdo management we may essentially undermine collegiality, for example the implementation of performativity measures".

P14: SDSP01.txt - 14:25

"It is not like we produce commodities or products and one could apply input-output thinking …
The outcomes that we have to work with are more on the attitudinal and behavioural level and those things are difficult to measure".

P17: SDSP04.txt - 17:17

"Psychology doesn't work like I put in something and it improves and then it gets better and goes away".

P 7: PM03.txt - 7:8

"The actual way it plays out is in the corporate accountability so the way it is spoken about at chancellor level is "we are doing our best for you"; we'll bring the best out of our academics" you know that kind of talk, If you look at the historically disadvantaged institutions like X ... the actual way it plays out is in the corporate accountability so the way it is spoken about at chancellor level is "we are doing our best for you"; we'll bring the best out of our academics" you know that kind of talk, If you look at the historically disadvantaged institutions like X…".

P 4: IM04.txt - 4:11

"See the political pressure to be accommodating and the business imperative to address throughput has made it essential for us to rethink our whole residence strategy to ensure that the resident student is successful".

P17: SDSP04.txt - 17:16

"It (more structured management) doesn't have a negative impact – I feel it is merely part of the package to assert some control and monitoring".

P17: SDSP04.txt - 17:12

"But I do understand why it is necessary you know it is needed but it is a little bit alien at times".

P 4: IM04.txt - 4:7

"One's own academic background does determine how you experience these things. I was always focused on content and now I have to make that shift to form. Something like quality assurance can very easily become standard of mere compliance instead of really looking at the quality of an action".

P12: SDSM04.txt - 12:18

"..those are in some ways often most powerful you know than internal drivers so I think that the consciousness of teaching and learning issues in general now because the institution is so diverse and there are some structural things that have happened ... so for instance we have aaa … in our self-appraisal you know there is a big section on performance based pay now and a section on teaching and learning".

P18: SDSP05.txt - 18:14

"Yes one should be careful to strike a balance and not get so stuck on managerial matters that we don't get to the actual core business of engaging with

students be it for teaching or counselling or whatever. But it is difficult".

P 3: IM03.txt - 3:18

"Well I think that with the decrease in funding for the public higher education institutions it is probably not such a bad idea to implement some management systems and also what is happening in our country where the budgets of so many institutions are in the red then it is probably from a purely financial point of view the management trend isn't a bad thing … ".

P 5: PM01.txt - 5:15

"Because that is what managerialism does, you refer ideas to your superior. Now if we simply implement that model we are not going to get a critical, high level expert knowledge economy which is what we need".

P 9: SDSM01.txt - 9:10

"The institution is most definitely moving in that direction (management systems) and I think it is a positive effect of the merger. At one of our previous campuses we have had it for a long time and we had it for a long time. We had the macro strategic plan that was cascaded down to decisions and departments by them aligning their planning. Performance contracts were also linked to this as well as the quality assurance. Every staff member new exactly what his or her required contribution was and what role to play. I am really ok with those types of management aspects. What does frustrate one is some micro-management on finances, etc. another example would be the wellness project of a year or so ago. Some aspects of the project plan were simply overruled".

P19: SDSP06.txt - 19:18

"It is interesting that that mode (management) hasn't actually … I know before the merger there were attempts that were made but they didn't have much impact down to practitioner level. And maybe it explains why people are still not used to it and comfortable with it. It basically says "show me the product and I will determine quality" while in education quality is determined during the process

and the process itself could add value".

P 8: PM04.txt - 8:15

"In our country I think we have maybe gone to the extreme where now we have more and more of those kinds of managers instead of academic leaders and they are not equal scholars so what is happening to our institutions they have become business units only focusing on outcomes that may compromise academic work".

P 3: IM03.txt - 3:19

"… but perhaps from the point of view of academic autonomy there is some discomfort. I think we need to strike a balance there, I don't think universities can operate as they have in the past we need to change and it is part of the transformation process ... I don't think it is altogether a bad thing, I just don't think we should overdo it! … What worries me is how many hours one spends in meetings, which is sort of a consequence of managerialism, all these hundreds of meetings that one has to have because of approval and documentation arrangements. I think that consequence is really bad for us because we focus so much on the operations that we don't debate academic issues enough – one of the reasons that we are here is to discuss and debate academic issues".

P 5: PM01.txt - 5:17

"The country has to respond to what is happening in the rest of the world and so does higher education. Part of this may be for the institutions to become more business-like in the way they conduct their business".

P18: SDSP05.txt - 18:17

"Participant C: At colleagues: … can you remember somebody said in Senate the other day " pig doesn't get fatter just because you keep on weighing it!" meaning that we shouldn't get so busy with checking ourselves that we don't put enough time and energy into doing what we are supposed to do".

P14: SDSP01.txt - 14:24 [

"Institutionally one has to wonder because here we are sitting and we don't get the funding that we need … what is that then is a consequence of the managerialism thing where we sit in a position that we don't generate income and therefore we don't get much. So very much on the money level one would have to question the impact of managerialism because our services is something that one can't always easily determine value added and output value. It is easier within the academic department context they have enrolment planning and then measure throughput and generate subsidy".

P13: SDSM05.txt - 13:15

"You know at the time when we were at university you would get this professor and he would go on about his own subject and communicate his own views on matters because he had the autonomy to do so and it was fine, but now it is not anymore. This trend for greater management control is certainly a strong trend for university staff to deal with. As I go around and engage with many academics I can't even begin to explain to you the resistance and negativity about these things … almost to the level of aggression. It is just overwhelming for lecturers".

P15: SDSP02.txt - 15:8

"… aah, I think it really affects us in the way we do things, how we structure things, in the way we develop programmes, etc. Seeing as we also want to be part of core business we constantly have to be aware of these things and be responsive. Say if the institutional focus is retention then we have to structure our business to come in line with that.. "

P15: SDSP02.txt - 15:9

"… it becomes the purpose of your work and gives what you do validity (if you align to business practices) … So it really has a strong impact I think …
All participants: Nodding and sounding confirmation of the point made by the

group member.

Participant A: It means we have to for example do our quality assurance report at the end of a year but that implies that we need to plan, agree and continuously work on quality assurance throughout the year".

Code: National Education Strategy And Policy {41-1}~

P 1: IM01.txt - 1:14

"we had an institutional quality audit in 2005, and let's say we are experiencing enormous pressure because of our staff and student profiles but one has to realize that you can feed your need in terms of academic and research staff from a very small pool only".

P 3: IM03.txt - 3:7

"I think really, the impact of the mergers needs to be addressed in terms of the fact that institutions have really been concentrating on the nuts and bolts of getting merged, structures and policies and those types of things and they have not concentrated on students. I think we have neglected our students really. We have neglected the staff, their development, because we have been merging and I know that it is used as an excuse in many cases but I really do think that we haven't really concentrated or focused on the core business".

P14: SDSP01.txt - 14:1

"I am now immediately thinking of that document that came through the phases of green paper and white paper and became the National Plan for Higher Education … I think from there, if you look at stuff impacting from a higher level, then that is the first place where I think our services really got attention in the sense that it was said that this must be part of higher education ... so in terms of positive factors this was a huge one, because finally what was always just an add on became important and not just a nice to have… that on the positive side and on the other side I don't think the institutional managers recognize or realize the importance yet and that is the negative … I think they still operate and reason

from the nice to have approach".

P 5: PM01.txt - 5:9

"But all the while government steers institutions about what decisions they make or have to make in terms of who gains access, the admissions policy and then from that they have to determine what appropriate programmes or actions to put in place".

P18: SDSP05.txt - 18:6

"The principle and national agenda is access with success. Then one should look at where does that start? That really starts from way before the student registers. It starts out there where you recruit and select the right student to enter the system and I am convinced that our synergy in the unit optimize our recruitment. We extend counselling into the recruitment phase. It is just a different logic. It considers recruitment as an academic matter".

P 8: PM04.txt - 8:9

"Obviously there is a lot of overlap in the way that our Ministries have been organized. The Department of Education has a lot to do with what comes out of the Department of Labour but where the funding takes place is from the Department of Education. And higher education institutions are the primary trainers of the skills and producers of labour and the work and the planning takes place at higher education".

P 2: IM02.txt - 2:2 [

"By putting money into the efforts to establish it as part of our curriculum approach. I also think that it is having the effect that across the sector as people are now establishing or re-establishing foundational provisions at most institutions".

P19: SDSP06.txt - 19:20

"In my opinion national strategies must have impact I'm not sure whether the ideal is true. Because if government says for example we want to see 80% of students in higher education pass then the student development and support sector is equally responsible to say what will we do to contribute to that goal? It is obviously the task of the academic but student development and support-practitioner can be their partner. We are central to business".

P18: SDSP05.txt - 18:12

"… impact on the university and that sifts through to us. Some of the strategies are effecting positive change. I'm thinking of things like increased accountability and such things. It places greater demand on one immediate environment, I mean years ago a manager or director of a unit would have been involved in actual service delivery activities and so on, while lately the managers must attend to business planning and all the other things that may be required".

P 7: PM03.txt - 7:12

"I believe that was a consequence of a failed experiment".

P 2: IM02.txt - 2:1

"I do think the foundation funding initiative has had made a big difference".

P 7: PM03.txt - 7:1 [

"Then since 2005 when the new minister took over there was a shift a definite discursive shift happened, and I mean that made a big difference".

P17: SDSP04.txt - 17:11

"Well, that has definitely translated into a changed view from the scholars or grade 12's, because they all or the majority wants to come to "tertiary" and for them tertiary is not technical college or any other college. It doesn't matter

whether or not they can really do it but it is the primary goal to get to tertiary".

P 3: IM03.txt - 3:17

"The quality agenda of the CHE means that we now need to react to the audit report and set improvement plans in place. And one of the improvement plans deals with student development and support. There is a national agenda for quality in higher education in general but they have identified student development and support as one of the sub-categories …".

P10: SDSM02.txt - 10:4

"… and maybe because we are a developing country most of the things we are always catching up with and realizing that we need to get things in place and the history of disadvantagement so to say of the majority of students".

P 5: PM01.txt - 5:8

"Ultimately if we look at focused areas of student support those are areas that are not funded explicitly and I think from national level the idea would be to say, the way I read it, to say look this is what government is able to do and what are institutions able to do because we are also in a situation where it is not a state-control model and we would like for institutions to be autonomous in what they do about the issues and needs within their own context".

P 1: IM01.txt - 1:17

"… so yes, we do experience a lot of political and transformation pressure as do all universities. We are dependent on what the schooling system can deliver for us".

P19: SDSP06.txt - 19:4

"… it was against this background that government introduced AD concept and it still carries that image as being correctional and meant to address high failure rate and drop out".

P10: SDSM02.txt - 10:6

"This now changes the profile 200% because it is no longer the child, who has received career guidance at school; who was guided at home; who went to school with a view of going to university but it is now everyone can get the money, NSFAS is there to provide. Even with students that I have just mentioned with disabilities… I mean they were not prepared always to go to university but suddenly the government and Department of Labour would say there is money now matric or Grade 12 is not the end and this changes the profile. Now students form disadvantaged background whether from poverty or area they come in with a package of needs".

P 5: PM01.txt - 5:10

"I think it is fundamental. In fact the CHE presented a conference on student access and success and institutional culture and the whole idea there was that you can't – and I think this is coming through from the foundation work and programme which is essentially an academic development approach – but it was clear that you can't have the add-on approach where you have a layer of students coming in and put them in a separate stream and think you are going to fix them and then move them back into the mainstream that is …".

P14: SDSP01.txt - 14:14

"The dilemma has to do with the obe-system mostly because the educators also don't really understand to really put it into practice. It is so abstract to some of them. There is a lack of knowledge and expertise".

P 7: PM03.txt - 7:11

"Look at higher education, just think about it, it has been touched by enrolment capping, and enrolment capping is decided based on money, right? She's got it, because if we take ASGISA and JIPSA seriously we've got to massify right now. If you have a look at the targets, 820 000 students in the system by 2010, Normal growth will take us over a million right? … I know what ASGISA requires is at

least a million. So your role players are DoE, DoL DST and the Dep-President".

P 3: IM03.txt - 3:2

"I think at the national level a factor that will impact on academic development in general is probably the Higher Education Qualification Framework and the Quality agenda of the HEQC and the funding formula as well".

P 6: PM02l.txt - 6:3

"We see that context changed from 1994 when official approaches changed from academic support programmes on the side to integrated and extensive academic development programmes. It was an important shift".

P19: SDSP06.txt - 19:2 [

"Yeah ... buy-in and commitment at institutional level. I feel that the theory and policy is there but when it comes to practice, I mean supporting it and funding, I find things are flimsy there – even on the level of the Department of Education".

P 3: IM03.txt - 3:27

"… well If I think of the whole issue of the Department of Labour and the Trade and Occupation Quality Council and the fact that these so-called business universities may now offer qualifications up to PhD level – it is such a challenge for us because industry already says that student cannot do the job when they come from university – they now have the option to offer training themselves. That is a huge threat for us".

P 8: PM04.txt - 8:2

"They've got far reaching effects for institutions in terms of the programme and qualification mix, in terms of the student profile".

P12: SDSM04.txt - 12:9

"All of the transformation issues culminated in a phase of conflict and a activism in the 1980's and then government driven transformation in the 1990's, especially

post 1994 to where we are now. It all changed now because we have a much more stable situation with staff and so on and extra monies for academic development coming for the state to support AD work and financial aid".

P17: SDSP04.txt - 17:3

"If you think about the career counselling that we do. Because things have changed in the schools, the subjects and everything it required of us to complete change the way in which we do our career guidance and counselling,, an aah... as far as the social issues as well it changes the focus of your outreach-projects".

P 5: PM01.txt - 5:1

"… whatever we do in higher education needs to be ultimately orientated towards improved service, development and support for the student".

P10: SDSM02.txt - 10:5

"… the student profile has in fact changed dramatically because I think that there is more and more awareness about the need to go to university and I think even with university programmes there is such a diverse provision of programmes there is almost a tailor made option for every type of student. Now with more and more students from previously disadvantaged environments coming into the system in higher education – this is even inflated by the provision of NSFAS bursaries – you can almost say the doors are now open and it is open for everyone who wants to study".

P16: SDSP03.txt - 16:1

"I think on an institutional level the gap that was created between high school and tertiary is the most crucial factor or it is a problem for us because you have to develop the learner or the student from scratch. They lack skills in different areas … when we talk of language … we talk of study habits or study attitudes or behaviours … also students themselves. You find that students are not really motivated, not really ready to attend to workshops and additional things. They

still see it as add-on to the curriculum and do not attend".

P10: SDSM02.txt - 10:1
"Well, I think in the first place it is policy issues on a very national level, what policies are there and measures that are put in place to enforce implementation at various institutions".

P12: SDSM04.txt - 12:30
"Researcher
… so it is sort of a national priority that impacts directly on you?
Participant
Yeah yeah, exactly … and those are in some ways often most powerful you know than internal drivers".

P18: SDSP05.txt - 18:16
"… so it may be national or department initiatives but it ultimately impacts heavily on our day to day work, for example you were told that our senior X is part of a team engaging with the Department this afternoon about our enrolment planning. Whatever they decide will just come back and determine what we have to plan and prepare for ... So yes …"..

P10: SDSM02.txt - 10:2
"you know we find that high up there maybe policies are there but they are not very clear at national level about provisioning for this particular type of students and while it is like that, it is not even a high ranking official in the Department to whom the institution report to in terms of implementing this very essential support for students".

P15: SDSP02.txt - 15:7
"It forces us to align our goals and work with the national goals as reflected in the institutional goals and priorities".

P10: SDSM02.txt - 10:3

"The Department is not very hands-on with these matters, unlike in the school section where you find right from the district level everything is totally regulated and this happens up until the district office where you will find that there will be a very senior person at directors level responsible for such functions on school level. But when you go into higher education you find that there is not a hands-on responsibility".

P 5: PM01.txt - 5:4

"I think mergers may have complicated that in that it could impact on the quality of teaching and learning ... are you still passionate about what you are doing?".

