PROVIDING AND MANAGING STUDENT DEVELOPMENT AND SUPPORT IN HIGHER EDUCATION IN A DEVELOPING COUNTRY

by

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ABSTRACT

This study is a qualitative review to identify factors impacting on the management and provision of student development and support in higher education in a developing country. For the purpose of the study student development and support includes all developmental and supportive services and interventions for students within an institution of higher learning, regardless of the current structuring of the functions.

The study first contextualises the scenario of a developing country in terms of the socio-economic, political, higher education, labour and other factors that set the scene for student development and support and then continues with a systematic exposition of factors that have direct relevance and impact on the future of student development and support. A systematic investigation in the higher education sector by means of interviews with national policy makers, institutional and unit managers as well as focus groups with practitioners make it possible to identify factors that have direct relevance and impact on the future management and provision of student development and support.

The result of the study is a construction of the specific factors identified on the macro/international, meso/national and micro/institutional levels as well as the intricate relationships between the various factors. This research provides a potential framework for future management and provision of strategic focus areas for student development and support functions within higher education in a developing country to ensure that it effectively positions the function within higher educ as a key component of the core business.

Key words and concepts:
- Student development and support
- Academic development
- Higher education

- Student profile
- Student needs
- Curriculum development
- Management in student support
- Institutional development
- Student development service portfolio
- Organisational structure

ETHICAL CLEARANCE
CERTIFICATE

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER : CS07/10/02**
DEGREE AND PROJECT	PhD Curriculum and Instructional Design and Development
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INVESTIGATOR(S)	M S van Heerden - 82320323
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DATE CONSIDERED	26 June 2008
DECISION OF THE COMMITTEE	APPROVED

This ethical clearance is valid for 3 years from the date of consideration and may be renewed upon application

CHAIRPERSON OF ETHICS COMMITTEE	Dr Salomé Human-Vogel
DATE	30 June 2008
CC	Dr P du Toit
	Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:
1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

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CHAPTER 1

BACKGROUND AND INTRODUCTION

1.1   Orientation

This study investigates possible key factors in the management, and by implication, the provision of strategically relevant student development and support services (SDSS) in higher education in South Africa.   Strategically relevant SDSS would be a service linked to institutional and national goals and priorities and with a proven impact on success rates of students.

The study is done in the context of the higher education landscape in South Africa that has undergone several deep-rooted changes (Genis, 2002). Change in the country has manifested in many forms and through various initiatives. The transformation and restructuring in higher education have however been government-driven (Department of Education, 2003a), with strong influencing by labour-driven priorities   (Jansen & Christie, 1999). The deep impact of changing curricula, revised funding mechanisms and student needs, has made it imperative for student affairs practitioners, education managers and higher education practitioners and strategists to critically assess academic activity within higher education.   It is not only academic activity in general but specifically practices and the scope (approach and actual services with regard to academic and personal development of students) of SDS offered to students in higher education that has to be evaluated. The South African Centre for Higher Education Transformation (CHET) states in a report, entitled *The restructuring and transformation in higher education*, that the legacy of apartheid in South Africa continues to burden the higher education system (Centre for Higher Education Transformation, 2002) despite the changes that have been implemented. Such an assertion stems from what is perceived to be the inability of the education system to meet the challenges of reconstruction and development (Centre for Higher Education Transformation, 2002). Statements to the effect by the Council have elicited widespread and critical debate on the management and provision of teaching, learning and support

services in higher education in South Africa. The problem regarding the management and provision of student development and support services in higher education is an internationally debated phenomenon and is not unique to Africa or South Africa.

In the international arena, numerous countries are embarking on skills development and other strategies to align higher education with national goals and priorities and to improve its relevancy, impact and sustainability. For example, in 1997 the Department of Education and Employment in the United Kingdom commissioned a study that resulted in a comprehensive strategy called "*the Learning Age -- a renaissance for a new Britain*" (Fryer, 1997). The aim of the study was to focus on the skills development needs of the United Kingdom for the next century. Similar studies were done in Australia (Perrone & Vickers, 2003), Asia (Cheng, Ng & Mok, 2002) and countries in the European Union (European Commission, 2002). In South Africa, the National Skills Development Plan of the Department of Labour (Department of Labour South Africa, 2001) serves as the foundation for skills development initiatives.

Student development and support practitioners, educators and managers in education have become increasingly aware of the changing needs of students at all levels of higher education (Beekman, 2001; Peelo & Wareham, 2002; Trainor, 2002).

The Department of Education use indicators such as the high attrition rates and low throughput rates (terminology used by the Department of Education that indicates successful completion of academic programmes) to measure the success of higher education. Attrition and throughput are the two critical factors for higher education to address, even though the phenomena are multifaceted and require reflection from a variety of different academic perspectives.

The approaches and motives for assessment of student performance trends may differ, but analysis indicates that the main factors in both local and international review of student performance, and by inference the performance of higher education, are mostly associated with the following four areas:

- The changing profile of students (specifically in terms of the developmental and sociological challenges in modern-day society as well as general environmental factors).
- The changing academic requirements (transformation to outcomes-based education models, progress towards student-centred learning and facilitating learning).
- The changing requirements of industry and the employment sector (referring to the advanced skills requirements in the employment and entrepreneurial markets).
- The changing paradigms in education. This is especially applicable to South Africa, where a rapid change was to be made from a very rigid and content-driven curriculum system with an emphasis on teaching, to an outcomes-based system, with the change in emphasis to facilitating learning in varied forms and implied flexibility.

The attention that national and international forums have afforded this matter could be an indication of the urgency with which it should be addressed. The literature indicates that higher education is internationally seen to be at a crossroads in terms of its sustainability (Arjen & Jickling, 2002) and capacity to address national skills needs effectively. Most of the public higher education institutions in South Africa offer student development and support services or at least address some student development and support needs. There is, however, no formal coordination or framework available regarding the comprehensive provision and coordinated management of student development and support services in higher education. Such frameworks and/or coordination strategies do exist in some developed countries, for example, in the Canadian Department of Education, Employment and Training (2002).

Legislated and coordinated guidelines for the provision and management of student development and support services at higher education institutions in South Africa are very limited.

There are the indicators or outcomes inferred by the National Plan for Higher Education (Department of Education South Africa, 2001a):

- Outcome 2: Increased graduate outputs
    - Subsection 2.3.2: Academic development
- Outcome 3: Broadened social base of students
- Outcome 5: Changed enrolments by field of study
- Outcome 6: Enhanced cognitive skills of graduates
    - Subsection 3.1.2: Race equity: students
    - Subsection 3.1.3: Gender equity: students
    - Subsection 3.1.5: Equity and disabled students
- Outcome 7: Increased equity in access and success rates
- Outcome 15: Programme and infrastructural collaboration.

The rationale for my study is the need experienced for the effective research and analysis of the management and provision strategies of SDS services. This need is identified through my own experiences as a practitioner and manager and confirmed by the related discourses in the higher education environment.

1.2   Concept clarification

Within education, higher education, management, student development and support and related area specific terminologies and concepts are used.   Many of these concepts and terminologies will be used frequently in this thesis. It is deemed important that they be defined within the context of the study.

1.2.1 Higher education and higher education institution

In adherence to the generally understood and used concept the study refers to **higher education** as formal post secondary education at an accredited or officially recognised **institution of higher education** within the country as was

confirmed by national legislation. In South Africa the relevant legislation would be Act 27 of 1995 (Department of Education South Africa, 1995) and the Act constituting the South African Qualifications Authority (Department of Education South Africa, 1995) also the most recent the merger-related legislation, for example the establishment of a University of Technology   (Department of Education South Africa, 1997).