P 3: IM03.txt - 3:22

"You see what I am also thinking of here is the analysis of the success rate, last year's success rate in our own institution and the fact that we need to ensure that we have access but with success".

P10: SDSM02.txt - 10:13

"I think it is very very important for other sectors to come aboard and play a role and I think their influence and impact is very great. Let's take for example the industry itself and looking to higher education top provide the manpower and employees for them and they know what the needs are on the ground so when they play a part in universities by participating in programmes through advisory boards or directives the institution will rise to the occasion. Like you mentioned, the Department of Labour informing higher education on the skills needs or the Department of Public Service Administration with the job plan for 2010. These sectors inform the institutions about what the skills needs of the country are and what is expected of employees. The institutions can then know how to respond and what to provide. In terms of the autonomy of higher education I think for a long time it has even robbed universities of participating in some of the national

programmes because universities would maintain their autonomy at the cost of isolating themselves because they have to respond to the needs ... they have to know even what is happening in the schooling system. They are part of a bigger picture and that is why universities must have partnerships and relationships with these stakeholders".

Code: Outcomes Based Education {18-0}~

P11: SDSM03.txt - 11:20
"So integration within the curriculum is very important because it will make available time to implement the development programmes".

P13: SDSM05.txt - 13:10
"We are making serious assumptions about the cohort of learners that will enter higher education. We know they will be different but we do not know how different. What kind of teaching have they been exposed to? Was it bad OBE – which is even worse than good rote learning? I mean we don't know. We may even sit with a group of students in a class that are so diverse that it makes the teaching impossible, I don't know. I am just speculating about this as much as everybody else. I'm just always listening when people are saying we are in for trouble because of this OBE – we are really assuming it isn't it?".

P19: SDSP06.txt - 19:25
"To me OBE is very exciting to do but as it is it requires the partnership of all structures. As soon as people start working in little cocoons it doesn't work".

P 8: PM04.txt - 8:4
"… ja that should be expected with the implementation of this OBE and now … one could expect that those learners will come through the system into higher education and the readiness of higher education to receive those students and continue to serve them. Those learners will have gone through a particular form

of curriculum that is different to higher education … it will be a great challenge".

P14: SDSP01.txt - 14:17

"If you look at the OBE curriculum in terms of the life orientation there are some aspects for instance on study guidance that has to be implemented but I don't think it is happening, because most if not all life orientation educators are not specialists in the field, and they are involved in other subjects and just do the life orientation as a side matter unlike than in the past where schools had specialist teachers who focused on career guidance and related issues".

P19: SDSP06.txt - 19:17

"and we also have to understand that some or the majority of students that we are now receiving come from a schooling system where they got used to outcomes-based education. The problem is that I don't know how well our lecturers are prepared, people still look at it as just some theory but I find there might be a problem if students come from high school with that kind of teaching background and then we are still functioning in a discipline based fashion".

P11: SDSM03.txt - 11:33

"But a lot of the things that we include in life skills first year level can be covered at school. So in terms of that, that (the new curriculum)ought to in future bring a little bit stronger learner into the system because the student would have had exposure to the development of learning skills, study strategies, at school already and mastering those strategies so that by time they come here they will be better prepared. I'm not sure what impact life orientation will have we will get our first cohort next year …".

P17: SDSP04.txt - 17:10

"I think if you look back ten years maybe, the students who came to university were better prepared students, they may be performed better at school, etc. I am not to sure how to phrase this but I heard a rumour that some of the technical programmes and training options are collapsed or have fallen away and that now

causes those students to come into the higher education system and it not that popular anymore – it is just more popular for students to come to university. And I am not sure that they always all belong at university ... maybe that is also one of the reasons why student development and support has become more mainstream because there is a bigger group of students that need the development and support and not just a marginal group anymore".

P11: SDSM03.txt - 11:15
"You know outcomes based education we can talk about theoretically but the impact lies in the implementation within a specific school and it is very difficult … because if you think about the outcomes learning concept, a learner comes out understanding the outcome – it is not just about memorizing and repeating the content it's about actually understanding and even applying the outcome in your practical life and in terms of thinking skills that has been identified as a big deficit with our current learners … they can actually memorise the work but they can not necessarily apply it or move on to higher cognitive levels … if OBE was applied as it is supposed to be I think we could get more critical learners, learners who are not just like sponges to take in what they are taught but who are able to process … so whether it has impact depends to a large extent on how it is implemented".

P14: SDSP01.txt - 14:14
"The dilemma has to do with the OBE-system mostly because the educators also don't really understand to really put it into practice. It is so abstract to some of them. There is a lack of knowledge and expertise".

P 3: IM03.txt - 3:13
"… we really don't know what the profile of those students will be firstly and secondly although we do workshops on OBE in the institution I don't think that lecturers are actually implementing OBE as they should".

P14: SDSP01.txt - 14:18

"I agree about the skills level of people who are involved in life orientation. You know before they were specifically trained for doing that area. Even years ago it was still not the most serious subject but the people who did it kind of knew their stuff. But know that kind of specialist knowledge is no longer there.

Participant B: … and also in the former district-office system the specialist subject advisors gave good guidance and I don't think that is there anymore that support system for the school".

P17: SDSP04.txt - 17:5

"I have not really noticed a qualitative difference in the students … they are still for me under-prepared and lacking skills for life in general. I don't see really major changes in students. They aren't really more pro-active, motivated or anything ... in fact to me they seems sometimes very blaze and very passive and very help-seeking. I think the OBE-approach for example was designed and intended to not produce learners like that but the opposite".

P14: SDSP01.txt - 14:13

"Even with the phasing in of OBE the life orientation field there is little to no career guidance in the school. I say that it is probably going to be worse in the time to come".

P 3: IM03.txt - 3:14

"there is a disjuncture there and I think that the school leavers will probably expect from lecturers to teach in an OBE manner and therefore the lecturers will be pressurized by the students to adjust and do things differently".

P 2: IM02.txt - 2:6

"it will only become evident as from next year. 2008 onwards would be the time when we should start noticing impact".

P 3: IM03.txt - 3:16

"I think once we go into the revision of our programmes the implication will be –I hope that the student development programmes will be integrated in those curricula right from the start".

P 3: IM03.txt - 3:15

"I really don't think they are going to be very enthusiastic about it but I do think our lecturers are not practicing OBE …".

Code: Primary And Secondary Education {15-0}~

P14: SDSP01.txt - 14:17

"If you look at the OBE curriculum in terms of the life orientation there are some aspects for instance on study guidance that has to be implemented but I don't think it is happening, because most if not all life orientation educators are not specialists in the field, and they are involved in other subjects and just do the life orientation as a side matter unlike than in the past where schools had specialist teachers who focused on career guidance and related issues".

P 1: IM01.txt - 1:10

"I myself am an applied linguist and I am convinced that our schooling system harms the children as they are forced to switch to English as a medium of teaching as opposed to mother tongue education. The language development principle that concepts and fundamental use of language must be established well in the mother tongue first and then only at about 12 years or even older can you start teaching someone in another language and will they have a chance to properly acquire that language".

P19: SDSP06.txt - 19:10

"My colleague here spoke about the gap. Some of them for example who are

doing some academic development programmes like reading skills development they battle to even go into the computer. Why? Because they come from an environment where they were not exposed, their background where they come form there was not even a computer. They find a computer for the first time in higher education context. Now it becomes very difficult for the student to co0pe with the demands".

P19: SDSP06.txt - 19:9

"I think maybe to put it into this perspective is that I think we need to understand that the profile of students that come into the system in this era - especially post 1994 - is highly mixed. Now, what we see as a problem, especially in our institution is that student development and support has test for incoming students just so that we can be able to put in place programmes that will address the needs. Now the biggest problem we face with students coming into the institution, and especially in my specific environment, is that the majority of students come from schools which number one are under resourced".

P14: SDSP01.txt - 14:18

"I agree about the skills level of people who are involved in life orientation. You know before they were specifically trained for doing that area. Even years ago it was still not the most serious subject but the people who did it kind of knew their stuff. But know that kind of specialist knowledge is no longer there.
Participant B: … and also in the former district-office system the specialist subject advisors gave good guidance and I don't think that is there anymore that support system for the school".

P14: SDSP01.txt - 14:12

"I think it also has to do with the level of career guidance at school…to be honest if you compare to the earlier system of school districts the career guidance was better in the schools. Even with the phasing in of OBE the life orientation field there is little to no career guidance in the school".

P17: SDSP04.txt - 17:3

"If you think about the career counselling that we do. Because things have changed in the schools, the subjects and everything it required of us to complete change the way in which we do our career guidance and counselling, and aah ... as far as the social issues as well it changes the focus of your outreach-projects".

P14: SDSP01.txt - 14:15

"You know if I think of the research question of the study … a lot of what we get is a direct result of what goes on in the schools at the moment …".

P11: SDSM03.txt - 11:14

"Uhm…so where ten years ago with a language centre the idea was an add-on something that was there for the minority, or a number of really high risk students it is now something that is required for the majority of the student population. For me that is something that I have experienced as a definite shift in focus. One of the things that I think makes a difference is the implementation of life orientation within the school curriculum. I'm not sure how it being implemented what is the exact content. But a lot of the things that we include in life skills first year level can be covered at school".

P11: SDSM03.txt - 11:11

"It is a whole mind shift or paradigm shift for learners to adjust to higher education. The soft factors involved there are critical and that needs to be addressed ... well, in terms of social support efforts, life skills efforts, primary prevention of drop-out … efforts then needs to be focused there".

P 2: IM02.txt - 2:5

"Yes well, strong is relative because the schooling system is so very poor – but we do attract the best of those that do come from the system as it is".

P11: SDSM03.txt - 11:5

"… the quality of education is still reflected in the type of learners that we receive into the higher education system …"

P 9: SDSM01.txt - 9:8

"In addition we get students from a schooling system that required much more support to adapt academic support and carry more social issues from the broader feeding area with them".

P13: SDSM05.txt - 13:12

"and the impact of the quality of the teachers. Evens some of the old traditionally ok schools have lost the teachers that made them good schools… and that must surely have some impact".

P13: SDSM05.txt - 13:10

"We are making serious assumptions about the cohort of learners that will enter higher education. We know they will be different but we do not know how different. What kind of teaching have they been exposed to? Was it bad OBE – which is even worse than good rote learning? I mean we don't know. We may even sit with a group of students in a class that are so diverse that it makes the teaching impossible, I don't know. I am just speculating about this as much as everybody else. I'm just always listening when people are saying we are in for trouble because of this OBE – we are really assuming it isn't it?".

Code: Role Of The Lecturer In Higher Education {37-3}~

P14: SDSP01.txt - 14:19

"… really manifests in a partnering need. I think the lecturers really have a heightened awareness but I don't think that lecturers are necessarily comfortable with the changed role they find themselves in and that is why we get more referrals because they don't have the time or knowledge and then they rather

refer. So, on a referral level we experience an impact".

P 3: IM03.txt - 3:26

"Now, I am not sure if our lecturers are prepared for that role of assessing the critical cross-field outcomes, I really not sure whether they are. So it is a staff training opportunity but also a student development opportunity if we look at that scenario".

P19: SDSP06.txt - 19:23

"Yes, yes, that is it, a partnership approach is all important".

P18: SDSP05.txt - 18:18

"I think our academics are being confronted with this (new challenges) but are resisting this change (in their role) and the reason being that the student coming into the system is different but the lecturer still wants to do things in the same way than before. It is a very hard message to sell to the academic fraternity that they should adjust and adopt their strategies etc. A most complex matter to deal with".

P 3: IM03.txt - 3:25

"… not only to prepare the students but that the lecturers needs to be prepared and I see it as part of the function".

P19: SDSP06.txt - 19:22

"… regardless of where they come from or whether they have computer literacy, the lecturer will say my responsibility starts here and if they come in not knowing this then it is not my problem or responsibility".

P12: SDSM04.txt - 12:29

"It has been slowly and evenly ok, and still we are often reliant on willing individuals you know ... and we still have individuals who are in the mode of thinking that they would give us the students and we should fix them up and so I don't want to paint a picture of a university being at a perfect state in student development and support but there has been a lot of progress … but still too

much dependency on willing individuals … you how that is?".

P18: SDSP05.txt - 18:19 [

"Look for a long time already the idea is for a teacher or lecturer to be student-centered. The impact is however, and again this is merely my observation, that the lecturers experience a sort of overload which could lead to a drop in their job satisfaction. This has the subtle but serious effect that people do not model enthusiasm and commitment in their work and the young people are sensitive to this. I actually make a point of observing whenever I can and you mostly see tired looking academics around nowadays".

P 5: PM01.txt - 5:23

"It is like we need a fundamental curriculum shift. It also relates to the role of the academic. They tend to focus on their subject and that is what they want to deal with and often they talk to students in the ways in which they have learnt which was or may be very different to what is needed in the current context. So I think we are sitting with a mismatch between what students need and what academics can give/ are giving and I'm sure it makes academics feel even more pressurized".

P 3: IM03.txt - 3:24

"Yes, and I really think that our lecturers have this change fatigue or whatever we can call it … they are so tired of change, it just comes in waves and they have to adapt and adjust and next year comes a new phase of change …".

P12: SDSM04.txt - 12:4

"… academic literacy and cultural diversity became major factors and you can't expect your teachers to come in and just teach in the same manner than before or students to come in and cope".

P 3: IM03.txt - 3:6

"Ja, if you just think of now with the HEQF and the role of the lecturer. I mean curriculum development is such a huge part of the role of the lecturer nowadays. Under curriculum development I include that they need to plan for and design into

the learning programme the support functions and development outcomes req".

P16: SDSP03.txt - 16:10

"I think for now maybe they are finding it difficult because they are not provided… you know in staff development … maybe if they can have student development and support as one of their main modules in their induction programmes it will help it will encourage and empower the lecturer. Because they are exposed to it the more they will see it as important".

P 5: PM01.txt - 5:20

"You get the phenomenon that people are constantly looking for other opportunities and what they are doing is they may be just holding the fort, not adding value anymore …".

P18: SDSP05.txt - 18:13

"I have a strong opinion about managerialism. From my side, if I sit and talk about stuff like benchmarking etc. one has to go and look very carefully at what is viable and achievable in your context. Generally people in the academic support domain end up in these positions because they have a passion for people and they want to work with people but then they end up being busy with all this other stuff for quality assurance and performance management and budgets and strategic planning and so on. So yes, it does have an enormous impact in that it changes the nature of the profession. It is the same for lecturers I mean …".

P12: SDSM04.txt - 12:20 [

"… all new academics have to go on the programme where the focus is very much on the teaching and learning issues and issues of what it means to be an academic at this University … specifically then communicating expectations".

P19: SDSP06.txt - 19:14 [

"… maybe their openness and willingness have been increased but that said for me it is like using a speaker over the crowd, as a practitioner I would have

preferred the lecturer to have the joy to say that here is a resource let me use it".

P 8: PM04.txt - 8:5

"There is a sentiment that this is the way I do my work and I wouldn't want anyone to come in and change that".

P14: SDSP01.txt - 14:20

"Hmmm ... and it creates opportunity in terms of how we can collaborate.

Participant A

I think they utilise the function better.

Participant B

There is more buy-in in what we do or offer. There should be some kind of collaborative relationship to produce a better product".

P16: SDSP03.txt - 16:11

"Lecturers should know about the services and talk to students about it".

P11: SDSM03.txt - 11:16 [

"A lot of teacher just sees it as new terminology rather than new methodology. Doing the same old things but just giving it a new name. It is the perception and I do not know what proper research will show but it is certainly what I hear and see".

P16: SDSP03.txt - 16:4

"Also I don't know what is the ratio between students versus SDS Practitioners but I realize that even though we feel that we are working very hard we still don't make enough impact, we still don't cover enough students in the programmes because of the fact that … ok maybe on the other side it can be uhm ... the human resources and even on the other side even if we were more we will still not cover everybody because students will still not have the support from the academics".