1.2.2   Student development and support services (SDSS)

The concept **student development and support services** isinvestigated in greater depth in Chapter 2. Literature provides a multitude of definitions based on specific practices in counselling, student development, academic development and all other related services (Beekman, 2001; Engelbrecht, 2002; UNESCO, 2002). Because of the varied interpretations of this function within higher education institutions in both Africa and South Africa, I select to go with the broad and very inclusive definition where the term refers to all services related to the development or enhancement of skills and the support of students in an aligned and integrated manner. SDSS would then include career counselling, study counselling, language development programmes, information literacy, personal skills and social skills development and supportive services to students with disability (TUT, 2005). SDSS is therefore used as an inclusive term referring to all developmental and supportive services that forms an integral part of the programme curricula offered by an institution.

1.2.3   Management of student development and support services

The **management of student development and support services** refers to the line functions, positioning within the institution, unit-management structure and specific approach or strategy in providing the student development and support function within the institution of higher education.

1.2.4   Academic policy (Teaching and Learning Policy)

For the purpose of this study **academic policy** refers to the specifically formulated academic regulations on the conduct of academic business within

the institution of higher education. These policies are also referred to as Policies on Teaching and Learning. Academic policies (or Teaching and Learning policies) would stipulate the range and scope of academic activity; the focus areas; academic delivery; funding, academic research and all related matters. It is general practice for institutions of higher education to have such policies. The effective implementation of a quality assurance practice within an institution of higher education is monitored by the Council on Higher Education, through the Higher Education Quality Committee (Council on Higher Education, 2004).

1.2.5 National education policies and strategies

1.2.5.1 **National education strategies**: National education strategies are those strategies generated by national bodies (often by task teams and mandated by the Minister), that provide conceptual frameworks and the philosophy of specific aspects within the education context. A well known example of such a national strategy is the White paper on Higher Education commissioned by Prof Kader Asmal during his term as Minister of Education. A strategy document leads to the formulation of policy to facilitate the implementation of the strategy. In the case of the National Plan for Higher Education it leads to an Act of Parliament to ensure the implementation of the directives and specific strategy as was formulated in the plan.

1.2.5.2 **National education policies:** National education policies are those policies by national bodies that enforce strategy. Such policies are meant to ensure the implementation of strategies as is illustrated with the National Plan for Higher Education becoming a legal imperative with the promulgation of the Act of Parliament (Department of Education South Africa, 2001a).

National policies impacting directly on higher education are mostly from national government agencies, e.g. Department of Education and the National South African Qualification Authority but may also be policies within the Labour sector that may be relevant to all in

South Africa. An example of such a policy from the Labour sector would be the Skills Development Act (Department of Labour South Africa, 1998).

The policies are enforced by these agencies via the various systems in place to determine programmes, accreditation, auditing, quality assurance and others (Department of Labour South Africa, 1998).

1.2.6 Institutional policies and strategies relevant to the academic contexts

Institutional policies and strategies, as opposed to national policies and strategies, are those policies and strategies that are generated by and relevant to a specific institution of higher education. This study focuses on those policies and strategies directly relevant to the SDSS. Within all institutions of higher education there are policies regulating admissions, finances, academic offering, assessment practices and staff development. These policies impact directly on the SDSS.

1.2.7 Programme and qualification mix (PQM)

Programme and qualification mix (PQM) is a relatively new term though not an entirely new concept within the South African higher education environment. The concept refers to the specific blend of qualifications and training programmes an institution is allowed to and accredited to offer. The specific PQM of an institution is determined via application by the National Department of Education. The PQM is publicly announced by the institution of higher education as an institutional prospectus (calendars and yearbooks). The programme and qualification mix may include training via various modes of delivery, various qualification and exit levels and specific training niche areas relevant to the institution. There are formal application procedures and official guidelines. The strict regulation and application strategy for new programmes as is imposed by the Department of Education suggests limited institutional autonomy on the extension or expansion of training options.

1.2.8   Outcomes-based education

Spady (2004) offers an interpretation on what OBE is with emphasis on the fact that OBE requires systemic change and not merely curriculum change.

Spady (2004) identifies four pillars for OBE that give clarity on the very nature of OBE.

The four pillars of OBE are:

- Clarity of focus on learning outcomes: Students ultimately need to demonstrate achievement of specific learning.
- The design down/ build back approach to developing a curriculum.
- High expectations: The expectation that learners are able to achieve the outcomes and therefore a system that facilitates flexible learning.
- Expanded opportunity: To go beyond strictly defined blocks of time and organisation as is typical of institutions of higher education.

Outcomes-based education is then a philosophy of education that requires a specific strategy for implementation.   In South Africa the education authorities has fundamentally refocused the primary and secondary schooling systems towards an outcomes-based approach with gradual implementation.   The first cohort of learners who was exposed to an OBE system from Grade 1 through to Grade 12 will be accessing higher education in 2009.   Higher education in turn is challenged with the same pressures for change towards OBE in order to align learning programmes to the national qualifications framework. The sector is finding it a complex education approach to deal with in career orientated and higher education in the framework of outcomes.   There seems to be a perceived conflict between an outcomes-based and a discipline-based approach and therefore the resistance from the higher education sector to change from a discipline-based approach to an integrated outcomes-approach (Cloete et al, 2002; Jansen & Christie, 1999 and Dekker & van Schalkwyk,

1989). Higher education systems have traditionally been qualification oriented but structured into clearly defined disciplines while OBE requires an inter-disciplinary approach to acquire integrated learning outcomes that may lead to a qualification (TUT, 2006).

1.2.9   Education funding framework

The Department of Education determines and executes national strategy and policy on funding and determines the annual funding allocation to institutions of higher education, through a formulated framework. This framework stipulates the allocation of subsidy and other funding streams (teaching grants) to higher education institutions (Mouton, 2000). The framework also provides institutions with a financial planning guideline as it is possible to calculate certain levels of income from input subsidy (first allocations based on registrations) in advance.

The Minister may adjust or adapt the funding framework in response to shifts in the national education and general political priorities. Institutions submit budget statements that are verified by data on the Higher Education Management Information System-data (HEMIS-data). Allocations based on input and output factors then culminate in a calculated academic subsidy as prescribed by the funding framework. Funding is always a topic for debate within the higher education community. It is at present done in a highly structured and categorised framework of prescriptive guidelines to institutions to regulate the proportionate division of funding between various primary areas, i.e.. academic, administration and staffing components. Further factor loadings are determined by priority areas identified by the Department of Education. Targeted areas are natural sciences, engineering and technology, business and commerce and education. Funding ratios for these areas are differentiated to promote levels of student intake and qualification. The framework is published in advance and made available to all stakeholders to facilitate institutional-budget planning (Department of Education South Africa, 2001b).

1.2.10 Mergers in higher education

Mergers was introduced to ensure and fast track transformation of the South African higher education landscape and was predisposed by the National Plan for Higher Education (Department of Education South Africa, 2001a). The merger of two or more institutions into more comprehensive and consolidated education institutions, lead to the establishment of four types of higher education institutions, namely technikons, universities of technology (former technikons), comprehensive universities (combinations of technikons and universities) and universities.

Jansen (2002) describes mergers in higher education *as "inter-institutional combinations in transitional contexts".* Jansen and other commentators (Soobrayan, Sehoole, Bandi, Lethoko, Chalufu, Melck as cited in Jansen, 2002) argue the complex processes and unique dynamic of every merger event.

1.2.11 Developing country

The term "developing country" is an economic category indicating that the country is in a phase in development towards full democracy and economic independence.

1.3 Defining the topic

The concept student development and support services is broadly understood as all those services included in the academic programme curricula or offered in a co-curricular mode (parallel to the mainstream curriculum but not necessarily credit bearing) activities that directly support and enhance the academic activities of learning and facilitating learning within the higher education institution. This is an inclusive definition, covering both the developmental inputs (skills programmes) and the supportive (counselling type) inputs. The topic of the study therefore includes both primary modalities of development (learning, teaching, skills development and facilitating learning) as well as supportive services (counselling and guidance).

The developmental and pro-active approach is in contrast to the traditional purely reactive and supportive approach. The approach is more holistic and directed at the student as a person with specific developmental, supportive and interrelated needs. Service aspects included are all forms of supportive and developmental counselling (personal, career and study counselling); academic, social and personal skills development; remedial interventions (e.g. language proficiency development) and specialised support to students with disability.

The complexity and range of student development and support as a function within higher education, as well as the financial, political and socio-economic impact of such services, serve as motivation to systematically determine and investigate those factors that may be considered as critical and essential in the management and provision of student development and support services in higher education -- with specific reference to the South African context (as a developing country) and in comparison with current global/international trends.

1.3.1 Problem statement

The provision and management of student development and support services in higher education in South Africa has become an important factor in addressing some of the critical issues in higher education. Parallel to this there is a perceived lack of strategy and clarity on the purpose, focus and expected impact of the efforts to address such issues. This, coupled with my personal experience, serves to motivate me to attempt to answer the following question:

> How can student development and support be provided for and managed to have strategic value for higher education in a developing country?

The focus area has the potential for several wide-ranging problems to be investigated. Aspects such as content, value (improved student success and graduation rates), the accommodation of student developmental and supportive needs in academic programmes and other factors also require investigation.

For the purpose of this study, however, I focus specifically on the provision and management of student development and support in the higher education environment and strategies and decision-making on various levels (refer figure 1.1) that will enable student development and support to have an impact on the higher education outcome and success rate. I further attempt to answer the above question in the context of the specific needs within a developing country.

Figure 1.1 depicts the various levels of policy, strategy and decision-making that impact on SDSS in higher education within the context of a developing country. The various items listed are unpacked and evaluated in Chapter 2.

Macro-level impact: National policy and strategy
- National Plan for Higher Education
- Higher Education Act 101 of 1997
- Funding Framework for Higher Education
- Student Enrolment Strategy
- Programme and Qualification Mix Strategy
- Research imperatives and niche areas identified by research funding bodies (National Research Foundation)

Meso-level impact: Institutional policy and strategy
- Institutional Strategic Plan
- Three year rolling plans (required by Department of Education)
- Institutional Operating Plans
- Financial planning, strategy and allocations
- Resource and physical infrastructure policy
- Institutional responses to regional needs and priorities
- Inputs and needs from industry

Micro-level impact: Intra-institutional policy, strategy and approaches

- Student development and support strategy of the institution
- Strategic thinking and management of units
- Unit structures and line functions
- Unit budget administration
- Service portfolio in SDSS

Figure 1.1: Levels of strategy and policy with impact on student development and support in higher education

1.3.2 Research aim

The aim of the study is to develop an increased understanding of the factors regarding management and provision of student development and support within the higher education context. Screening the findings on factors regarding management and provision against national strategies and international trends may uncover a new insight into the current state versus the ideal state of student development and support in higher education.

The process of discovery further enhances the value of the study, since I as the researcher have to:

- identify existing strategies and policies relevant to SDSS (refer figure 1.1);
- review existing practices for the provision and management of student support in higher education and compare practices at local institutions with international trends and benchmarks in SDSS,
- identify critical factors regarding the approach, structure and policy within institutions, with regard to student development and support;
- identify possible local benchmarks in SDSS,

- determine possible critical factors based on the experience and perspectives of practitioners involved in student development and support in higher education,
- determine possible critical factors based on the experience and perspectives of senior management in higher education and support services,
- determine possible critical factors based on the experience and perspectives of decision and policy-making partners in higher education in the Government.

The research outcomes could therefore contribute to the body of knowledge by:

- providing a **broad framework** of critical areas that could influence decision-making for the positioning, structuring and funding of student development and support in higher education in the South African context.
- creating a starting point for **benchmarking** specific quality assurance standards for the management of student development and support in higher education; and
- creating a starting point for determining further **practical guidelines** and criteria for student development and support services in higher education
- facilitating better understanding of the purpose, role and focus and, by implication the outcomes, of student development and support in higher education, as well as the specific role of the student development practitioner.

In order to answer to the above a number of secondary research questions are posed.

1.3.3 Secondary research questions

The study attempts to identify critical factors in the management of student development and support services in higher education. The research problem

may be resolved by addressing a number of secondary research questions and therefore has a number of research objectives:

Table 1.1 Secondary research questions and research objectives

Secondary question	Research objective
i. Tracing the existing range and the scope of student development and support services in higher education.	To be able to define the full range and scope of student development and support activity in higher education.
ii. Determining how national policy and legislation have effect on the provision and management of student development and support services in higher education.	To be able to Identify the specific national and institutional strategies and policies that impact directly on SDSS.
iii. Investigating how institutional policies and strategic plans have effect on SDSS in higher education.	
iv. Exploring existing national and international benchmarks and frameworks to indicate good practice for student development and support in higher education.	To be able to indicate specific benchmarks that indicate good practice for SDSS
v. Identifying some of the critical provision and management factors for an effective SDSS.	To be able to identify and list critical management and provision factors for effective SDSS.

1.4   The research design

The study required a multi-method research design for it to produce a credible outcome that may lead to better understanding of the SDSS phenomenon and the critical factors impacting on the management and provision thereof.

To achieve the stated purpose I had a pragmatic approach and included multi - methods of data collection.

The various methods used are the following:

- The study included **qualitative techniques** (Bogden & Biklen, 1992) to obtain an understanding of this complex and evolving phenomenon of student development and support services and more specifically the critical factors in the management and provision of SDSS. The factors impacting on the management and provision of SDSS had to be interrogated not only in terms of the measurable items, but also in terms of the meanings, interpretations, insights and experiences of practitioners and managers.
- Due to the size of the higher education sector in South Africa and the scope of the study a **sampling** of various institutions were selected.
- The **pre-interview questionnaire** introduced an element of quantitative data collection and analysis. It provided a supplementary means of construction and verification of data collected during field work. The questionnaire required of participants to indicate the importance of a list of suggested factors. For the purpose of this study, the items used in the questionnaires and responses provided a basis for further exploration during interviews and focus groups with the teams of practitioners**.** This also allowed triangulation and final verification of factors identified through qualitative processes.
- In addition to the above an elementary **policy review** (McMillan & Schumacher, 2001) had to be done as a major part of the impacting and decision making factors stem from institutional and national policy. These techniques were especially helpful in studying the interaction between various policies and strategies.

Table 1.2: Substantiating a multi-method approach for the study

Multi-method type	Motivation
Complementary	The qualitative interviews in combination with questionnaires and policy analysis were done to mutually enhance the data collection. Multi-methods

	allows triangulation option and thorough verification of data and analysis.
Expansion	The multi-method strategy for data collection expanded the range of results as data saturation could not be achieved by only one of the strategies. The range of information resources, i.e. policy documents institutional managers, government officials, practitioners, research literature are so wide that various modes of data collection are essential in a study of this nature.