P12: SDSM04.txt - 12:7

"… and yes some students will come with educational background and they will come in less prepared and they will need extra help and even students in the main stream will need help but also academics need to become increasingly aware of you know ... better aware of these needs and adjust their teaching accordingly".

P17: SDSP04.txt - 17:14

"It is an important relationship and it is a recursive relationship. I had a lecturer refer his entire group to me for life skills and she saw the need for the students to improve their study behaviour and for self regulated learning and without her inputs I would not have been able to do my job well and I was helping her doing her job well. That is what I mean with a recursive relationship where she helps me and I help her".

P 3: IM03.txt - 3:5

"I am talking about the inherent responsibility of the lecturer to also be a student developer in addition to student support. And I think that concept is not well established in our institution. The fact that lecturers need to realize that it is their responsibility to support students in various ways w for those who may need their support they have to do it differently".

P 3: IM03.txt - 3:23

"I think that the school leavers will probably expect from lecturers to teach in an OBE manner and therefore the lecturers will be pressurized by the students to adjust and do things differently".

P13: SDSM05.txt - 13:20

"The job of the lecturer is expanding. They actually just can't cope anymore. We are expecting of them to be a psychologist, a life coach, a subject expert with top level qualifications and an expert researcher as well. And in that regard the

lecturer needs the student development and support unit to assist, partner and compliment the academic work".

P17: SDSP04.txt - 17:8

"I think the attitudes of other staff members in other departments towards student development and support also changed positively they previously didn't refer and now it is almost as if they insist that students must report for assistance".

P19: SDSP06.txt - 19:17

"… and we also have to understand that some or the majority of students that we are now receiving come from a schooling system where they got used to outcomes-based education. The problem is that I don't know how well our lecturers are prepared, people still look at it as just some theory but I find there might be a problem if students come from high school with that kind of teaching background and then we are still functioning in a discipline based fashion".

P12: SDSM04.txt - 12:12

"Faculty staff is becoming involved. You will find academics with commerce or engineering qualifications working in faculties and doing academic development type research and papers and it complements our work".

P19: SDSP06.txt - 19:13

"Yes, in fact I could give a very good example. When I was attending a quality assurance course last week the one lecturer said openly that she is not here to baby-sit anybody, there is no time for her to sit and listen to students problems or do anything about it, you know, she feels it is not her terrain, her job. For me that was a really bad attitude but she feels she has got to go to class and teach, teach, teach".

P19: SDSP06.txt - 19:19

"I think that it is not that lecturers and alike do not want to adopt this kind of approach (management). The problem is that with this current issue of throughput-rate it becomes the only issue that lecturers are concerned about. University staff find it annoying to draft business plan as they see their duty as

teaching to reach throughput standards and that is in turn related to FTE's and subsidy".

P12: SDSM04.txt - 12:19

"… in some cases like Commerce again are very reliant on big lectures in large lecture halls you know, and the tutorial approach is quite "iffy" you know, but in some parts of humanities particularly in languages, there are a lot of tutorials and that and a lot of the professors will even run tutorials instead of lectures. In Health Sciences they have changed completely to what is called problem based learning with learning facilitators – so it really is very faculty based but there is this diversifying trend".

P17: SDSP04.txt - 17:9

"The sensitivity that I pick up amongst lecturers is that they immediately send them (students), they won't just ignore problems and they will call in the students and refer them …".

P 7: PM03.txt - 7:15

"I want to follow up on what you've just touched on. This theme from the employment sector that higher education is not producing the kind of graduate needed….does it impact on the academic ...

Participant

Yeah, it impacts heavily and they are under pressure to become the producer of skills".

P13: SDSM05.txt - 13:6

"The change in the needs of students is a major factor. I can even see it with the curriculum and how it is changing. You get a group of people who will say that 30 years ago all students who came into the system was able to do x, y and z. I've been teaching my subject for so many years now and I am not going to change the students have got to change. Then you get the group that will say there is something definitely wrong with the students but I need to help the

students to change. We accept now that the profile of student that we are getting in has changed, there is something seriously wrong; I need to help the students to address those needs.   I am not always sure whether academic do understand that the student profile has changed and whether they are perhaps just ignoring it, they don't really understand, or what?".

P13: SDSM05.txt - 13:14
"A current assumption may become fact in that the diversity of students could escalate and take on crisis proportions – I am talking about their academic preparedness …".
"Lecturers will have to change and stop looking for the deficit in their students but focus on the deficit in their teaching".

Code: Socio-Political {17-0}~

P10: SDSM02.txt - 10:17
"The problem is – and I do not know where students learnt this – is that once in a need they stay in a need or at least that is my interpretation of their behaviour. Even if you could provide any kind of services students, because of a history or a culture of thinking in a "disadvantaged way" have this rhetoric that " I am disadvantaged" – even students with minor problems may feel that they need to be excused all the time. And students like to play student politics and they easily pick any issue to play their politics. It is really difficult but I think institutions would really need to work hand in hand with student leadership and educate them on the issues and make them to really understand the issues regarding student development and support".

P18: SDSP05.txt - 18:23
"Where in the past we may have been able to say all students are unprepared and some under-prepared I am of the opinion that the under-preparedness is increasing – and I am referring to a whole range of skills. Maybe it has to do with the social circumstances in the feeding area of our university. The interesting is

that if I talk to psychologists in other types of environments have similar experiences".

P12: SDSM04.txt - 12:28

"I think the institutions feel the pressure to increase student numbers and even faculty levels are feeling that pressure. It also led to an increase in numbers for academic development provision. All of the transformation issues culminated in a phase of conflict and a activism in the 1980's and then government driven transformation in the 1990's, especially post 1994 to where we are now".

P17: SDSP04.txt - 17:4

"… it is definitely so because the family system that they (students) come from is not functioning properly; their communities are not functioning properly and then on top of that they don't study properly; they don't have the required study skills and they fail courses. It is a lot of stuff that comes in with one person and that makes it hard for counsellors".

P 1: IM01.txt - 1:13

"Yes, oh yes, just like at other universities in South Africa. It was even on the news last night at another university students are making specific demands about language of instruction, etc. In our case I think we have less conservative viewpoints but with us I think we have a strong liberal student base who obviously ants to see change but yes we obviously also have a conservative element that doesn't want change and fights for the status quo".

P19: SDSP06.txt - 19:7

"They expect that now that we are in a democratic dispensation and things will just happen democratically and learning will just happen for them, they can't explain that to you but they live with the hope that it will happen. But it requires that they will have role models and mentors here at university to guide them. So all these things happening behind the scenes do have a negative impact".

P18: SDSP05.txt - 18:10

"Oh yes, it certainly has, but our society has changed and the realities that they have to deal with has changed".

P10: SDSM02.txt - 10:18

"Even in the international terrain in the globalised world for which we prepare them they need to operate as independent individuals. So universities may have to work with students and make them more aware of their own thinking and discourse".

P 4: IM04.txt - 4:4

"It aah … it often affects us on a financial level in the sense that we get many students that are financially needy. They really suffer to get the finances together to fund all aspects of their study and then it becomes a problem when we need to address the issue".

P 4: IM04.txt - 4:6

"… see the political pressure to be accommodating and the business imperative to address throughput has made it essential for us to rethink our whole residence strategy to ensure that the resident student is successful".

P12: SDSM04.txt - 12:15

"… it shows that it is a real problem and very tricky area for university. It is unfortunately a politicized issue …".

P15: SDSP02.txt - 15:20

"Our service portfolio has actually changed because in the past the focus was on career counselling for prospective students and the focus has shifted to registered students so we have scaled down on service to external clients. The focus is now on identifying risk, workshops for students, etc. Also more therapeutic and devoted to our own students. This change has been for more ten years or perhaps fifteen years ago, since '94 - basically with political change".

P 8: PM04.txt - 8:1 [

"I think the issue of academic development, especially in this country, comes from the disadvantaged black students who came from and impoverished academic background. They came into higher education, specifically into the historically disadvantaged institutions and there were efforts to try and bridge the gap for them".

P11: SDSM03.txt - 11:10

"… you've got to look at your service portfolio. Your service portfolio is again influenced… you've got to look at the socio-economic background of your learners. A lot of the students are first generation students. A number of academic studies indicate that first generation learners are generally at greater risk of academic under-achievement".

P10: SDSM02.txt - 10:4

"… and maybe because we are a developing country most of the things we are always catching up with and realizing that we need to get things in place and the history of disadvantagement so to say of the majority of students".

P17: SDSP04.txt - 17:2

"… I think the social background plays a role and then the financial background of students and their inability to pay. It even relates to their self-esteem. I'm not too sure that it impacts directly on management ... but it certainly impacts on the training of staff and the skills required of them.

Researcher

I think those factors will be relevant because anything that impact on the unit will impact on the management".

P11: SDSM03.txt - 11:34

"… throughout the whole chain. If you start out with access, politics are constantly involved there … if we go into issues like providing for students with disability… issues of language. We spoke about the issue of language deficits but language in itself is a contentious issue".

Code: Strategic planning and management of the university {36-1}~

P15: SDSP02.txt - 15:4

"I have noticed in your new organizational structure that you are positioned within the Student Affairs environment. Academic development is located in another environment. How does that impact on your work/ what effect if any does this positioning have for you?
Participant A
We feel strongly that we should be with learner support section and with academic skills environment as it is difficult to separate the functions. Because you see students are very busy and their schedules are very full and when we come with interventions -and people know that you are not an academic they tend to see what we do as a mere add-on. We are operating from a disadvantaged position …".

P 9: SDSM01.txt - 9:11

"At this stage since the merger such petitions just fell on deaf ears and we currently have three deputy vice chancellors. One for Academic matters, one for Support and Development and one for Student Affairs. The DVC Support then became the Vice Chancellor and that function became clustered with Academic functions".

P 9: SDSM01.txt - 9:12

"… but we report to different line functionaries with different priorities and approaches. We offer a lot of life skills development, credit-bearing as well as

non-credit bearing and this in strong partnership with the teaching and learning centre and … but we keep explaining our role".

P19: SDSP06.txt - 19:1

"I still feel that is a bit difficult to get real buy-in from the other stakeholders, you know people like our managers, our lecturers … buy-in into the actual idea of student development as it were. For them, they are happy that there is some "additional stuff" which they could just as easily shove under the carpet and forget about. They don't look at it as something that is core and could contribute much to student success as it were. So you know, the main problem is really buy-in …".

P18: SDSP05.txt - 18:6 [

"The principle and national agenda is access with success. Then one should look at where does that start? That really starts from way before the student registers. It starts out there where you recruit and select the right student to enter the system and I am convinced that our synergy in the unit optimize our recruitment. We extend counselling into the recruitment phase. It is just a different logic. It considers recruitment as an academic matter".

P14: SDSP01.txt - 14:29

"…that on the positive side and on the other side I don't think the institutional managers recognize or realize the importance yet and that is the negative… I think they still operate and reason from the nice to have approach".

P10: SDSM02.txt - 10:19

"So this could be one factor that impacts on student development and support. If there were policies at national and institutional level then the managers of these services and the practitioners could implement but when there is no policy … that is why you will find that there is a lot of groundwork to be done".

P15: SDSP02.txt - 15:21

"… the service portfolio changed with change in core business, to be relevant we focus more on orientation, life skills because you have to show that you support student retention in some way or providing students with a holistic way to deal with the academic environment … so that is also because of core business issues support students with a holistic way of relating to the academic environment. Soo …I mean that is also because of core business issues, they have changed a lot of needs and what we do but it is not a recent change or merger related change".

P 9: SDSM01.txt - 9:3

"Oh, some of the stuff just fell flat and faculties started doing things for themselves or in some cases they contacted our section to step in. So there really is a huge problem. A recent student survey showed that students are extremely dissatisfied with the lack of services in areas of academic support".

P18: SDSP05.txt - 18:21 [

"For example we have a risk-report that is issued twice per annum and we participate very actively on the committee that compiles this document. We do research to determine certain trends and try to predict changes that will be required. This report is scrutinized by the broader management of the University and ultimately if a specific issue we raise is deemed to be a high risk for the university it is taken up in a risk register and purposeful planning had to be done to determine what the response to manage the risk will be".

P 3: IM03.txt - 3:8

"… because the processes actually depend on implementing the new organisational structures and because the structure took so long to be finalized and the population of the structure is not even complete … I'm talking now about student development and support and all academic development but even in the Faculties it took so long for everything to settle down and stabilize in the faculties … once again I just think that people were focusing on other issues rather than the processes of student development and support".

P18: SDSP05.txt - 18:5

"We do analysis of the profile and quality of student that we want to get into the system and then some of our teammates just take over when the student comes into the system".

P 5: PM01.txt - 5:9

"But all the while government steers institutions about what decisions they make or have to make in terms of who gains access , the admissions policy and then from that they have to determine what appropriate programmes or actions to put in place".

P 2: IM02.txt - 2:3

"Extended curriculum model works best for us … especially for first year programmes".

P10: SDSM02.txt - 10:12

"I think it is a given that students are not well prepared and they are definitely under prepared, but if the university doesn't have in place programmes in response to the needs of the under-prepared students and there are no services or relevant interventions like the foundation programmes or programmes to at least prepare students and assist their development then the university would be rendered under prepared because here are the students coming into the system but there is no institutional response. Overlooking the needs of the students would constitute under-preparedness by the institution but if there are programmes in place to bridge the gap or reach out then the institution is better prepared and at the end of the day it would benefit the institution in terms of drop-out rate, the throughput rate is managed in this manner".

P 9: SDSM01.txt - 9:14

"What gives me hope is that two years after the merger now, management has

given instruction that all policies must be reviewed and integrated or even new policies developed where required. And the two policies, where student development and support is captured, we will ensure that an integrated and holistic approach is enforced. The policy must regulate and integrated approach to addressing student retention and towards addressing student throughput and that the policy will ultimately regulate what belongs together and what not".

P19: SDSP06.txt - 19:6
"I think the institutional planners are missing a very important step in terms of what I would call discipline. At matric-level they were under tight supervision and now at the higher education institution all the doors are open. I suspected this when I was dealing firstly with so-called normal students but then it became clearer in my mind when I started dealing with students with disability. Discipline is lacking. And it looks like planners are more concerned about aligning and accumulating resources and money for other things and neglecting the importance of discipline in terms of how to be disciplined learners or students and to take responsibility for their academic progress or learning and also the use of resources ".

P19: SDSP06.txt - 19:2
"Yeah ... buy-in … and commitment at institutional level. I feel that the theory and policy is there but when it comes to practice, I mean supporting it and funding, I find things are flimsy there – even on the level of the Department of Education".

P 3: IM03.txt - 3:12
"The university invested quite a lot of money in this unit and the staff is appointed on full-time basis as opposed to the tradition of part-time appointments which also says a lot".

P 5: PM01.txt - 5:24

"… it is again about defining exactly what your core business is and determining what is supplementary and supportive to core business. Whatever forms part of the curriculum becomes core business and all other stuff is support. So it really is matter of constructing the institution around what is considered to be its core business".

P10: SDSM02.txt - 10:9

"You see the mistake an institution can make is to separate the student development and support initiatives form the main curriculum, because when you put this on a scale and punt these issues against one another students will think the degree is what I came here for and the subject is what I am paying for and the will prioritise that and overlook other development factors – which is for me from experience the vehicle that you use to get you there where you are going so I think the positioning should be part and parcel and not be divorced from the main curriculum. It should not be seen as separate things. An integrated kind of approach is for me what works because it helps the providers, the practitioners and even the institution. Also it helps the academic sector to know that they are not carrying the burden alone; this kind of relationship is also helpful for the students in terms of their attitude towards support. That is my view".

P 8: PM04.txt - 8:3

"… all of this will obviously have a lot of impact on programme offering and on the type of student who are taken into those institutions. So academic development will take new meaning based on the types of programmes that are offered by a particular institution and you may find that for some institutions there are more pressing issues that have to do with mergers which mean they could delegate academic development and student support down the ladder and that could be seen as a risk area".