Adapted from McMillan and Schumacher (2001)

Figure 1.2 is a diagrammatic construction of the research design and demonstrates the flow of activity from the initial research proposal to final reporting and depicts the cyclical nature of the research process applied. A continuous cycle was followed with data collection, reflection on data and reporting on findings to the point of data saturation.
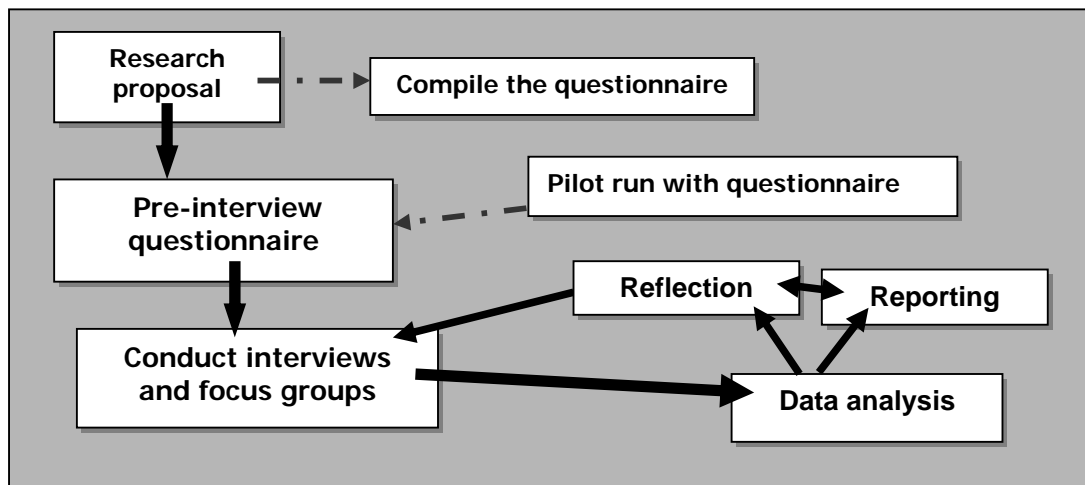
Figure 1.2: An overview of the cyclical research process

The multi-method design required careful planning of ethical aspects in research and reporting phases of the study.

1.5   Ethical and credibility considerations for the study

A critical aspect for consideration in the study was the ethics involved in fieldwork. If participants were to give a reflection of their true and honest opinions, thoughts and judgments on matters of student development and support, they had to be assured of absolute anonymity and confidentiality. In addition the relevance and value of the study depends on a trustworthy and credible methodology.   The internal validity of the multi-method design for this study is enhanced by the application of both quantitative and qualitative techniques.

1.6   Personal motivation

In South Africa the profession of SDSS practitioner is still only an emerging profession, as opposed to the United States, where the discipline is well-established and a recognised field of management (Beekman, 2001).

Since starting a career as a student counsellor/student development and support specialist more than 16 years ago, I have progressed to being a member of the senior management of a prominent higher education institution in South Africa.   During this time I have also been actively involved in the establishment of an extensive student development and support unit. Discourse with peers, on both national and international levels, has led to an interest in benchmarking effective and functional student development and support that will impact positively on student success and institutional throughput rates. I have become aware of the strong emphasis on enhancing student learning and addressing student throughput and of the lack of formal and coordinated approaches in national strategy or institutional strategies regarding SDSS.

The finding(s) of this research could contribute to a better understanding of the critical factors involved in the provision and management of student development and support.   The outcome of the study could, furthermore, facilitate better understanding of the purpose, role and focus and, by implication the outcomes, of student development and support in higher education, as well

as the specific role of the student development practitioner. It could possibly stimulate further debate and research on aspects relating to the provision and management of student development and support services in higher education.

1.7   Conceptual background and theoretical framework

An overview of existing research on student support services serves as a point of departure for this study.
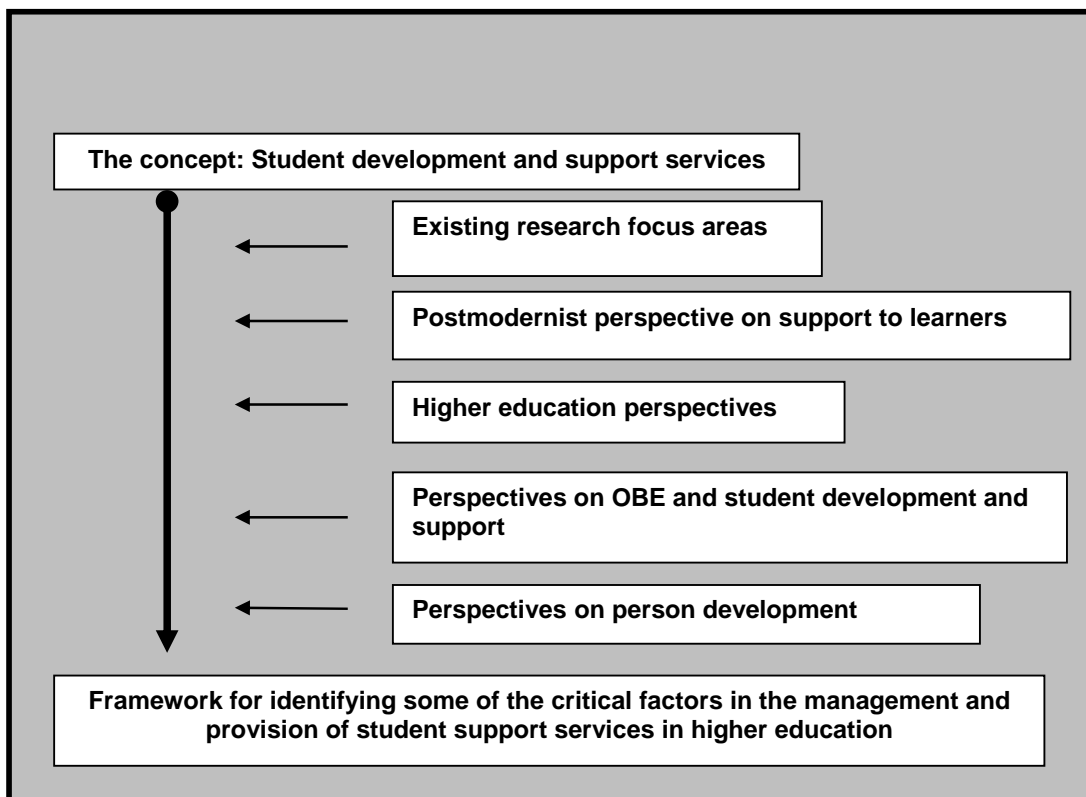
Figure 1.3: Strategy for literature review and establishing the background to the current study

1.7.1   Overview on existing research on student development and support services

The scope of student support services is identified and defined by the United Nations Education, Social and Cultural Committee (UNESCO) research team-report, titled *The role of student affairs and services in higher education - a*

practical manual for developing, implementing and assessing student affairs programmes and services (UNESCO, 2002).

This UNESCO-report was based on an extensive international survey, and identified the following services as relevant to student support services in higher education:

- Individual support (e.g. personal counselling, career counselling and study counselling; child support, disability services).
- Group orientation and social support (e.g. residence life, international support; college preparatory programmes; food services; student organisations; student activities; chaplaincy; bookstore services; minority student services; sport activities, new student orientation programmes and health services).
- Administrative support services (e.g. financial aid; accommodation; registrations).

The categories in the UNESCO report are based on the function of each activity within the organisational structure. Gallagher (1992) posed another classification that is more student-need-centred. In his classification system, he clusters student support services into:

- learning services (e.g. study skills advice, student union education);
- survival services (e.g. counselling, disabilities, loans, health and student employment);
- advisory services (e.g. career guidance, equity programmes, welfare, accommodation, international student programmes);
- recreational services (fitness centres, campus sport); and
- general services (union shops, bookshops, transportation).

The core services in the field of student support services in higher education can be identified from the above classifications. The range of student support

services that are relevant to South African institutions of higher education will serve as a point of departure.

Research on student support services in higher education in South Africa is limited. The focus has been mainly on the nature and content of services required to fit student profiles and facilitate student needs (Beekman, 2001; Van Heerden & Kriel, 1998). Much evidence is available on the range of student needs, the design of academic development programmes and the implementation of such support programmes (Engelbrecht, 2002). However, very little attention has been given to the management, proper structuring and organisational positioning, the added value factor and funding factors.

It is my position that all of these factors that have been researched, i.e. programme outcomes and focus areas, student needs and profiles and programme design could possibly have a critical impact on the success of student development and support services. This study attempts to identify those critical management related factors, i.e.. factors related to funding, structure, positioning, strategic decision-making, that would constitute the critical factors for the successful implementation of student development and support activity in higher education.

1.7.2 An overview of local and international scenarios regarding student development and support in higher education

The general under-preparedness of large numbers of new students entering higher education in South Africa has become a concern with which most higher education institutions battle (Beekman, 2001). Political pressure to increase accessibility to the system and accommodate students within the higher education system had to be combined with the strategies to increase graduation rates at the Grade 12 or Senior Certificate levels (Department of Education South Africa, 2003a). A situation has developed in which vast numbers of students enter higher education programmes, while they are not adequately prepared to cope with the social, academic and personal demands of higher education. This general under-preparedness has resulted in higher

education institutions experiencing a severe decrease in success rates (high attrition and low throughput).

a) Implementation of the National Qualifications Framework in South Africa

The implementation of the National Qualifications Framework (NQF) and the Outcomes-Based Education (OBE) model in South African education has had a major impact on the higher education system. Accommodating the Life Orientation learning area is listed as a critical component in both the basic education band or the primary schooling grades and the further education band or secondary schooling grades (Department of Education South Africa, 2002).

A number of higher education institutions have made progress in establishing high-level student development and support services. However, the reality is that these services in higher education are at present uncoordinated, fragmented, and, in the majority of institutions decision making on SDSS is informed by short-term needs. The uncoordinated nature and fragmentation of these efforts could possibly be interpreted as yet another weakness in the provision and management of student support services in higher education (Kraak, 1999).

When surveying international literature on student development and support it was possible to identify three significant areas in which research had been undertaken:

- Research within highly structured and research-based education systems (Australia and the United Kingdom).
- Isolated research efforts such as the study undertaken in a small country like Cyprus.
- Positioning statements of universities in developing countries (African countries) were also studied and compared to the other scenarios reported.

The following sections elucidate on research evidence that relates to SDSS that was found in the study of international literature.

b) The Australian experience

Promnitz and Germain (1996), in a commissioned report by the Department of Employment, Education and Training in Australia, indicate:

> …since the inclusion of student support services as a focal point for the Review Team from the Committee for Quality Assurance in Higher Education, 1994, universities have taken a renewed interest in the performance of support services. In addition, as recruitment of students becomes a more competitive exercise, the quality and availability of various support services within a university form an element in defining an institution's quality and competitiveness (p.93).

The high priority placed on SDSS in the Australian education system is further emphasised by the projects initiated by the Department of Education and Training in Australia.

Specific examples of Australian studies on the provision of student support services are:

- A commissioned study in 1990 that culminated in a report: "A fair chance for all: National and institutional planning for equity in higher education".
- The 1993 project team report on student support services: management, delivery and effectiveness.
- A second commissioned report on student support services and academic outcomes ensued from the 1993 report, viz. "Achieving positive outcomes" (Promnitz & Germain, 1996).

One of the preliminary findings of the 1996 study mentioned above was that student attrition represents a major concern to tertiary/higher education institutions for a number of reasons. Among the important factors listed are the limitations caused by a lack of financial resources. Another reason is that, in terms of human capital, the loss of every individual student may also represent the loss of an important source of knowledge and talent, and, ultimately, the loss of a potential member of a skilled workforce. This has relevance for SDSS as it may be positioned as expert source to address the loss of human capital with both pro-active and reactive services.

c) The South African scenario

A comparison of the South African and Australian scenarios indicates that the attrition rate for Australian universities could be as high as 22,5%, with the average attrition rate (including cancellations, failures and drop-outs) in the first year being as high as 29% (West, Hore, Bennie, Browne, & Kermond, 1987). According to the Department of Education South Africa (2003b) the average drop-out rate for institutions after the first academic year is as high as 28%. This percentage for South African higher education represents only the number of students who did not return after an academic year to pursue their studies, and excludes formal cancellations. The actual attrition rate for South African higher education institutions is estimated at close to 50% (Kriel, 2003) by local researchers. A comparison of South African and Australian statistics on student success highlights the fact that in South Africa the matter deserves to be prioritised for urgent redress. It stands to reason that if in a highly developed country such as Australia high failure rates in higher education is identified for urgent redress that the impact of even higher failure rates in South Africa it would require creative and open-minded strategies. Strategies should address both a) the causative factors involved and b) the impact of such high attrition on the institution and the economy. **Student support services have a potentially critical role to play, specifically in addressing the factors leading to such high attrition.**

Beekman (2001:2) states:

> Student support services are integral to the academic venture of an institution of higher learning. Higher education institutions can no longer ignore the unique role and competencies and the contributions they (student affairs professionals) make to improve the efficiency of the institution in addressing and achieving expected outcomes of the National Plan for Higher Education.

The document produced by Beekman on behalf of the SSCSA, was developed as a discussion document by a working group comprising heads of student counselling units/sections within higher education institutions in South Africa. It was submitted to SAUVCA and to the CTP, but did not elicit sufficient moral and practical support.

d) The United Kingdom experience

 Walker (2002:1) formulates a perspective based on experiences at several universities in the United Kingdom. She states that "higher education produces and reproduces particular storylines of how to live ethically and politically, and through its practices construct lecturer and student identities".

Walker further argues that, with the advent of the global economy, and a discourse of skills and economic advantage, the economic importance of education has been rediscovered as a key form of productive capital in the race for competitive advantage. This reality has led to a renewed emphasis on the skills development of students and a refocusing on the formative aspects of learning and the learning environment. She proposes that higher education should aim "not simply to instil fixed blocks of information into students but to produce autonomy, responsibility and creativity" (p.4). Higher education is mandated in particular to develop students as whole brain thinkers.

Walker and her colleagues see the development of emancipated individuals empowered to reflect and think critically as the ultimate goal of higher

education. The involvement of student support and development specialists therefore takes on a different role and dimension, as opposed to the traditional higher education paradigm in the United Kingdom. The partnership between student support professionals and lecturers is seen as an important success factor for the development of thoughtful, curious, socially responsible and civic minded graduates (Walker, 2002). The official policy document to direct transformation in higher education in Britain (Department of Education and Employment Britain, 1998), indicates that the fact is recognised that the personal development and nurturing of individual skills within the formal education systems are the very essence of establishing a culture of lifelong learning.

e) The Cyprian experience

In a critical analysis of the Cyprian education system Tsiakirrios & Pashiardis (2002) indicate the dire need for support and development strategies within the Cyprian education system. After embarking on an extensive analysis of the Cyprian education system they formulate a recommendation based on their analysis of the combined needs of institutions, the government and individuals.

The outcome and recommendation of this study, namely that the Cyprian education system should provide for student development and support strategies to be implemented as a matter of priority, underlines the strategic value of the establishment of sections within the institutions that will provide the impetus for skills development and individual growth.

f) Perspectives on student development and support in an African context

Maassen and Cloete (2002) argue that South Africa's much applauded transition in 1994 should not be seen as an isolated moment at the southern tip of Africa, but that it was also part of a political and economic transition process on planetary scale, which a large number of analysts try to capture as globalisation. They further quote the perspectives of Gumport (in Maassen & Cloete, 2002), stating that there are basically two dominant views on the role of

higher education. The first perspective sees higher education as a "social institution" with the primary task of attaining goals related to core activities, retaining institutional legacies and carrying out functions for the wider society, such as the cultivation of citizenship, the reservation of cultural heritage and the formation of the skills and characters of students. The other perspective sees higher education as an "industry", with as its prime function the training of the workforce and fostering economic development.

Higher education institutions in Africa, specifically those in developing countries, seem partial to a view of higher education institutions being "social structures" with major social responsibilities, while at the same time forcing legitimacy by battling against the transition to become more economically driven entities. Global forces, through the World Bank; European Union Funding and UNESCO, are impacting institutions greatly and pressurising them through investment to move towards more sound economic and management principles.