P12: SDSM04.txt - 12:9

"All of the transformation issues culminated in a phase of conflict and a activism in the 1980's and then government driven transformation in the 1990's, especially post 1994 to where we are now. It all changed now because we have a much more stable situation with staff and so on and extra monies for academic development coming for the state to support AD work and financial aid".

P 4: IM04.txt - 4:2

"Oh, I find it extremely effective. I find the fact that … what happens is when the Committee for Teaching and Learning meets and discuss something that concerns students we and they are consulted directly for our input. It means that strategies are not embarked on or decisions made that Student Affairs had no opportunity for input".

P16: SDSP03.txt - 16:4

"Also I don't know what is the ratio between students versus SDS Practitioners but I realize that even though we feel that we are working very hard we still don't make enough impact, we still don't cover enough students in the programmes because of the fact that … ok maybe on the other side it can be uhm ... the human resources and even on the other side even if we were more we will still not cover everybody because students will still not have the support from the academics".

P16: SDSP03.txt - 16:6

"I think just to say something about new structures and developments (in our unit) like the establishment of our learning centres … that might alleviate some of the problems that we currently encounter. We will consolidate more of the service areas and I think it can already help to sort of centralize things".

P17: SDSP04.txt - 17:6

"I think things in our institution have now begun to change. With all these issues going on, it seems that there is bit of a sharpened role and emphasis on student development and support. Where in the past it has been bit of a peripheral function it is now becoming more main stream – especially at this institution I think".

P12: SDSM04.txt - 12:10

"… and also within universities there are strategies to prioritise … faculties are top sliced in order to fund academic development type of work. Yeah ... I think what is important is that the institution has taken it on … and it makes a change in terms of the quality of the work that can be done because it is much more stable, much more AD people have PhD's and they are engaging more in research".

P12: SDSM04.txt - 12:20

"… all new academics have to go on the programme where the focus is very much on the teaching and learning issues and issues of what it means to be an academic at this University … specifically then communicating expectations".

P13: SDSM05.txt - 13:11

"… and it is precisely that fact that may have such an impact on the student development and support function that it requires for planners to go back to the drawing board and rethink the approach …".

P12: SDSM04.txt - 12:21

"I think that some structural things (management systems) are very important, that we create and enabling policy environment in order to do our work".

P14: SDSP01.txt - 14:2

"It seems to me like there has been a time where we did not have to fight so hard to be recognized – even before it said so in the Plan – where now it almost feels like we have to fight even harder to gain some standing … maybe it is a re-fight … I don't know but it does matter who is your VC and DVC and whether they endorse what you do …".

P12: SDSM04.txt - 12:17

"So you can see that this is about institutional development … it is not just about a small group of people on the side … in many areas like Commerce there are around 800 to 900 students in academic development programmes and it therefore involves quite a big part of the faculty itself and there and in Health Sciences we have established educational development units within the faculties to mainstream educational development (including AD)".

P14: SDSP01.txt - 14:3

"… an old paradigm yes and the function of teaching subject content come first and the rest are side issues. I don't think we get the support there as we should … maybe it is not so much the support maybe it is the understanding of how it impacts and the value of it. But I think it is maybe openness really because we have had people in the past who were more open to what we do …".

P13: SDSM05.txt - 13:5

"To some it has a different ring, a historical connotation of putting people down, or implying that there is something wrong with you. It's in a name … just the name of the unit can have impact. It actually says something about the philosophy of the unit …".

P 2: IM02.txt - 2:1

"I do think the foundation funding initiative has had made a big difference".

Code: Student Attitude And Behaviour {12-0} ~

P16: SDSP03.txt - 16:13

"You find that students are not really motivated, not really ready to attend to workshops and additional things. They still see it as add-on to the curriculum and do not attend".

P18: SDSP05.txt - 18:24

"… and then another thing that I can see is that, as one gets more concerned about these things you must take care that students themselves do not care less about their preparedness and abilities to cope. Also I something that I pick up and that I am convinced we should look at, is changing the locus of control back to the self, for students to take responsibility for their own lives".

P17: SDSP04.txt - 17:15

"I think our students changed. I think if you look back ten years maybe, the students who came to university were better prepared students, they may be performed better at school, etc. I am not too sure how to phrase this but I heard a rumour that some of the technical programmes and training options are collapsed or have fallen away and that now causes those students to come into the higher education system and it not that popular anymore – it is just more popular for students to come to university. And I am not sure that they always all belong at university….maybe that is also one of the reasons why student development and support has become more main stream because there is a bigger group of students that need the development and support and not just a marginal group anymore".

P10: SDSM02.txt - 10:23

"So universities may have to work with students and make them more aware of their own thinking and discourse".

P 4: IM04.txt - 4:12

"There is an interesting thing in that we have learnt from this multicultural week thing that we need to move away from the mass event type thing to a more personalized and individualized approach".

P17: SDSP04.txt - 17:7

"I think the focus on this unit ... uhm … for instance in the past life kills used to be bit of an add-on, something that you kept students busy with, but know there is more of a general perception that it is something that needs to be done. Maybe not on the part of the students yet ... that is perhaps where we still need to create changes …".

P10: SDSM02.txt - 10:21

"Even if you could provide any kind of services students, because of a history or a culture of thinking in a "disadvantaged way" have this rhetoric that " I am disadvantaged" - even students with minor problems may feel that they need to be excused all the time. And students like to play student politics and they easily pick any issue to play their politics".

P10: SDSM02.txt - 10:22

"Students need to understand that they need to responsible for themselves".

P 4: IM04.txt - 4:10

"This biggest issue is sometimes to get a balance between the expectations of the resident and non-resident students – remember the residence culture is very strong with us. It is a risk that residence students could dominate the agendas and we need to carefully monitor that".

P 8: PM04.txt - 8:14

"Student could get an attitude that I only access those areas that are relevant to my own specific or immediate need. I mean I think of my own student experiences. Little did I do in terms of accessing information beyond the task at hand".

P16: SDSP03.txt - 16:2

"Yes, the maturation levels are very low – sometimes because of a lack of knowledge. Sometimes of you explain and give a very explicit reason for the intervention then they really start to really understand the importance of the interventions we offer".

P17: SDSP04.txt - 17:11

"Well that has definitely translated into a changed view from the scholars or grade 12's, because they all or the majority wants to come to "tertiary" and for them tertiary is not technical college or any other college. It doesn't matter whether or not they can really do it but it is the primary goal to get to tertiary".

Code: Student Preparedness {35-1}~

P10: SDSM02.txt - 10:7

"The needs are more now because of this profile of incoming students. Needs are often in the areas of language development. If you think of rural students of language development … sometimes it is the language teachers from those areas who teach and translate in the vernacular … the levels of readiness in terms of language proficiency, career guidance, what courses I need to do … all these determine the needs. The profile has changed dramatically".

P19: SDSP06.txt - 19:10 [

"My colleague here spoke about the gap. Some of them for example who are doing some academic development programmes like reading skills development they battle to even go into the computer. Why? Because they come from an environment where they were not exposed, their background where they come form there was not even a computer. They find a computer for the first time in higher education context. Now it becomes very difficult for the student to cope with the demands".

P19: SDSP06.txt - 19:9

" I think maybe to put it into this perspective is that I think we need to understand that the profile of students that come into the system in this era - especially post 1994 - is highly mixed. Now, what we see as a problem, especially in our institution is that student development and support has test for incoming students just so that we can be able to put in place programmes that will address the needs. Now the biggest problem we face with students coming into the institution, and especially in my specific environment, is that the majority of students come from schools which number one are under resourced".

P11: SDSM03.txt - 11:13

"Uhm … so where ten years ago with a language centre the idea was an add-on something that was there for the minority, or a number of really high risk students it is now something that is required for the majority of the student population. For me that is something that I have experienced as a definite shift in focus".

P 2: IM02.txt - 2:7

"… those issues as well but have had language development strategies. We run the courses all over the place and we have language development in the extended curricula as well".

P12: SDSM04.txt - 12:14

"But the admissions test has shown that the student profile is diversifying … but I would have to say that some Universities have major major issues if you look at the preparedness of incoming students…so what the alternative admissions test project results show is that if you compare the application results and test scores there is quite a good correlation but you find use difference at the bottom end of applications and those students will need more intensive academic development …".

P11: SDSM03.txt - 11:12

"If we look at the literacy profile at the academic side... my research has shown over the years the English proficiency and reading levels gradually dropping and that like evident over the last ten years each year the profile gets worse and worse and this is shown by research within the department".

P18: SDSP05.txt - 18:8 [

"… in terms of race and gender and so on we have seen a gradual change. We had to adjust and respond to the change, I for example appointed psychologists to the team from other race groups to be sure that we provide in all cultural stuff that we have to consider and accommodate. But what I realized, and it is certainly not a scientifically proven fact and just a view based on my experience that there is a change in the preparedness of students".

P16: SDSP03.txt - 16:2

"Yes, the maturation levels are very low – sometimes because of a lack of knowledge. Sometimes of you explain and give a very explicit reason for the intervention then they really start to really understand the importance of the interventions we offer".

P13: SDSM05.txt - 13:13

"A current assumption may become fact in that the diversity of students could escalate and take on crisis proportions – I am talking about their academic preparedness".

P19: SDSP06.txt - 19:12

"The lecturer took us straight into the library and showed us step by step how to use the resources and specifically the computer-based resources. But with us, when students come in, regardless of where they come from or whether they have computer literacy, the lecturer will say my responsibility starts here and if they come in not knowing this then it is not my problem or responsibility. Then those types of lecturers start teaching in a disconnected manner and assume that students would be able to make the links between subjects and other related matters. As a result students often have to start learning all over once they are in the field and that is not cost effective".

P16: SDSP03.txt - 16:3

"I think that the majority of institutions I suspect – at least definitely in our case – there are new projects for risk-profiling to identify skills gaps; programmes in pro-actively identifying needs. And even with potential assessment, if a student gets those results they are motivated to get assistance … ".

P16: SDSP03.txt - 16:7

"Because if you look like this year with the introduction of our risk-profiling system early on and we had a lot of students who were referred for the language intervention but when we can get them into the system and into the lab for example we can get them into the other programmes as well like reading and study groups, etc. I think the logic was, let's start with the most obvious and most critical and then introduce students to the other programmes they have to also do or which they may also need".

P 1: IM01.txt - 1:9

"There are examples of a University that has changed within 5 years from 12% black students to 87% black students. That institution found in their own research that the vast majority of students were not proficient in English and this caused tremendous problems for the University …".

P16: SDSP03.txt - 16:1

"I think on an institutional level the gap that was created between high school and tertiary is the most crucial factor or it is a problem for us because you have to develop the learner or the student from scratch. They lack skills in different areas… when we talk of language … we talk of study habits or study attitudes or behaviours… also students themselves. You find that students are not really motivated, not really ready to attend to workshops and additional things. They still see it as add-on to the curriculum and they do not attend".

P 3: IM03.txt - 3:4

"I don't think that as a university we are prepared for the students that come with all those disadvantages- that is what the DVC also usually refers to as a deficit model and he doesn't agree with that - we can't just look at the student deficits, we need to look inside the institution, at the lecturers, how they teach, do they teach to accommodate the specific profile of students or do they just teach as they have been for the past twenty years. In other words do they teach differently because the students may need support".

P10: SDSM02.txt - 10:12

"I think it is a given that students are not well prepared and they are definitely under prepared, but if the university doesn't have in place programmes in response to the needs of the under-prepared students and there are no services or relevant interventions like the foundation programmes or programmes to at least prepare students and assist their development then the university would be

rendered under prepared because here are the students coming into the system but there is no institutional response. Overlooking the needs of the students would constitute under-preparedness by the institution but if there are programmes in place to bridge the gap or reach out then the institution is better prepared and at the end of the day it would benefit the institution in terms of drop-out rate, the throughput rate is managed in this manner".

P 9: SDSM01.txt - 9:9

"in the faculties they experience this very acutely. According to our annual statistics the trend is that the number of students utilizing our services increased by 15%".

P 1: IM01.txt - 1:22

"... mmm even at our institution we found that students battled with english as it was still a second, third and sometimes even fourth language for them. The language issue is a very big challenge".

P12: SDSM04.txt - 12:7

"… and yes some students will come with educational background and they will come in less prepared and they will need extra help and even students in the main stream will need help but also academics need to become increasingly aware of you know ... better aware of these needs and adjust their teaching accordingly".

P 3: IM03.txt - 3:1

"Well, I think the transition from secondary school to higher education … that is definitely a factor and the fact that the students coming from secondary schooling these days seem to be not as good as they were in the past".

P 3: IM03.txt - 3:13

"… we really don't know what the profile of those students will be firstly and secondly although we do workshops on OBE in the institution I don't think that lecturers are actually implementing OBE as they should".

P 6: PM02l.txt - 6:4

"Some of the issues were increased access; numbers within the university requiring support increased but also increasing problems with teaching and learning where academic literacy and preparedness in coming from school and you can't expect learners to come from one system and then deal with what they encounter at an institution".

P11: SDSM03.txt - 11:4

"In terms of the under-prepared learner: a large proportion of our learners come from a disadvantaged background, although we have now worked through the whole cohort of post-apartheid learners".

P 1: IM01.txt - 1:11

"My opinion is simply this: there is no sense in taking students into a system and you simply destroy them because they can't deal with the demands, language and otherwise".

P15: SDSP02.txt - 15:13

"… our courses have changed and we offer many bridging programmes, so we see students that are academically not so strong and they come from disadvantaged backgrounds and schools".

P18: SDSP05.txt - 18:9

"we certainly experience radical changes in the language, for example the technology language that they use. Their world has changed and that is why I say it is not any bodies fault. But yes we do experience differences in their skills to write, read, etc. but these are issues that are universal in South Africa and perhaps not unique to our university".

P14: SDSP01.txt - 14:16 [maybe is a generalising statement..]

"May be it is a generalising statement that I am making, but it feels almost factual to me. So definitely a factor that directly impacts on the type of services that we deliver is determined by the profile of the students we get and OBE certainly plays a role in that … now exactly what is in place there but thing are not in good order if we consider the kind of students that we get from the schooling system. We are certainly not doing things the way we used to".

P17: SDSP04.txt - 17:2

"… I think the social background plays a role and then the financial background of students and their inability to pay. It even relates to their self-esteem. I'm not too sure that it impacts directly on management ... but it certainly impacts on the training of staff and the skills required of them.
Researcher: I think those factors will be relevant because anything that impacts on the unit will impact on the management".

P17: SDSP04.txt - 17:4

"it is definitely so because the family system that they (students) come from is not functioning properly; their communities are not functioning properly and then on top of that they don't study properly; they don't have the required study skills and they fail courses. It is a lot of stuff that comes in with one person and that makes it hard for counsellors".

P14: SDSP01.txt - 14:11

"So the under-preparedness is not just an academic dilemma it has serious personal backlash to the individual. Students are almost creating a culture of failure for themselves and they give up eventually … they come in and ask what must I do next I don't know. Under-preparedness definitely has an academic impact but yes in a professional capacity one can see that it has a high personal impact. get de-motivated and when you start to look into how or why they chose

what they are doing most often you find that they were influences by "my friend said" or "my dad said I must become an engineer" there is not a personal stake in what they do. There is stake in it in terms of being somebody, making the family proud, and the economic upliftment … and they eventually lose it. They lose it because it is not where they should be".

P11: SDSM03.txt - 11:1

"The under-prepared student as a factor … I think it is the main thing".

P 6: PM02l.txt - 6:5

"... and I think University managements has become conscious that there are problems, … and then again there is an international aah… notion that students should be helped with skills development like life skills, language, mathematics, and some of the issues came to be regarded as separate generic skills form the core curriculum of programmes that is …".

P 4: IM04.txt - 4:9

"Look our university is under-prepared in many many respects to accommodate the different needs of incoming students. The schooling system delivers a learner that is not always ready for higher education and the point is are we as higher education ready to receive them with their specific needs. I think it is a very relevant question to ask. We can't say that it is business as usual anymore and then we need to ask ourselves are we really prepared".