Institutions have to then find a balance between social- and industrial agendas in Africa and the practical means to provide for both. The diverse paradigms on the function of higher education within a nation state impact strongly on student development and support initiatives and priorities within institutions of higher education in developing countries. In those institutions with a strong social agenda there is more direct emphasis on student development, skills programmes and similar activities, while in those institutions with a more "industrial" agenda, the emphasis is on steady throughput rates and "effective delivery" of the so-called "product".

Both approaches focus on student development and support within institutions, even though it may be for totally different reasons and cause different emphasis in the service portfolio.

The University of Sudan serves as a good example of an institution with a social structure approach. All four of the strategic goals of this university address its role to reinforce the national identity, promote the culture and

language of the region and benefit the immediate and extended community. It is interesting to note the context of this University. It is less impacted by external funding agencies and relies primarily on local government funding and other local resources.

An analysis of the mission statements of various other African universities indicates that African institutions of higher education for example: University of Botswana (UoB-homepage), University of Nairobi (UniN-homepage); University of Ghana (UG homepage), University of Namibia (UoN- homepage), aspire to address both the social and economic needs of the continent. In all the institutions referred to, social responsibility is set as a goal, with a simultaneous and equal emphasis on economic development. This may be an indication of an attempt to balance the two agendas.

The need to address both social and economic needs within the higher education context in Africa brings student development and support issues back into the debate and it remains a critical success factor for the university to manage, whether for social or economic legitimacy of the curriculum or both.

g) A South African response towards a student development and support strategy

In South Africa, the politically driven transformation of education has led to the issue of skills development being addressed in the National Plan for Higher Education (Department of Education South Africa, 2001a).

In Section 2 of the NP for HE a critical strategic objective for higher education is indicated as being

> …to produce graduates with the skills and competencies required to participate in the modern world in the 21st century (p.16).

The challenges the above poses for higher education in terms of skills development in addition to the traditional mainstream programme learning outcomes (core curriculum) are evident.

In practical terms, it is a challenge to define a strategic role for student development and support. Such a strategy should define the specific role to be played by student development and support practitioners in accommodating and consolidating both the career-orientated National Qualifications Framework and Science, Engineering and Technology (SET) priorities, globalisation needs social development and economic development needs.

In March 2003, the South African Minister of Education issued a press release announcing a report on the review of the financing, resourcing and costs of education in South Africa (Department of Education South Africa, 2003b). One of the ten major aspects that were highlighted for further action in the report is a need for "further investigation on what mix of inputs best supports learner performance".

It is indicated in the press release that further investigation by the review team would present an analysis of what resources are available in the education system. Specific education resourcing studies are proposed to enable the education system to optimise the provision of public resourcing. The latter directive, namely to optimise resourcing (financial and other), indicates a gentle shift towards a more strategic consideration of support systems for students. This comes in stark contrast with earlier thinking, namely that student support is a luxury or at least not part of the core business within higher education.

1.7.3 Impact of an outcomes-based education model on the management of student development and support services

Kraak (as cited in Jansen & Christie, 1999:42) states that "great confusion and controversy characterise the education and training policy terrain". According to Kraak (2003), the progression from a people's education discourse (dominant in the 1980s) towards a more systemic discourse (correlating with political

change in the 1990s) has also focused heavily on high participation and high skills development imperative in education.

The required changes in strategy and the absence of any coordinated policy or strategy with regard to student development and support in higher education is the rationale for this study.

The provision and management of student support services may well manifest as an institutional problem, but could potentially require a national strategy to overcome the social differentiation and institutional fragmentation that exists in this area of education. A national strategy or coordination may be the vehicle for effectiveness and relevance in student development and support, and relates directly to the development of outcomes-based curricula for higher education. In the process of establishing an outcomes-based curriculum, the identification and definition of knowledge areas are important elements (Gultiget al., Lubisi, Parker & Wedekind, 1998). The development of a student development and support curriculum may be seen as an important component of this process. In short, in order to facilitate the generic learning outcomes for person development as is required by the legislated framework (NQF), it may be essential to attend to the planning and provision of student development and support services. It could be that the current trend, that student development and support inputs are peripheral and not part of mainstream curricula of higher education, should be revisited, and the positioning of and provisioning for the function within the core-curriculum of institutions, may have to be reconsidered.

Given the above, it is clear that it is relevant to clarify some of the matters relating to the provision and management of student development and support. Gultig et al. suggest that the formulation of critical outcomes gives direction in this regard (Gultig et al.1998). The inclusion of life-orientation and associated developmental actions as a critical cross-field outcome, also within higher education, could be seen as a positive step towards a solution. The current process in South Africa requires that all learning programmes in higher education be re-curriculated by 2006. This re-curriculation process in itself allows for the required shift in focus to also accommodate the critical cross-field

outcomes. As the final promulgation of the Act was delayed the time frame will possibly be extended but the goal remains.

The South African Qualifications Authority (SAQA) is unfortunately not making the required progress through the Standards Generating Bodies (SGBs) to produce the necessary unit standards to integrate into education programmes on the higher education and training level, now called the HET band (Department of Labour South Africa, 2001). The Council for Higher Education therefore established a joint committee for evaluating and clearing all new programme applications. This committee will essentially become the monitoring body to verify the implementation of the goals as set out by the national plan and more specifically monitor the incorporation of the critical cross field outcomes into programme curricula.

Spady explains (Gultig et al. 1998) that OBE means focusing and organising an education system around what is essential for all learners in that system, for them to be able to succeed at the end of their learning experiences. In the same publication, an article by the philosopher Gilbert Ryle (Gultig et al. 1998) contains a plea that education should focus much more on "learning to" rather than simply on "learning that".

The implementation of an outcomes-based education system has certainly challenged higher education to develop a specific strategy and well-formulated view on how it is going to approach the development of students as individuals. This requires a critical reassessment of the contribution and the curricular or co-curricular role/function of student support services, especially in developmental areas such as:

- career planning
- employability
- self-empowerment
- skills development for individuals
- other areas of support

1.8   Work plan for the study

As indicated in this introductory chapter the study, through extensive literature study, in depth interviewing supplemented by a questionnaire, endeavours to identify critical factors that impact on the provision and management of student development and support.

I consider this a very relevant study in both time and higher education context. The background provided in this chapter already indicates that it is a topic of national and international debate and concern.   The study specifically addresses the sphere of student development and support within the broader higher education context. The study also looks beyond the borders of South Africa and investigates practices in Africa and lessons learned in developing countries.

The chapters elucidate on:

CHAPTER: TITLE	CONTENT
Chapter 1 Introduction	Introductory chapter; background and planning.
Chapter 2 Student development and support in higher education in a developing country	This chapter provides an in depth study of the concepts of student development and support in higher education, the role of higher education in a developing country and paradigmatic issues. Perspectives on economic factors impacting on student development and support such as economic imperatives (including national and global economies, etc) sociological and educational imperatives (focussing on politically driven interventions in higher education) The chapter also takes a critical look at management perspectives and practices.

Chapter 3 Theoretical framework	This chapter focuses on the theoretical framework for this study. The philosophical departure, critical paradigms, assumptions and core concepts are identified.
Chapter 4 Research	This chapter focuses on the qualitative study of perspectives identified. Perspectives of management in Higher Education, Government officials, practitioners, institutional managers were investigated. This chapter focuses on the research outcomes and identification of factors impacting on the management and provision of student development and support.
Chapter 5 Summary and recommendations	
Chapter 6 Critical reflection on the experience of this study	

CHAPTER 2

FACTORS IMPACTING ON STUDENT DEVELOPMENT AND SUPPORT SERVICES IN HIGHER EDUCATION IN A DEVELOPING COUNTRY

2.1   Introduction

Student development and support activities in higher education are characterised by a multitude of forms, services and interpretations. Practices of student development and support in higher education institutions emphasise the variations in interpretation of what developmental and supportive needs the institutions should address.

This chapter investigates the contexts of student development and support, current trends and realities and impacting factors within the higher education landscape. The investigation focuses specifically on factors that impact on student development and support, for example: funding, politics, managerialism in education, quality assurance within the context of a developing country.

2.2   Higher education in a developing country

A literature survey brings to light a number of studies on higher education in developing countries across the globe, amongst others, South Africa, Botswana, Tanzania, Nigeria and Mongolia. A study on higher education in the state of Mongolia, and specifically the recent fast-paced reforms implemented in that country, suggests that democratisation and economic transition in a developing country are key drivers of higher education reform (Weidman & Bat-Erdene, 2002). Similar studies were conducted in Hong Kong (Dowson & Bodycott, 2003), China (Qian, Verhoeven & Leuven, 2004), Middle-East and North Africa (Akkari, 2004). In all instances the focus was on the developing country contexts and the impact on higher education as a result of economic and social transformation and development.

Based on their findings in the Mongolian study, Weidman and Bat-Erdene (2002) propose a framework for influences characterising higher education in the new millennium. The framework is of particular interest if applied to the South African context where similarities to the Mongolian experience include the onset of political freedom, social change and rapid educational change and economic growth. When applied to the South African and African contexts the framework of Weidman and Bat-Erdene, indicates influencing factors that may be relevant to the South African higher education landscape. Further to this, these factors could also indicate areas of concern in the current transformational processes in South Africa.
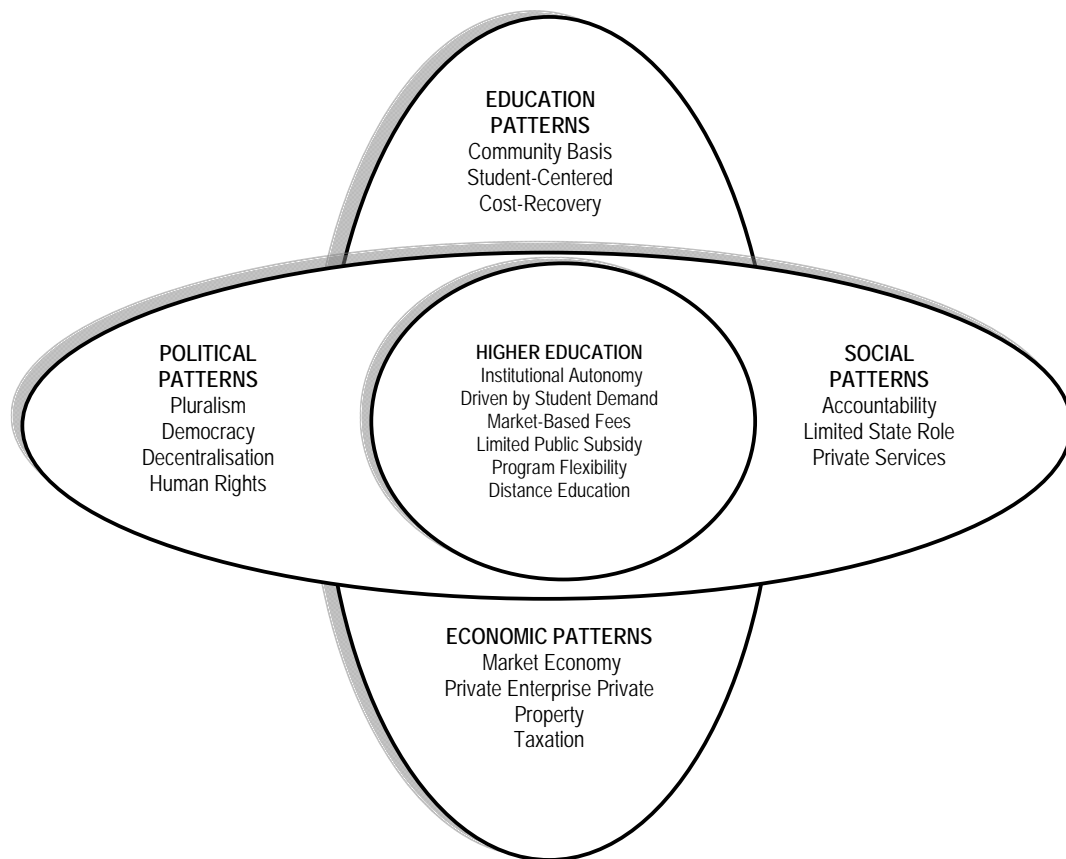
Figure 2.1: Higher education in the New Millennium: Social, Economic, Political and Education influences (Resource: Weidman JC, Bat-Erdene R, 2002:144)

In the following section the factors (or also called patterns), as identified by these authors, are brought into relation to the South African higher education experience.

2.2.1 Factors impacting on higher education in a developing country

2.2.1.1 Political patterns

From a political perspective it can be said that the notion of a transition based on democratic principles emphasises the implementation of core principles (often captured in a constitution) such as pluralism; diversity; human rights and a reduction of state control. This is of course also true within the educational realm.

The transformation in South African higher education has been exemplary in doing the above. In practice vigorous steps were taken by government towards the restructuring of institutions, changes in ethos and management at higher education institutions and also directives towards increased student participation and improved accessibility (Department of Education South Africa, 2001).

However, since it is a government driven and not an institutionally driven transformation the degree of government control is very high. It is almost impossible to move toward greater decentralisation, as an ideal, while the state has to implement and force the momentum for change. In fact current experience is that many aspects of higher education are becoming increasingly centralised (e.g. programme and qualification mix; determining student numbers or enrolments per programme) in order to facilitate and speed up the transformation. Unfortunately the ideal within a democracy is the opposite trend, namely decentralisation and increased autonomy in higher education. The paradox experienced within the South African context, as was the case with Mongolia, is leading to discomfort amongst academics and academic leadership and a public discourse on academic autonomy.

In addition to political factors, Weidman and Bat-Erdene also identified educational factors.

2.2.1.2 Education patterns

In contrast with the South African trend the documented experience about Mongolian Education (Weidman & Bat-Erdene, 2002) shows a decreased centralisation and increased community involvement. Curricula were increasingly tailored to localised socio-economic needs.

A similarity with the South African scenario is found in a move from a teacher-centred to a student-centred (learner-centred) model or approach. Evidence of this trend in South Africa is the shift towards outcomes-based education on all educational levels, including higher education. Although higher education proved more resistant to this change than other sectors of education the shift in emphasis can be considered a definitive educational pattern. Aspects of the implementation of an outcomes based educational system and a national qualification framework is discussed in-depth later in this chapter.

2.2.1.3 Economic patterns

I am of the opinion that in South Africa the same economic forces of privatisation, market driven economy, increased private ownership and taxation as was the case in Mongolia can be expected to impact heavily on higher education. The dynamic of the economy in a developing country is characterised by a strong and purposeful move towards a market economy. Concurrent with this it is typical that the state privatises many assets. For public higher education institutions this means that the institutions increasingly look for and depend on private investment and partnerships. Most importantly, it means a concurrent move towards increased efficiency in administration, teaching, research and community service. Higher education may now find itself within a new domain and business efficiency standards being applied. It now also needs to be competitive, productive and economically efficient in the economic input of resources vs. output ratio, i.e.. a return on investment. A serious risk factor arises in that should the economy in the developing country not be managed well it

may create a situation where higher education becomes unsustainable if no private funding, investment and partnerships are available. The actual output of higher education could be measured against vastly different criteria than the traditional valuables of higher education and academia and this may in turn require a cultural shift in traditional institutions.