P14: SDSP01.txt - 14:9 [

"I think except for the subject related issues a lot of students come into higher education without a clear understanding just for the sake of studying and without a clear understanding of what it is going to take from me on a personal level, on a financial level, what type of career choices I have to make to make it a successful journey for myself ... one sometimes gets the idea that there is not a lot of forethought into the process there is just "oh there is access I must go".

Code: Student Profile {40-0}~

P18: SDSP05.txt - 18:7

"… there has not been such a drastic change in student profile and it was and still is, very slow change which means that we can control and plan our mechanisms for and responses to the change. It does not mean that there were not unforeseen impacts and factors but the change in profile with us was a very gradual process. The future change in profile will however be very much determined by the language policy".

P18: SDSP05.txt - 18:11

"All I am saying is that the internal person-profile has changed and therefore we can say our student profile changed and they do report with different needs than before. We now deal with generation Y".

P11: SDSM03.txt - 11:11

"It is a whole mind shift or paradigm shift for learners to adjust to higher education. The soft factors involved there are critical and that needs to be addressed ... well, in terms of social support efforts, life skills efforts, and primary prevention of drop-out … efforts then needs to be focused there".

P17: SDSP04.txt - 17:4

"… it is definitely so because the family system that they (students) come from is not functioning properly; their communities are not functioning properly and then on top of that they don't study properly; they don't have the required study skills and they fail courses. It is a lot of stuff that comes in with one person and that makes it hard for counsellors".

P15: SDSP02.txt - 15:15

"We are very busy and we are involved in joint projects and that is a change from

before. It was mostly as a result of the student needs and not only the merger.
Pause

Participant A: Our service portfolio has actually changed because in the past the focus was on career counselling for prospective students and the focus has shifted to registered students so we have scaled down on service to external clients. The focus is now on identifying risk, workshops for students, etc. Also more therapeutic and devoted to our own students. This change has been for more ten years or perhaps fifteen years ago, since '94 - basically with political change.

Participant B: … the service portfolio changed with change in core business, to be relevant we focus more on orientation, life skills because you have to show that you support student retention in some way or providing students with a holistic way to deal with the academic environment … so that is also because of core business issues support students with a holistic way of relating to the academic environment. Soo … I mean that is also because of core business issues, they have changed a lot of needs and what we do but it is not a recent change or merger related change".

P11: SDSM03.txt - 11:23

"… it doesn't make sense to me that the funding formula does not provide at all, because the learner- profile is a fact. There are volumes and volumes of research indicating what type of learner we have and what needs they have and those are the challenges – it's been established - it then comes as a given that the funding should be there. It is not a fringe activity as it was years ago".

P 2: IM02.txt - 2:4

"Mmm yes, we have more black students, though this university seems to be the place of choice for the children of the elite, whether it is white or black or whatever".

P15: SDSP02.txt - 15:14

"We do find more welfare type problems etc and some students need more intense academic support. They present with socio-economic problems. At the same time we have students coming from advantaged backgrounds or who are rich and we need to deal with this kind of diversity because of to opening up of access and we get students from all walks of life".

P17: SDSP04.txt - 17:1

"Then I think the factors of financial difficulty amongst students must be very important ...
Researcher: Could you elaborate?
Participant A: I mean specifically that large numbers of students have financial need and it has serious impact on student development and support services …".

P 3: IM03.txt - 3:3

"Based on our success rate analysis it is very clear that our black students need more support … I don't know why that is, probably because of the schooling system that they come from but it is still a factor that the black students success at this institution is poorer than the white students even though we have only a small percentage and that's one thing and then per campus that's also a factor depends on which learning site those students are – it also reflects in the success rate analysis".

P 5: PM01.txt - 5:21

"If we talk about student support I think it has become a critical issue because the profile has changed so much and also because at school level we don't have guidance. So all these functions and let me put it bluntly "defect" from lower down the system are being felt in the system and we feel like we need to compensate for efforts to address".

P10: SDSM02.txt - 10:20

"Researcher: From what you say the needs are also diverse. Is there a more differentiated scope of support required?
Participant: Very much exactly and you know the pressure is on for this kind of support and development service in higher education".

P 2: IM02.txt - 2:16

"Yes, well strong is relative because the schooling system is so very poor – but we do attract the best of those that do come from the system as it is. I do think that well performing students are certainly very selective and we also get a very high number of applicants per place available".

P15: SDSP02.txt - 15:13

"… our courses have changed and we offer many bridging programmes, so we see students that are academically not so strong and they come from disadvantaged backgrounds and schools".

P 9: SDSM01.txt - 9:7

"The profile has changed dramatically since '98 from a 89% white to the current profile of 18% white and 15% coloured and the rest black, so yes our profile has changed dramatically over a short time".

P19: SDSP06.txt - 19:9

"I think maybe to put it into this perspective is that I think we need to understand that the profile of students that come into the system in this era - especially post 1994 - is highly mixed. Now, what we see as a problem, especially in our institution is that student development and support has test for incoming students just so that we can be able to put in place programmes that will address the needs. Now the biggest problem we face with students coming into the institution, and especially in my specific environment, is that the majority of students come from schools which number one are under resourced".

P10: SDSM02.txt - 10:6

"This now changes the profile 200% because it is no longer the child who has received career guidance at school; who was guided at home; who went to school with a view of going to university but it is now everyone can get the money, NSFAS is there to provide. Even with students that I have just mentioned with disabilities … I mean they were not prepared always to go to university but suddenly the government and Department of Labour would say there is money now matric or Grade 12 is not the end and this changes the profile. Now students form disadvantaged background whether from poverty or area they come in with a package of needs".

P16: SDSP03.txt - 16:7

"Because if you look like this year with the introduction of our risk-profiling system early on and we had a lot of students who were referred for the language intervention but when we can get them into the system and into the lab for example we can get them into the other programmes as well like reading and study groups, etc. I think the logic was, let's start with the most obvious and most critical and then introduce students to the other programmes they have to also do or which they may also need".

P 8: PM04.txt - 8:12

"… should be expected with the implementation of this OBE and now, one could expect that those learners will come through the system into higher education and the readiness of higher education to receive those students and continue to serve them. Those learners will have gone through a particular form of curriculum that is different to higher education … it will be a great challenge".

P10: SDSM02.txt - 10:7

"The needs are more now because of this profile of incoming students. Needs are often in the areas of language development. If you think of rural students of language development … sometimes it is the language teachers from those

areas who teach and translate in the vernacular… the levels of readiness in terms of language proficiency, career guidance, what courses I need to do … all these determine the needs. The profile has changed dramatically".

P17: SDSP04.txt - 17:2

"… I think the social background plays a role and then the financial background of students and their inability to pay. It even relates to their self-esteem. I'm not too sure that it impacts directly on management ... but it certainly impacts on the training of staff and the skills required of them.
Researcher: I think those factors will be relevant because anything that impact on the unit will impact on the management".

P17: SDSP04.txt - 17:5 [

"I have not really noticed a qualitative difference in the students … they are still for me under-prepared and lacking skills for life in general. I don't see really major changes in students. They aren't really more pro-active, motivated or anything ... in fact to me they seems sometimes very blaze and very passive and very help-seeking. I think the OBE-approach for example was designed and intended to not produce learners like that but the opposite".

P16: SDSP03.txt - 16:3

"I think that the majority of institutions I suspect – at least definitely in our case – there are new projects for risk-profiling to identify skills gaps; programmes in pro-actively identifying needs. And even with potential assessment, if a student gets those results they are motivated to get assistance …".

P16: SDSP03.txt - 16:2

"Yes, the maturation levels are very low – sometimes because of a lack of knowledge. Sometimes of you explain and give a very explicit reason for the intervention then they really start to really understand the importance of the interventions we offer".

P14: SDSP01.txt - 14:10

"It is like when we get students in the middle of January come in and ask "where is space?", now that is no way to step into a journey of higher education. People just blindly enter the system and it is problematic".

P 8: PM04.txt - 8:2 [

"They've got far reaching effects for institutions in terms of the programme and qualification mix, in terms of the student profile".

P12: SDSM04.txt - 12:3

"… and there were a lot of other things at that time in the political, social and economic areas that affected such a decision, processes were profound and student profiles changed. The reality for us was that problems of teaching and learning and not just problems of students arose".

P15: SDSP02.txt - 15:12 [

"I think for the long period that I have been involved in the Unit I have seen that students came in with an increasing range of problems and other things affecting them like finances, transport, accommodation, etc, and we have to respond to these matters in supporting them. However I don't think our relationship with students as our client has changed it just forces us to cooperate with more environments like Financial Aid, Welfare organizations, etc".

P 9: SDSM01.txt - 9:13

"Oh yes, our student profile has changed and we deal increasingly with issues related to the fact that the language of teaching, English, is a second or third language for the majority of our students".

P11: SDSM03.txt - 11:7

"… we shouldn't compromise quality that inadvertently has lead to the compromising of quality so we have to deal with the concept of a student deficit model ... though controversial we have to deal with that and that is also very much where student support comes in. In the past you had the academically strong people coming into the technikons or universities of technology that isn't the case anymore".

P18: SDSP05.txt - 18:9

"… we certainly experience radical changes in the language, for example the technology language that they use. Their world has changed and that is why I say it is not any bodies fault. But yes we do experience differences in their skills to write, read, etc. but these are issues that are universal in South Africa and perhaps not unique to our university".

P11: SDSM03.txt - 11:12 [

"If we look at the literacy profile at the academic side ... my research has shown over the years the English proficiency and reading levels gradually dropping and that like evident over the last ten years each year the profile gets worse and worse and this is shown by research within the department".

P 6: PM02l.txt - 6:1

"… we then see in such a newly formed University is a dramatic and very fast change in student profile …".

P13: SDSM05.txt - 13:14

"A current assumption may become fact in that the diversity of students could escalate and take on crisis proportions – I am talking about their academic preparedness ...
Lecturers will have to change and stop looking for the deficit in their students but focus on the deficit in their teaching".

P11: SDSM03.txt - 11:2

"The student population has changed in the last decade and we are working with a different type of learner compared to ten years ago and the institution has to be prepared for the under-prepared learner".

P 4: IM04.txt - 4:5

"Further when we need to change our student profile. Transformation has a different kind of effect at our University. Like all others we are also trying to change our student profile and to be more accommodating for students from all sectors but we have this duality in that firstly affluent people from across the country elect to enrol their kids at our university – for their own reasons –and secondly at the same time we find more and more students from disadvantaged background coming in with very serious financial and other need. It is a delicate and difficult situation that we at our Unit specifically have to deal with".

P18: SDSP05.txt - 18:5 [

"We do analysis of the profile and quality of student that we want to get into the system and then some of our teammates just take over when the student comes into the system".

P14: SDSP01.txt - 14:16

"May be is a generalising statement that I am making, but it feels almost factual to me. So definitely a factor that directly impacts on the type of services that we deliver is determined by the profile of the students we get and OBE certainly plays a role in that … now exactly what is in place there but thing are not in good order if we consider the kind of students that we get from the schooling system. We are certainly not doing things the way we used to".

P 1: IM01.txt - 1:6

"… change a lot and the impact on our environment was evident through the bursary and assessment project that was targeted to recruit black students. What we found was that some of the competing universities recruited black students from under our noses and we realized we couldn't wait for matric-results while Grade 11 results are very unreliable".

P 1: IM01.txt - 1:7

"… as far as our student profile in general is concerned our University has a very serious problem – compared to others".

Code: Teaching Strategies {12-0}~

P12: SDSM04.txt - 12:18

"… and those are in some ways often most powerful you know than internal drivers so I think that the consciousness of teaching and learning issues in general now because the institution is so diverse and there are some structural things that have happened.. so for instance we have aaa … in our self-appraisal you know there is a big section on performance based pay now and a section on teaching and learning".

P13: SDSM05.txt - 13:14

"A current assumption may become fact in that the diversity of students could escalate and take on crisis proportions – I am talking about their academic preparedness ... lecturers will have to change and stop looking for the deficit in their students but focus on the deficit in their teaching".

P 3: IM03.txt - 3:4

"I don't think that as a university we are prepared for the students that come with all those disadvantages- that is what the DVC also usually refers to as a deficit

model and he doesn't agree with that - we can't just look at the student deficits, we need to look inside the institution, at the lecturers, how they teach, do they teach to accommodate the specific profile of students or do they just teach as they have been for the past twenty years. In other words do they teach differently because the students may need support".

P13: SDSM05.txt - 13:7
"We accept now that the profile of student that we are getting in has changed, there is something seriously wrong, I need to help the students to address those needs.   I am not always sure whether academic do understand that the student profile has changed and whether they are perhaps just ignoring it, they don't really understand, or what?".

P12: SDSM04.txt - 12:3
"… and there were a lot of other things at that time in the political, social and economic areas that affected such a decision, processes were profound and student profiles changed. The reality for us was that problems of teaching and learning and not just problems of students arose".

P12: SDSM04.txt - 12:33
"We often talk about curriculum development before we actually talk about staff development you know, so there are some explicit things that we have to explain but mostly we talk about curriculum development as a way of improving skills and embed this in the curriculum … but there is still not enough reward in the system for improving teaching and learning".

P11: SDSM03.txt - 11:22
"If our schooling system would change … but we do not have power to address that … it means we have to deal with what we get".

P19: SDSP06.txt - 19:11

"I think it has to be tackled at all levels … uhm us as student development and support is dealing with it, lecturers for the content of subjects have to work hand in hand and have to make a triangle with student development and support and the student. But one element that has been neglected -and I think it is more of a western culture that is coming in -is the fact that parents are being kept out of education of their children at tertiary institutions …".

P12: SDSM04.txt - 12:32

"A lot of the time people in disciplines such and mathematics and such will come to me and say my students can't write and ask that we fix it up. And then you go in there and subtly try and show them that yes there are issues about reading or similar but there are also issues about how we teach".

P19: SDSP06.txt - 19:12

"The lecturer took us straight into the library and showed us step by step how to use the resources and specifically the computer-based resources. But with us, when students come in, regardless of where they come from or whether they have computer literacy, the lecturer will say my responsibility starts here and if they come in not knowing this then it is not my problem or responsibility. Then those types of lecturers start teaching in a disconnected manner and assume that students would be able to make the links between subjects and other related matters. As a result students often have to start learning all over once they are in the field and that is not cost effective".

P12: SDSM04.txt - 12:1

"I think there is this international notion that skills development is something separate from the curriculum but also an institutional notion that we put slower learning students in side programmes, a kind of liberal approach".

P13: SDSM05.txt - 13:6

"The change in the needs of students is a major factor. I can even see it with the curriculum and how it is changing. You get a group of people who will say that 30 years ago all students who came into the system was able to do x, y and z. I've been teaching my subject for so many years now and I am not going to change the students have got to change. Then you get the group that will say there is something definitely wrong with the students but I need to help the students to change. We accept now that the profile of student that we are getting in has changed, there is something seriously wrong; I need to help the students to address those needs.   I am not always sure whether academic do understand that the student profile has changed and whether they are perhaps just ignoring it, they don't really understand, or what?".

Code: Technology In Education {2-0}~

P11: SDSM03.txt - 11:29

"But a growing trend I think is to provide time and space independent services, particularly in such a large university aiming towards greater numbers in post-graduate students which are off-campus students… also the experiential learning students… and so on there are students who find it difficult to access services within the normal time frameworks. So I think it is definitely a trend to provide time and space independent services ".

P 8: PM04.txt - 8:7

"Uhm … you know unlike ten or twenty years ago where the use of technology was limited, student development now also have access to the use of technology like the cell phone, internet and so forth which can actually affect their learning more than before and it could actually fast track their acquisition of learning skills more than before".

Code: Unit Management Approach And Priorities {36-0}~

P11: SDSM03.txt - 11:32

"It facilitates the achievement of goals and stimulates the development of new goals because you constantly reflect on your practices and even implement and develop new practices. It improves innovation, implementation and accountability. It essentially improves productivity".

P15: SDSP02.txt - 15:4 [

"I have noticed in your new organizational structure that you are positioned within the Student Affairs environment. Academic development is located in another environment. How does that impact on your work/ what effect if any does this positioning have for you?
Participant A
We feel strongly that we should be with learner support section and with academic skills environment as it is difficult to separate the functions. Because you see students are very busy and their schedules are very full and when we come with interventions -and people know that you are not an academic they tend to see what we do as a mere add-on. We are operating from a disadvantaged position …".

P19: SDSP06.txt - 19:8

"I think it has to be tackled at all levels … uhm us as student development and support is dealing with it, lecturers for the content of subjects have to work hand in hand and have to make a triangle with student development and support and the student".

P 1: IM01.txt - 1:3

"Now this centre therefore has this double focus firstly the student development (including foundation, mentoring, tutoring and such) and then second leg being

the professional development of staff where we do workshops for new lecturers, induction and orientation programmes with numerous follow-up actions".

P 2: IM02.txt - 2:17
"Remember the big thing about our work (approach) is that we take the curriculum and work to enhance and optimize the curriculum – that's why we do not work ito student services we work with the curriculum …".

P15: SDSP02.txt - 15:1
"I like that we now have a new structure and leadership. We have nice offices; we have computers and if we need something we can order it. We've become more involved in academic stuff like life skills and we now do have a need for more staff …".

P18: SDSP05.txt - 18:8
"In terms of race and gender and so on we have seen a gradual change. We had to adjust and respond to the change, I for example appointed psychologists to the team from other race groups to be sure that we provide in all cultural stuff that we have to consider and accommodate. But what I realized, and it is certainly not a scientifically proven fact and just a view based on my experience that there is a change in the preparedness of students".

P19: SDSP06.txt - 19:15
"So maybe their openness and willingness have been increased but that said for me it is like using a speaker over the crowd, as a practitioner I would have preferred the lecturer to have the joy to say that here is a resource let me use it".

P 1: IM01.txt - 1:2
"In '97 we consolidated all these services and strategies in one broad unit for academic support. Towards the end of 2003 it was finally and formally structured into a consolidated unit as we have now. We pulled together student counselling and development, the centre for prospective students and the centre for teaching and learning".

P16: SDSP03.txt - 16:12

"I would say that as a student-based unit there are some things that we want to do and if you don't have the budget and sometimes you can't go an extra mile because you have not planned for it in advance … for example in terms of resources like computer if you do not have enough infrastructure …".

P 9: SDSM01.txt - 9:3 [
"Oh some of the stuff just fell flat and faculties started doing things for themselves or in some cases they contacted our section to step in. So there really is a huge problem. A recent student survey showed that students are extremely dissatisfied with the lack of services in areas of academic support".

P17: SDSP04.txt - 17:16
"It (more structured management) doesn't have a negative impact – I feel it is merely part of the package to assert some control and monitoring".

P 7: PM03.txt - 7:6
"If you go around and have a look at what student development services are like and how very different they are you'll find that we need graduate centres, in other words places where you can take them in their final year and teach them about interviews and all sorts of related matters".

P18: SDSP05.txt - 18:21
"For example we have a risk-report that is issued twice per annum and we participate very actively on the committee that compiles this document. We do research to determine certain trends and try to predict changes that will be required. This report is scrutinized by the broader management of the University and ultimately if a specific issue we raise is deemed to be a high risk for the university it is taken up in a risk register and purposeful planning had to be done to determine what the response to manage the risk will be".

P12: SDSM04.txt - 12:34

"You are in role to create an enabling environment. Which also makes me think your development staff should have appropriate qualifications to also be able speak with authority on matters of curriculum and research.   I prefer to work bottom-up in departments. Our role needs to be explicit".

P 3: IM03.txt - 3:9 [

"I had quite a role to play in the restructuring of the academic development function in the institution and my believe is that academic development consists of those four areas namely student development and support, curriculum development, staff development and institutional development my input in that regard has always been to cluster the four sections or categories - or whatever you want to call them - in one unit, so that you have a comprehensive coherent unit and therefore I think the structure that we have at the moment is not only through my inputs but also the inputs of all people involved in those units – and I am happy to say the people in those units had the same idea".

P10: SDSM02.txt - 10:8

"The universities are responding with student development and support as individual institutions but I think you will find huge differences between institutions. There are institutions you will find that are way ahead but this mostly depends on who is the head of the service, but aaa ... because of other forums where institutions come together and do some benchmarking by individuals who are charged with the service … you will find more and more institutions are participating but the mode of provision is different form institution to institution.
Researcher: Are you then saying it is up to an interpretation of the institution for what they provide and how they structure it?
Participant: Exactly because you whilst every institution will claim to provide services you may find that what is available in institution X is not what is in institution Y and the kind of services could differ vastly. And that is why sometimes even students have a preference for a particular institution because of

their idea of the sds services that is offered at a particular institution. You can find a student saying I am moving from X to Y because I don't receive the kind of support I need and therefore I'll rather go to Y".

P14: SDSP01.txt - 14:4
"I think maybe that now that there is a Plan the onus is on us to make the managers aware of the impact that we can make, and we can do that to show that what we do has impact".

P18: SDSP05.txt - 18:5
"We do analysis of the profile and quality of student that we want to get into the system and then some of our teammates just take over when the student comes into the system".

P10: SDSM02.txt - 10:12
"I think it is a given that students are not well prepared and they are definitely under prepared, but if the university doesn't have in place programmes in response to the needs of the under-prepared students and there are no services or relevant interventions like the foundation programmes or programmes to at least prepare students and assist their development then the university would be rendered under prepared because here are the students coming into the system but there is no institutional response. Overlooking the needs of the students would constitute under-preparedness by the institution but if there are programmes in place to bridge the gap or reach out then the institution is better prepared and at the end of the day it would benefit the institution in terms of drop-out rate, the throughput rate is managed in this manner".

P18: SDSP05.txt - 18:
"It is part of our challenge to ensure that the institution is prepared or is made aware of issues of preparedness. For example issues of accommodation of students with disability. It is often dependant on our type of environment to alert

the university and sometimes lead on these matters. The concept of the under-prepared university is a reality and we have to deal with that. Life is a journey and change is inevitable".

P18: SDSP05.txt - 18:3

"… and as our colleague said that if you look at the types of services in our cluster, it makes sense that we are grouped together and that we will sit in formal meetings an discuss matters of mutual concern, run joint and collaborative projects, compliment each others' work etc. We have a shared goal".

P12: SDSM04.txt - 12:24

"Come to think of it … you are taking on the institution at times, you can even be at loggerheads with the Deans, and at other times you collaborate with them to achieve certain goals. Your credibility throughput is just very important – with academics and with management".

P12: SDSM04.txt - 12:25

"Another thing that I find is that in many units they tend to appoint part-time staff, young people etc. Our coordinators have been around for a long time, they are able to engage with the changing education system and issues, etc. It seems to make a huge difference to the identity of the work …".

P10: SDSM02.txt - 10:9 [

"You see the mistake an institution can make is to separate the student development and support initiatives form the main curriculum, because when you put this on a scale and punt these issues against one another students will think the degree is what I came here for and the subject is what I am paying for and the will prioritise that and overlook other development factors – which is for me from experience the vehicle that you use to get you there where you are going so I think the positioning should be part and parcel and not be divorced from the main curriculum. It should not be seen as separate things. An integrated kind of

approach is for me what works because it helps the providers, the practitioners and even the institution. Also it helps the academic sector to know that they are not carrying the burden alone; this kind of relationship is also helpful for the students in terms of their attitude towards support. That is my view".

P12: SDSM04.txt - 12:27

"… and then the other things is, some places have gone the complete devolution model, I think University Q is one of those, and the provision then tends to become invisible as you can not specifically manage and report on it. It is quite fascinating that it is a major issue to get the balance".

P 1: IM01.txt - 1:5

"They consist of six sections the Afrikaans, English, and Isi-Xhosa, document design, language services and the writing laboratory. The latter is a walk-in service for students but they now also work with lecturers to present writing-workshops and so that students also get credit for writing and composing and not just content. So that kind of cooperation… They also currently present a whole range of credit-bearing modules for the Faculties that are part of the extended curricula or foundational provisions".

P 1: IM01.txt - 1:18

"We report directly to the Vice Chancellor for Academic matters and I think it is very functional because in fact. We have tried all sorts of permutations and this works best. We do subscribe to a holistic approach and if you want to achieve success with your efforts you have to deal with the student as a whole person".

P 1: IM01.txt - 1:20 [

"I think what is interesting about the consolidation is that we have the academic development thrust that is focused on the teaching and learning aspects – and they focused very much on previously disadvantaged students working in isolation – and then we have the professional development of lecturers was also

isolated. With establishing the Centre for Teaching and Learning we have also consolidated those efforts".

P13: SDSM05.txt - 13:2

"And then also, I would say on a lower level the person who manages the function and the relationship of that person with the faculties and managers…. Ja I think that if you flesh that out there are a lot of issues around that".

P 9: SDSM01.txt - 9:5

"We are extremely proud of our strategic plan that is directly responsive and aligned to the strategic thrust of the university and we feel that we are in a position to address many issues that the university has to deal with".

P12: SDSM04.txt - 12:16 [

"We are connecting with so many other elements as well and that has really strengthened our work base with students form disadvantaged backgrounds but also within the mainstream … there is now collaboration with the Centre for Y; opportunity to accentuate and accelerate their curriculum for open-learning; their supportive inputs. Z Unit works with us and we all work with faculties".

P19: SDSP06.txt - 19:23

"Yes, yes, that is it, a partnership approach is all important".

P13: SDSM05.txt - 13:3

"Ja.. issues of organisational culture. I mean if I just think back on campus X which was historically black. The student development function was much more of a social work nature you know. Taking the student for a period of time, helping them, nurturing them".

P13: SDSM05.txt - 13:4

"… it was still the old view of we are here to help and uplift as opposed to the current thinking about equipping people…

Researcher: .. a paradigm of "student deficit"?

Participant: … yes that is it … I think it is somewhat different now ... Because if I talk to my black colleagues they are very sensitive to words like "development" and "support". To some it has a different ring, a historical connotation of putting people down, or implying that there is something wrong with you. It's in a name … just the name of the unit can have impact. It actually says something about the philosophy of the unit …".

P 1: IM01.txt - 1:24

"We do subscribe to a holistic approach and if you want to achieve success with your efforts you have to deal with the student as a whole person".

Code: Unit Planning {9-0}~

P10: SDSM02.txt - 10:11

"If *Life Orientation* as a subject in the school system is equal to mathematics why then at higher education level should it be dealt with the differently. The issue of credit- bearing of some of the aspects would elevate the interventions to a level where they are equal to a level of academic work and students would now this is part and parcel of the academic process and I need to go through the process".

P13: SDSM05.txt - 13:5

"To some it has a different ring, a historical connotation of putting people down, or implying that there is something wrong with you. It's in a name … just the name of the unit can have impact. It actually says something about the philosophy of the unit …".

P 1: IM01.txt - 1:19

"The coordinating group brought out a report on how the university should approach this. It is now newly implemented and consists of all interventions from the "x- programme", risk-profiling of new students and so on".

P 9: SDSM01.txt - 9:5

"We are extremely proud of our strategic plan that is directly responsive and aligned to the strategic thrust of the university and we feel that we are in a position to address many issues that the university has to deal with".

P19: SDSP06.txt - 19:26

"In my opinion national strategies must have impact I'm not sure whether the ideal is true. Because if government says for example we want to see 80% of students in higher education pass then the student development and support sector is equally responsible to say what will we do to contribute to that goal? It is obviously the task of the academic but student development and support-practitioner can be their partner. We are central to business".

P16: SDSP03.txt - 16:8

"Normally they have the opportunity and ability to introduce us or encourage students; they can supplement their programmes with referral and inviting us into the classrooms. But as my colleague said that if they don't support us they question what we do the students will not get involved or take it seriously. Their attitude can make or break the effectiveness and impact of our efforts. If student pick up from the attitude of the lecturer that it is not a priority then they take up that attitude as well".

P19: SDSP06.txt - 19:24

"Well for me, I still feel that is a bit difficult to get real buy-in from the other stakeholders, you know people like our managers, our lecturers... buy-in into the

actual idea of student development as it were. For them, they are happy that there is some "additional stuff" which they could just as easily shove under the carpet and forget about. They don't look at it as something that is core and could contribute much to student success as it were. So you know, the main problem is really buy-in …".

P15: SDSP02.txt - 15:15
"We are very busy and we are involved in joint projects and that is a change from before. It was mostly as a result of the student needs and not only the merger".
Pause
Participant A: Our service portfolio has actually changed because in the past the focus was on career counselling for prospective students and the focus has shifted to registered students so we have scaled down on service to external clients. The focus is now on identifying risk, workshops for students, etc. Also more therapeutic and devoted to our own students. This change has been for more ten years or perhaps fifteen years ago, since '94 - basically with political change.
Participant B: … the service portfolio changed with change in core business, to be relevant we focus more on orientation, life skills because you have to show that you support student retention in some way or providing students with a holistic way to deal with the academic environment … so that is also because of core business issues support students with a holistic way of relating to the academic environment. Soo…I mean that is also because of core business issues, they have changed a lot of needs and what we do but it is not a recent change or merger related change".

P 3: IM03.txt - 3:8
"… because the processes actually depends on implementing the new organisational structures and because the structure took so long to be finalized and the population of the structure is not even complete … I'm talking now about student development and support and all academic development but even in the

Faculties it took so long for everything to settle down and stabilize in the faculties … once again I just think that people were focusing on other issues rather than the processes of student development and support".

Code: Unit Responsiveness {21-0}~

P18: SDSP05.txt - 18:20
"It is part of our challenge to ensure that the institution is prepared or is made aware of issues of preparedness. For example issues of accommodation of students with disability. It is often dependant on our type of environment to alert the university and sometimes lead on these matters. The concept of the under-prepared university is a reality and we have to deal with that. Life is a journey and change is inevitable".

P16: SDSP03.txt - 16:14 [
"Ja, I think so because if you are pragmatic looking at the services and you find that some areas are neglected (not intentionally) but you find that by centralizing some things it would ensure better service then that is what you do".

P19: SDSP06.txt - 19:26
"In my opinion national strategies must have impact I'm not sure whether the ideal is true. Because if government says for example we want to see 80% of students in higher education pass then the student development and support sector is equally responsible to say what will we do to contribute to that goal? It is obviously the task of the academic but student development and support-practitioner can be their partner. We are central to business".

P15: SDSP02.txt - 15:3
"They are not all credit bearing but some are. The non-credit-bearing options will be more on a voluntary basis. Sometimes even a request would come from students and or the Department and then we would develop a customized workshop that addresses their particular need or whatever they requested".

P14: SDSP01.txt - 14:19

"… really manifests in a partnering need. I think the lecturers really have a heightened awareness but I don't think that lecturers are necessarily comfortable with the changed role they find themselves in and that is why we get more referrals because they don't have the time or knowledge and then they rather refer. So on a referral level we experience an impact".

P18: SDSP05.txt - 18:21

"For example we have a risk-report that is issued twice per annum and we participate very actively on the committee that compiles this document. We do research to determine certain trends and try to predict changes that will be required. This report is scrutinized by the broader management of the University and ultimately if a specific issue we raise is deemed to be a high risk for the university it is taken up in a risk register and purposeful planning had to be done to determine what the response to manage the risk will be".

P 1: IM01.txt - 1:12

"We are now looking seriously at those programmes that are unique to our University where students have no option but to come study with us so that we put in place proper support systems. These things have cost and human resource implications".

P 1: IM01.txt - 1:5

"They consist of six sections the Afrikaans, English, and Isi-Xhosa, document design, language services and the writing laboratory. The latter is a walk-in service for students but they now also work with lecturers to present writing-workshops and so that students also get credit for writing and composing and not just content. So that kind of cooperation… They also currently present a whole range of credit-bearing modules for the Faculties that are part of the extended curricula or foundational provisions".

P13: SDSM05.txt - 13:3

"Ja.. issues of organisational culture. I mean if I just think back on campus X which was historically black. The student development function was much more of a social work nature you know. Taking the student for a period of time, helping them, nurturing them".

P14: SDSP01.txt - 14:8

"Then the pressure for service delivery comes in and there is more study guidance and other forms of support like subject related support as in mentorship is required".

P 2: IM02.txt - 2:15

"I mean the purpose of our work is to improve student learning. We work very closely with the research office as well, for example when the researchers make findings we analyse and implement where possible".

P18: SDSP05.txt - 18:8

"In terms of race and gender and so on we have seen a gradual change. We had to adjust and respond to the change, I for example appointed psychologists to the team from other race groups to be sure that we provide in all cultural stuff that we have to consider and accommodate. But what I realized, and it is certainly not a scientifically proven fact and just a view based on my experience that there is a change in the preparedness of students".

P13: SDSM05.txt - 13:8 [

"I suppose the student development and support service has to change and address the needs according to the profile of the students … I mean, you can't keep doing the same things in the same way. The curriculum has to adapt to student needs and even the institutional infrastructure has to adapt".

P16: SDSP03.txt - 16:8

"Normally they have the opportunity and ability to introduce us or encourage students; they can supplement their programmes with referral and inviting us into the classrooms. But as my colleague said that if they don't support us they question what we do the students will not get involved or take it seriously. Their attitude can make or break the effectiveness and impact of our efforts. If student pick up from the attitude of the lecturer that it is not a priority then they take up that attitude as well".

P 5: PM01.txt - 5:12 [

"That would be a new demand and a new dimension for us to deal with …".

P15: SDSP02.txt - 15:15 [

"We are very busy and we are involved in joint projects and that is a change from before. It was mostly as a result of the student needs and not only the merger. Pause

Participant A: Our service portfolio has actually changed because in the past the focus was on career counselling for prospective students and the focus has shifted to registered students so we have scaled down on service to external clients. The focus is now on identifying risk, workshops for students, etc. Also more therapeutic and devoted to our own students. This change has been for more ten years or perhaps fifteen years ago, since '94 - basically with political change.

Participant B: … the service portfolio changed with change in core business, to be relevant we focus more on orientation, life skills because you have to show that you support student retention in some way or providing students with a holistic way to deal with the academic environment … so that is also because of core business issues support students with a holistic way of relating to the academic environment. Soo … I mean that is also because of core business issues, they have changed a lot of needs and what we do but it is not a recent change or merger related change".

P 1: IM01.txt - 1:19

"The coordinating group brought out a report on how the university should approach this. It is now newly implemented and consists of all interventions from the "res-ed programme", risk-profiling of new students and so on".

P 9: SDSM01.txt - 9:2

"We have a growing role in advocacy for the identification and interventions for risk students and planning with the faculty what to do with these students. Also those students who passed less than 50% of their subjects. We do the analysis of which factors caused the risks and failures and then put actions in place through life skills guidance, counselling, etc while the faculty has to address the academic factors. We have great overlaps and commonality with the learner support and development unit".

P15: SDSP02.txt - 15:7

"It forces us to align our goals and work with the national goals as reflected in the institutional goals and priorities".

P16: SDSP03.txt - 16:6

"I think just to say something about new structures and developments (in our unit) like the establishment of our learning centres ... that might alleviate some of the problems that we currently encounter. We will consolidate more of the service areas and I think it can already help to sort of centralize things".

P13: SDSM05.txt - 13:4

"it was still the old view of we are here to help and uplift as opposed to the current thinking about equipping people…
Researcher: ... a paradigm of "student deficit"?
Participant: … yes that is it … I think it is somewhat different now ... Because if I talk to my black colleagues they are very sensitive to words like "development" and "support". To some it has a different ring, a historical connotation of putting

people down, or implying that there is something wrong with you. It's in a name … just the name of the unit can have impact. It actually says something about the philosophy of the unit …".

Code: Unit Service Portfolio {16-0}~

P11: SDSM03.txt - 11:28
"It does, if you look at … what I have seen is that service portfolios are even very similar internationally. At our institution for example it is very comprehensive; it has the language centre, it has got personal development and counselling components, it has got academic development and counselling components and assessment. If you look at this internationally it tends to be split up across the institution to a smaller or larger extent".

P15: SDSP02.txt - 15:2
"Yes, we are very busy, more than before; we do a lot of workshops. We also have other curriculated or academic related interventions and they are very much in demand as well".

P13: SDSM05.txt - 13:4
"it was still the old view of we are here to help and uplift as opposed to the current thinking about equipping people…
Researcher: ... a paradigm of "student deficit"?
Participant: … yes that is it … I think it is somewhat different now ... Because if I talk to my black colleagues they are very sensitive to words like "development" and "support". To some it has a different ring, a historical connotation of putting people down, or implying that there is something wrong with you. It's in a name … just the name of the unit can have impact. It actually says something about the philosophy of the unit …".

P 9: SDSM01.txt - 9:17

"Though the curative and therapeutic role will never disappear we have to work more developmental and pro-active as well".

P15: SDSP02.txt - 15:15 [

"We are very busy and we are involved in joint projects and that is a change from before. It was mostly as a result of the student needs and not only the merger. Pause

Participant A: Our service portfolio has actually changed because in the past the focus was on career counselling for prospective students and the focus has shifted to registered students so we have scaled down on service to external clients. The focus is now on identifying risk, workshops for students, etc. Also more therapeutic and devoted to our own students. This change has been for more ten years or perhaps fifteen years ago, since '94 - basically with political change.

Participant B: …the service portfolio changed with change in core business, to be relevant we focus more on orientation, life skills because you have to show that you support student retention in some way or providing students with a holistic way to deal with the academic environment … so that is also because of core business issues support students with a holistic way of relating to the academic environment. Soo …I mean that is also because of core business issues, they have changed a lot of needs and what we do but it is not a recent change or merger related change".

P13: SDSM05.txt - 13:11

"… and it is precisely that fact that may have such an impact on the student development and support function that it requires for planners to go back to the drawing board and rethink the approach …".

P12: SDSM04.txt - 12:5

"… and then again and international notion that students are best helped within their discipline and that concept development and language development are best done within the discipline".

P15: SDSP02.txt - 15:3

"They are not all credit bearing but some are. The non-credit-bearing options will be more on a voluntary basis. Sometimes even a request would come from students and or the Department and then we would develop a customized workshop that addresses their particular need or whatever they requested".

P10: SDSM02.txt - 10:12

"I think it is a given that students are not well prepared and they are definitely under prepared, but if the university doesn't have in place programmes in response to the needs of the under-prepared students and there are no services or relevant interventions like the foundation programmes or programmes to at least prepare students and assist their development then the university would be rendered under prepared because here are the students coming into the system but there is no institutional response. Overlooking the needs of the students would constitute under-preparedness by the institution but if there are programmes in place to bridge the gap or reach out then the institution is better prepared and at the end of the day it would benefit the institution in terms of drop-out rate, the throughput rate is managed in this manner".

P12: SDSM04.txt - 12:13

"Oh yes … in a place like University Z they get students with six or seven A's applying to a programme with other universities working with applicants with a D average so their academic development needs are so much more and diverse.. it is certainly more challenging in dealing with the diversity but I mean academic development will be relevant in all cases just on different levels. But the

admissions test has shown that the student profile is diversifying …but I would have to say that some Universities have major major issues if you look at the preparedness of incoming students".

P15: SDSP02.txt - 15:1
"I like that we now have a new structure and leadership. We have nice offices; we have computers and if we need something we can order it. We've become more involved in academic stuff like life skills and we now do have a need for more staff …"

P10: SDSM02.txt - 10:20
"Researcher: From what you say the needs are also diverse. Are there a more differentiated scope of support required.
Participant: Very much exactly and you know the pressure is on for this kind of support and development service in higher education".

P13: SDSM05.txt - 13:9
"It would be new horizons for the student development and support function. It actually comes over a couple of years now when foundation programmes started. the DoE stipulated (development and support interventions) at that time already. It was said that life skills has to be a formal part of a foundation programme – and even if we talk about OBE you can't separate these functions any more. Student development has to be fully integrated into the curriculum".

P13: SDSM05.txt - 13:3
"Ja.. issues of organisational culture. I mean if I just think back on campus X which was historically black. The student development function was much more of a social work nature you know. Taking the student for a period of time, helping them, nurturing them,".

P15: SDSP02.txt - 15:5

"You may find that at another department like the teaching and learning centre may offer "time management" and then we offer "time management" … so it often that depreciation of work that makes it a bit frustrating at times I guess in terms of our isolation and that we are not working together. I also think that disconnection can mean a lot of repetitive work (all participants visibly agree) you know overall".

P13: SDSM05.txt - 13:8

"I suppose the student development and support service has to change and address the needs according to the profile of the students … I mean, you can't keep doing the same things in the same way. The curriculum has to adapt to student needs and even the institutional infrastructure has to adapt".

Code: University Access And Accessibility {26-0}~

P18: SDSP05.txt - 18:22

"We are saying that our situation is unique. The principle and national agenda is access with success. Then one should look at where does that start? That really starts from way before the student registers. It starts out there where you recruit and select the right student to enter the system and I am convinced that our synergy in the unit optimize our recruitment".

P 3: IM03.txt - 3:3

"Based on our success rate analysis it is very clear that our black students need more support … I don't know why that is, probably because of the schooling system that they come from but it is still a factor that the black students success at this institution is poorer than the white students even though we have only a small percentage and that's one thing and then per campus that's also a factor depends on which learning site those students are – it also reflects in the success rate analysis".

P17: SDSP04.txt - 17:10

"I think if you look back ten years maybe, the students who came to university were better prepared students, they may be performed better at school, etc. I am not too sure how to phrase this but I heard a rumour that some of the technical programmes and training options are collapsed or have fallen away and that now causes those students to come into the higher education system and it not that popular anymore – it is just more popular for students to come to university. And I am not sure that they always all belong at university ... maybe that is also one of the reasons why student development and support has become more main stream because there is a bigger group of students that need the development and support and not just a marginal group anymore".

P 1: IM01.txt - 1:8

"Our post-graduate profile has changed dramatically so there we have less of a crisis and our reputation draws us good black students. On the graduate entry levels it is a different scenario".

P10: SDSM02.txt - 10:6

"This now changes the profile 200% because it is no longer the child who has received career guidance at school; who was guided at home; who went to school with a view of going to university but it is now everyone can get the money, NSFAS is there to provide. Even with students that I have just mentioned with disabilities … I mean they were not prepared always to go to university but suddenly the government and Department of Labour would say there is money now matric or Grade 12 is not the end and this changes the profile. Now students form disadvantaged background whether from poverty or area they come in with a package of needs".

P14: SDSP01.txt - 14:7

"I am thinking of students who are placed in those fields and really don't have the ability to deal with it".

P14: SDSP01.txt - 14:10

"It is like when we get students in the middle of January come in and ask "where is space?" , now that is no way to step into a journey of higher education. People just blindly enter the system and it is problematic".

P14: SDSP01.txt - 14:31

"… and when you start to look into how or why they chose what they are doing most often you find that they were influences by "my friend said" or "my dad said I must become an engineer" there is not a personal stake in what they do. There is stake in it in terms of being somebody, making the family proud, and the economic upliftment … and they eventually lose it. They lose it because it is not where they should be
Participant B: I think it also has to do with the level of career guidance at school…to be honest if you compare to the earlier system of school districts the career guidance was better in the schools. Even with the phasing in of OBE the life orientation field there is little to no career guidance".

P 2: IM02.txt - 2:4

"Mmm, yes, we have more black students, though this university seems to be the place of choice for the children of the elite, whether it is white or black or whatever".

P 4: IM04.txt - 4:9 [

"Look our university is under-prepared in many many respects to accommodate the different needs of incoming students. The schooling system delivers a learner that is not always ready for higher education and the point is are we as higher education ready to receive them with their specific needs. I think it is a very relevant question to ask. We can't say that it is business as usual anymore and then we need to ask ourselves are we really prepared".

P 7: PM03.txt - 7:16

"… the reason why this is never mentioned is because it is actually an old thing. In that the student who is privileged enough to be accepted into the institution, and then about what happens to the students over the period of four years, up to a degree or whatever is considered a magical process, almost. One can now go through it and have a look at what was added where and when; a lot of knowledge; a lot of thinking and skills; a lot of analysis. How that perpetuates itself is a mystery to me. One should take a look at what the Americans do. They take the student experience and manage that".

P 5: PM01.txt - 5:10 [

"I think it is fundamental. In fact the CHE presented a conference on student access and success and institutional culture and the whole idea there was that you can't – and I think this is coming through from the foundation work and programme which is essentially an academic development approach – but it was clear that you can't have the add-on approach where you have a layer of students coming in and put them in a separate stream and think you are going to fix them and then move them back into the mainstream that is …".

P 7: PM03.txt - 7:9

"I have to think about why we have not written anything about this chism (access vs. success). And the sad thing is that if you take X and its leadership, the management of higher education, right, then the reason why this is never mentioned is because it is actually an old thing".

P14: SDSP01.txt - 14:9

"I think except for the subject related issues a lot of students come into higher education without a clear understanding just for the sake of studying and without a clear understanding of what it is going to take from me on a personal level, on a financial level, what type of career choices I have to make to make it a successful journey for myself … one sometimes gets the idea that there is not a lot of

forethought into the process there is just "oh there is access I must go"!".
P 4: IM04.txt - 4:5

"… further when we need to change our student profile. Transformation has a different kind of effect at our University. Like all others we are also trying to change our student profile and to be more accommodating for students from all sectors but we have this duality in that firstly affluent people from across the country elect to enrol their kids at our university – for their own reasons –and secondly at the same time we find more and more students from disadvantaged background coming in with very serious financial and other need. It is a delicate and difficult situation that we at our Unit specifically have to deal with".

P 1: IM01.txt - 1:15
"One has to look at the number of black grade 12 students qualifying with mathematics and science on the required levels – and they are really a very limited number. And if you want to then stimulate and grow your student intake in the SET-areas you have to be aware of what your feeding system will provide you with, I mean you can't draw blood from a rock. So we are really very concerned about this and that is why the University has a number of initiatives directed at schools and partnerships".

P 1: IM01.txt - 1:16
"We developed a brand new admissions-model and we have been doing these admission tests of ours since 1995. In 2003 our VC gave instruction that we must develop a new model".

P14: SDSP01.txt - 14:30
"Does it maybe also have to do with the system taking in so many students in January rather than enforcing a procedure where people have to apply in advance?.
Participant A: Yes maybe the problem does lie on a systems level ort the system reinforces the problem … because we say they can come it worsens the problem".

P 1: IM01.txt - 1:23

"We are concerned that this pool of potential candidates will get even smaller. Our Institute for... are working very hard to develop a sort of upgrade-programme to accommodate candidates who come with excellent mathematical literacy marks and to assist them to still access some of the fields of study at the university".

P 8: PM04.txt - 8:1

"I think the issue of academic development, especially in this country, comes from the disadvantaged black students who came from and impoverished academic background. They came into higher education, specifically into the historically disadvantaged institutions and there were efforts to try and bridge the gap for them.

P12: SDSM04.txt - 12:13

"Oh yes … in a place like University Z they get students with six or seven A's applying to a programme with other universities working with applicants with a D average so their academic development needs are so much more and diverse ... it is certainly more challenging in dealing with the diversity but I mean academic development will be relevant in all cases just on different levels. But the admissions test has shown that the student profile is diversifying … but I would have to say that some Universities have major major issues if you look at the preparedness of incoming students".

P 1: IM01.txt - 1:21

"What we found was that some of the competing universities recruited black students from under our noses and we realized we couldn't wait for matric-results while Grade 11 results are very unreliable. We then developed a merit-bursary test where we go out early in the year and recruit good students and make them a bursary offer if they perform well on our test. This created a good stream of black students coming into the University …".

P12: SDSM04.txt - 12:8

"Alternative admission became an increasingly important vehicle for access into the institutions. Higher education opened up for all students and admission testing was introduced. And ja I think the institutions feel the pressure to increase student numbers and even faculty level are feeling that pressure. It also led to an increase in numbers for academic development provision".

P10: SDSM02.txt - 10:5

"… the student profile has in fact changed dramatically because I think that there is more and more awareness about the need to go to university and I think even with university programmes there is such a diverse provision of programmes there is almost a tailor made option for every type of student. Now with more and more students from previously disadvantaged environments coming into the system in higher education – this is even inflated by the provision of NSFAS bursaries – you can almost say the doors are now open and it is open for everyone who wants to study".

P11: SDSM03.txt - 11:6

"… we have the whole issue of access and massification... we've got more learners coming into the system so obviously as much as our selection criteria and mechanisms say that we shouldn't compromise quality that inadvertently has lead to the compromising of quality so we have to deal with the concept of a student deficit model".

P 1: IM01.txt - 1:11 [

"My opinion is simply this: there is no sense in taking students into a system and you simply destroy them because they can't deal with the demands, language and otherwise".

Code: University Funding And Budget {21-1}~

P14: SDSP01.txt - 14:24

"Institutionally one has to wonder because here we are sitting and we don't get the funding that we need … what is that then is a consequence of the managerialism thing where we sit in a position that we don't generate income and therefore we don't get much. So very much on the money level one would have to question the impact of managerialism because our services is something that one can't always easily determine value added and output value. It is easier within the academic department context they have enrolment planning and then measure throughput and generate subsidy".

P 2: IM02.txt - 2:14

"If we then calculate this income along with the grants that we get we actually make a profit for the university".

P19: SDSP06.txt - 19:2

"Yeah ... buy-in and commitment at institutional level. I feel that the theory and policy is there but when it comes to practice, I mean supporting it and funding, I find things are flimsy there – even on the level of the Department of Education".

P10: SDSM02.txt - 10:16

"… that is a critical thing … as I have said before it depends so much on how the broader institutional management sees the service and this is a kind of service that is still in its developing phase. When universities were formed the priority was not for student development and support services and you will find the level of services will differ and even at some you will find surprisingly that there very little or no student development and support delivered. Resources are depending what management sees as important but it is influenced by traditional thinking that the services are non-academic and it effect the provisioning of resources to be limited. I think the services are usually under –resourced".

P11: SDSM03.txt - 11:23

"it doesn't make sense to me that the funding formula does not provide at all, because the learner- profile is a fact. There are volumes and volumes of research indicating what type of learner we have and what needs they have and those are the challenges – it's been established - it then comes as a given that the funding should be there. It is not a fringe activity as it was years ago".

P11: SDSM03.txt - 11:26

"This is possibly just a perception but for me what makes a significant difference is the structural positioning of the department in the institution. As a general rule of thumb your student affairs section get a lower proportion of the budget that the academic section. And with the student development and support function being positioned in the academic line function it gives the access to a greater budget and better functioning. It is my position that it makes a huge difference".

P12: SDSM04.txt - 12:26

"It is, it is and if your financing doesn't come from the general operating budget you have problems. You are vulnerable if you only rely on additional and grant type funding".

P 4: IM04.txt - 4:3

"It will never be sufficient and the SRC... let it me put it this way, we are funded for operations, leadership development, SRC, the student newspaper and also the payment of the Honoraria for SRC and House Committee members. We then provide the SRC with a small operational budget and we pay the honoraria. We also have a full time staff member to facilitate the needs of the SRC (actually one at another campus as well). So it is a small outfit and not much of a strain on the budget".

P14: SDSP01.txt - 14:25

"It is not like we produce commodities or products and one could apply input-output thinking …
The outcomes that we have to work with is more on the attitudinal and behavioural level and those things are difficult to measure".

P12: SDSM04.txt - 12:10

"And also within universities there are strategies to prioritise…faculties are top sliced in order to fund academic development type of work. Yeah.. I think what is important is that the institution has taken it on … and it makes a change in terms of the quality of the work that can be done because it is much more stable, much more AD people have PhD's and they are engaging more in research".

P14: SDSP01.txt - 14:6

"Participant A: That is where the institutional interpretation becomes evident ... and we are expensive by nature of the expertise that are in such units
Participant B: Funding has a very big impact".

P11: SDSM03.txt - 11:24

"It is essential to the throughput rate, to the success rate to get a student to graduate it is an essential ingredient for the majority of the students so we can say yes not every student needs it but it is a minority that needs it, that requires some sort of developmental input. Our statistics can show that not every student has utilized the service but if a student has not utilized the service it is by choice for example everyone experience some problems sometimes and the student should have the option to see a counsellor – the option must be there".

P 2: IM02.txt - 2:8

"They are well resourced and got big grants. Their work is readily accessible".

P16: SDSP03.txt - 16:12

"I would say that as a student-based unit there are some things that we want to do and if you don't have the budget and sometimes you can't go an extra mile because you have not planned for it in advance … for example in terms of resources like computer if you do not have enough infrastructure …".

P11: SDSM03.txt - 11:21

"it is simple you have to be given a budget to do all the development and support programmes. It can also not be linked to budgets of the past – with the whole concept of massification and looking at the changing profile there is much more preparatory work to be done to get students up to the required level through development and remediation programmes".

P 9: SDSM01.txt - 9:15

"Another thing is that if you are in the faculties they generate enough money through research and consultations and therefore a staff member can come up with a new initiative or project at any time and it could be considered for funding. With us it needs to be planned one year in advance".

P 3: IM03.txt - 3:10

"The academic development units, including all student development and support units were operating form grants and external funding and they were very unsure of their positions. But I think since the merger in this institution, and the fact that we have been placed with the academic line function and that we have a DVC who understands the concept of academic development and student development I am not really worried that we will not have enough funding but I do think if the funding framework could make provision for these types of units in the future it would make our life so much easier because then we don't need to beg fight for funding".

P 9: SDSM01.txt - 9:6 [

"We get what we ask for because we do our strategic planning well and we are able to match and motivate what we request with the strategic plan. For the last six years we received what we asked for – if we don't there are certain things that we just would not be able to do. We do not have opportunity to generate our own income as our services are free of charge for all registered students; community outreach programmes are also free".

P 9: SDSM01.txt - 9:16

"Because of funding cycles you can't start up or establish a new initiative just at any time only what is approved a year in advance".

P 3: IM03.txt - 3:18

"Well, I think that with the decrease in funding for the public higher education institutions it is probably not such a bad idea to implement some management systems and also what is happening in our country where the budgets of so many institutions are in the red then it is probably from a purely financial point of view the management trend isn't a bad thing …"

P19: SDSP06.txt - 19:5

"... and also I find that - indeed the funding again - you know there wouldn't be money available from the university for the funding of the programme and it is mostly dependant on outside or alternative funding, which therefore really shows how serious they are taking this.

Code: University resources {9-0}~

P16: SDSP03.txt - 16:5

"Yes I was talking to my colleague the other day about our capacity to deliver services. Sometimes we have a lot of students coming in but we do not have for

example enough computers to help them all and then they have to wait. We can't cope with the demand for services. For example, sometimes at our other learning site the one individual there can't do everything and we must leave here and go there".

P11: SDSM03.txt - 11:3
"… the institution has to be prepared for the under-prepared learner... and resources, and trying to find the balance between the two".

P12: SDSM04.txt - 12:26
"It is … it is and if your financing doesn't come from the general operating budget you have problems. You are vulnerable if you only rely on additional and grant type funding".

P12: SDSM04.txt - 12:10
"And also within universities there are strategies to prioritise … faculties are top sliced in order to fund academic development type of work. Yeah ... I think what is important is that the institution has taken it on … and it makes a change in terms of the quality of the work that can be done because it is much more stable, much more AD people have PhD's and they are engaging more in research".

P 4: IM04.txt - 4:3
"It will never be sufficient and the SRC.. let it me put it this way, we are funded for operations, leadership development, SRC, the student newspaper and also the payment of the Honoraria for SRC and House Committee members. We then provide the SRC with a small operational budget and we pay the honoraria. We also have a full time staff member to facilitate the needs of the SRC (actually one at another campus as well). So it is a small outfit and not much of a strain on the budget".

P 3: IM03.txt - 3:10

"The academic development units, including all student development and support units were operating form grants and external funding and they were very unsure of their positions. But I think since the merger in this institution, and the fact that we have been placed with the academic line function and that we have a DVC who understands the concept of academic development and student development I am not really worried that we will not have enough funding but I do think if the funding framework could make provision for these types of units in the future it would make our life so much easier because then we don't need to beg fight for funding".

P 3: IM03.txt - 3:12

"The university invested quite a lot of money in this unit and staff are appointed on full-time basis as opposed to the tradition of part-time appointments which also says a lot".

P10: SDSM02.txt - 10:16

"What is a critical thing … as I have said before it depends so much on how the broader institutional management sees the service and this is a kind of service that is still in its developing phase. When universities were formed the priority was not for student development and support services and you will find the level of services will differ and even at some you will find surprisingly that there very little or no student development and support delivered. Resources are depending what management sees as important but it is influenced by traditional thinking that the services are non-academic and it effect the provisioning of resources to be limited. I think the services are usually under –resourced".

P 2: IM02.txt - 2:8

"They are well resourced and got big grants. Their work is readily accessible.

APPENDIX 2:
INTERVIEW QUESTIONNAIRE

RESEARCH STUDY ON THE FACTORS IMPACTING ON THE MANAGEMENT AND PROVISIONING OF STUDENT DEVELOPMENT AND SUPPORT SERVICES

This part of the research is conducted in English only for academic and scientific reasons.

The findings of this study will contribute towards the understanding of the specific dynamic of student development and support (SDS) within higher education.

For the purpose of the study SDS includes all counselling support and academic development services and programmes.

1	Respondent number		**For office use only**		

2 A multitude of factors influence activities within higher education. Please indicate how important **you** rate the following possible factors as to the impact on student development and support services specifically, where: 5= Very high impact, 4 = High impact, 3 = average impact (neither important nor unimportant, 2 = Limited impact, 1 = No impact. If you cannot answer or don't know please circle ? as an option.

Please circle the option you choose:

Please indicate according to the scale how you would rate the impact of each factor on the management and provisioning of student development and support (SDS)	Very high impact	High Impact	Average impact	Limited impact	No impact		For office use only	
Example: ...attitude of students	5	④	3	2	1	?		
Institutional strategic priorities	5	4	3	2	1	?		1
National strategic priorities	5	4	3	2	1	?		2
Priorities as determined by the Department of Education	5	4	3	2	1	?		3
Institutional organisational structure	5	4	3	2	1	?		4
Line function/s of student development and support services	5	4	3	2	1	?		5
Internal structuring of SDS	5	4	3	2	1	?		6
Institutional financial priorities	5	4	3	2	1	?		7
Allocation of financial resources in the institution	5	4	3	2	1	?		8
Institutional standing on national forums	5	4	3	2	1	?		9
Personal influence of individual managers within SDS	5	4	3	2	1	?		10
Perspectives and agendas of institutional managers	5	4	3	2	1	?		11
Skills needs as formulated by the labour sector and industry	5	4	3	2	1	?		12
National strategies for socio-economic development	5	4	3	2	1	?		13
National education strategies	5	4	3	2	1	?		14
Provincial education strategies	5	4	3	2	1	?		15
The national economy	5	4	3	2	1	?		16
The local economy	5	4	3	2	1	?		17
Effect of globalisation	5	4	3	2	1	?		18
Student learning needs	5	4	3	2	1	?		19

	5	4	3	2	1	?			
Academic skills of entering students	5	4	3	2	1	?			20
Quality assurance approaches in higher education	5	4	3	2	1	?			21
Student activism	5	4	3	2	1	?			22
National politics	5	4	3	2	1	?			23
Restructuring of the higher education landscape	5	4	3	2	1	?			24
Implementation of outcomes-based education in primary education	5	4	3	2	1	?			25
Implementation of outcomes based education in secondary education	5	4	3	2	1	?			26
Emphasis on cooperative education	5	4	3	2	1	?			27
Implementation of educational technologies	5	4	3	2	1	?			28
Changing role of lecturer (from lecturer to facilitator)	5	4	3	2	1	?			29
Application of business management principles in education	5	4	3	2	1	?			30
Emphasis on entrepreneurship	5	4	3	2	1	?			31
Preparedness of learners entering the education system	5	4	3	2	1	?			32
Preparedness of institutions to accommodate learning demands	5	4	3	2	1	?			33

3 Title of your current position? _____

	C1	C2	C3		
	1	2	3		34

4 The <u>main focus</u> of your current position (indicate with an X)

		C1	C2	C3		
Strategic management (on institutional or national level)						
Operational management of a unit						
Academic management		1	2	3		35
Student development and support management						
Other (please provide title/s or description) :						

5 Previous or other positions in higher education and related?

Please name: _____

	C1	C2	C3		
	1	2	3		36

6 Number of years involved in higher education?

0-5 yrs	5-10yrs	10yrs+		
1	2	3		37

Thank you for your participation.
Elmarie van Heerden. Department of Curriculum Studies, Faculty of Education, University of Pretoria (012-382-5073)
Study leader: Dr P du Toit

APPENDIX 3:
STRUCTURED FORMAT FOR TRANSCRIPTS OF INTERVIEWS

RESEARCH-INTERVIEW TRANSCRIPT	
Participant code	
Classifiers	
Date	

Introduction	1. Confirmation of the purpose of the interview. 2. Explanation on the topic of research. 3. Confirmation of ethical issues regarding confidentiality and anonymity in report. 4. Agreement with participant on the use of recording equipment.
Researcher	.
Participant	
Researcher	
Participant	
Researcher	
Participant	

Interview notes where requires, e,g. interruptions, documents provided, and similar.

Researcher Standard closing	a) Thanked participant for sharing information, views and perspectives b) Re-confirmed confidentiality c) Requested permission to follow-up or correspond further for clarity d) Requested participant to complete the short questionnaire that relates to the topics discussed e) Thanked participant f) Departed

APPENDIX 4:
LIST OF TERMINOLOGIES USED IN THIS STUDY

The following terminologies are used in cong ruence with the Sout h African educational landscape and related documentation in higher education:

Attrition: Attrition refers to the "fall-out" of students, either by stopping academic study, cancelling registration, or failing without the option to repeat or continue.

Funding framework: The spe cific framework with fo rmula's that are being used to determine the annual state income (subsidy) of the higher education institution.

Outcomes-based education: The educational approac h that focuses on the achievement of specific pre-determined o utcomes relating to knowledge, skill an d competence.

Programme and Qualification mix: The pre-approved range of academic programmes and/ qualifications t hat the Council for Highe r Educ ation approves and which the specific university may offer.

Service portfolio: the combination, r ange and scope of services offered by the student development and support unit/s on campus.

Student development and support function: referring to the general function within the scope of business of higher education where the development and support of students are addressed.

Student development and support unit(s): the specifically as signed unit/s within the organisational structure of t he university offering services that is included in the definition of student development and support.

Success rates: This concept is used to refer to t he rate (%) of students completing a subject after registration for the specific subject.

Throughput: This concept refers to the successful progression of students from first registration to qualification.

APPENDIX 5:

LIST OF ACRONYMS USED IN THE STUDY

CHE	Council for Higher Education
CTP	Committee for Technikon Principals
DoE	Department of Education
FET	Further Education and Training. With reference to the National Qualification Framework this certificate is required for access to higher education. (The FET band culminates in a national examination and certification on Grade level 12)
HEMIS	Higher Education Management Information System. National database with statistics and trends in higher education in South Africa
HEQC	Higher Education Quality Committee
HET	Higher Education and Training. With reference to the National Qualifications Framework this indicates all levels of training post FET)
NP for HE	National Plan for Higher Education
NQF	National Qualifications Framework
PQM	Programme and Qualification mix
SAQA	South African Qualifications Authority
SAUVCA	South African University Vice Chancellors Association
SDS	Student development and support
SDSS	Student development and support services
SSCSA	Society for Student Counselling in Southern Africa
UNESCO	United Nations Social Education and Cultural Organisations