2.2.1.4 Social factors

Along with economic and political factors it is inevitable that there would be required changes in social behaviour. The individual is potentially more empowered and gains greater access to education. In the context of the developing country there could be a scenario where the state becomes less involved and there is a marked increase in private providers. Such an increase in private providers has already become a critical challenge for educational ministries to deal with in the South African-context demonstrated by the implementation of strict accreditation, regulation and registration measures by the Department of Education (Department of Education South Africa, 2003a).

Another important social factor is the principle of increased accountability. In practice this means greater pressure on individuals and the private sector to contribute and assist in the provision of education. Political and social tension may typically occur should there be no harmony in the increase of private education providers, an increase in individuals taking responsibility to gain quality education and a controlled decentralisation of education.

2.2.1.5 The implication for higher education

The central sphere of the Weidman and Bat-Erdene framework reflects political, economic, educational and social influences generated within its own inter-national, national, regional and local contexts.

Higher education in South Africa, as it was in Mongolia, is not an isolated entity. The impact and interaction of political, social, economic

and general educational factors creates an intricate, delicate and involved scenario that determines the very nature and role of higher education.

This complex position of higher education in a developing country is investigated by Reddy (2002), who explains that changing government-university relationships is an important contextual trend. He states that university autonomy (the capacity for self-government) must be balanced with a higher education institution being accountable to society by fulfilling its mission. Reddy declares that with massification, globalisation, privatisation and expectations for quality assurance universities face a more complex relationship with society generally and government specifically.

Moja, Miller and Cloete (1996) propose three models that characterise government-higher education institution relationships:

- The state-control model: The system is created by and almost completely funded by the state.
- The state-supervision model: The state sees its task as supervising the higher education system to ensure academic quality and maintain a level of accountability.
- The state-interference model: The third model is when higher education institutions become opposition to the states development path. The state then aims to exert political and bureaucratic control while autonomy remains the policy.

During the apartheid era in South Africa (the period before 1994) the model of state-interference, was dominant. During this period the state controlled education to the extent of determining curricula and educational delivery. It can be said that there was total control on primary and secondary schooling levels and direct as well as indirect control on higher education level. Transformation in education since

1994 has allowed aspects of the second model of state-supervision to manifest but after more than a decade into the post apartheid era, state control over higher education is still firm and the relationship cannot be seen as truly supervisory only. The role of the state has become that of change agent and monitor of transformation and therefore complete autonomy is not possible or allowed. Examples of practices relevant to this argument would be the prescriptions regarding programme and qualification mixes at the various institutions and the proposed capping of student numbers per programme. One should however recognise that there is progress towards a state-supervision model.

2.2.2 The relationship between government and higher education institutions

Chapman and Austin (2002) estimated that half of the students enrolled in higher education worldwide live in developing countries. They based the estimations on the figures released by the World Bank in 2000. These authors also predict exponential growth in student numbers up to the year 2015 (World Bank, 2000) based on current trends, age profiles and population growth.

Extending access and strengthening the quality of higher education are emerging as key national priorities of governments across much of the developing world. Chapman and Austin also postulate that up to the year 2002 most of the effort to strengthen education was focussed on an institutional level (i.e.. initiatives to enhance the institution) and maintain that, while many of these efforts have been successful and will continue to be needed, the main challenge of the next decade centres on how institutions define and shape their external relationships with government, on the one hand, and with the larger citizenry, on the other.

Complex political, social and economic pressures now shape the future of higher education in the developing world.

A number of critical issues as identified by Chapman and Austin (2002), are:

- Seeking a new balance in government-university relationships.
- Coping with autonomy.
- Managing expansion while preserving equity, raising quality and controlling costs.
- Addressing new pressures and forms of accountability.
- Supporting academic staff in new roles.

The role of student development and support in the expansion of the higher education sector, ensuring high success rates, ensuring quality and stepping up to the pressures of accountability to the public and employment sectors, is evident. The management of access and capped student numbers, increasingly complex social and emotional issues impacting on student success, improving throughput and success rates are areas where student development and support may have a steering impact.

2.2.3 Transformation challenges from a student development and support perspective

Bargh, Scott and Smith (1996) write in a review of the changes in the higher education landscape in Britain, that:

> Radical changes have taken place, not only in the shape of the higher education system and the scale and the character of institutions but in the links between universities and society, culture, science and innovation (p.12).

Bargh et al. (1996) also identify two overarching trends as a conceptual framework to understand changes that has indeed taken place. These trends are *massification* (i.e.. increased access to higher education) and *marketisation* (i.e.. increased business orientation). In addition the authors caution that

although the modern university is bigger and more market oriented, more fundamental changes are also taking place.

In South Africa, the Council on Higher Education (2004) elaborates on these issues in a paper on *Global patterns of change in higher education* by describing certain changes as powerful and identifies the following main areas of change:

- transition from an elite to a mass provision;
- the construction of radically new relations between government, society and universities;
- accelerated penetration of academic life by the market and market relations;
- a series of new demands and expectations coming from other social actors (fundamental revisions of how universities are defined, governed, funded and influenced by fields of force external to them);
- new ways in which universities manage themselves and carry out core activities;
- the construction of new professional identities;
- The accommodation of existing values and norms to new circumstances.

The principles highlighted by the Council echoes the exact same trends identified by Bargh in the United Kingdom, namely massification and marketisation. In step with international trends, massification is certainly an overt agenda in South Africa. This prerogative is stated clearly in the National Plan for Higher Education (Department of Education South Africa, 2001).

2.2.3.1 Trends in the transformation of higher education in South Africa

After the implementation of the National Plan for Higher Education (Department of Education South Africa, 2001), in South Africa, analysts are making the similar comments to those of Bargh and colleagues. *Massification a*nd *marketisation* has been prominent and formalised as strategic goals. Fundamental changes are taking place in the governance and curricula of higher education. Other examples

are the changing funding structure that is linked to output and the directives regarding programme and qualification mix strategies of the Department of Education. What is currently experienced as a evolutionary transformation in education in South Africa is not unique and has been experienced in developed and developing countries across the globe.

Scott (1995:32) identifies a number of modernisations that is impacting on higher education. He describes the modernisations as "revolutions of change" His work is based on the factors impacting on higher education in Britain and resulting in not merely changed institutions but different institutions from the traditional (pre 21st century) university.

The modernisations identified by Scott (1995) are categorised as:

- the political revolution: reforms in the welfare approaches of state and the setting up of research councils and increased funding structures.
- the socio-economic revolution: a period where higher education became almost compulsory and a new articulation developed between higher education and the labour market.
- the intellectual and innovation revolution: Bargh et al. (1996) also describes the fundamental changes in higher education as being mainly in the intellectual approach. According to the authors the change manifests as a slide towards relativism as plural discourses are preferred to universal truths and they express the change and similarity with the South African scenario, as follows:

> Despite the vast difference in economic development status the similarity in educational change dynamic is evident when comparing recent transformations in the British higher education and the transformation in higher education in South Africa.

Similarity can be found in the growing trend towards the higher education system becoming a knowledge production system and the diffusion of traditional demarcations between academic disciplines on the one hand and also between academy and industry.

The critical difference between the British and South African experience perhaps being, that the transformations in Britain as identified and described by both Scott (1995) and Bargh, et. al. (1996), occurred over a period of two decades in Britain while in South Africa, after the political and social re-acceptance into the world arena post the 1994 democratic elections, the transformation happened (and is still continuing) at a highly accelerated pace.

2.2.3.2 Challenges for transformation as identified by the National Plan for Higher Education

The challenges faced by higher education in South Africa and as interpreted by Government are highlighted in the introductory passages of the National Plan for Higher Education (Department of Education South Africa, 2001).

The introductory section states that the key challenges facing the South African higher education system remain as initially outlined in the White Paper which culminated in the Higher Education Act (Department of Education South Africa, 2001):

To redress past inequalities and to transform the higher education system to **serve** a new **social order**, to meet pressing **national needs** and to **respond** to new realities and opportunities (p.1).

The role of higher education is defined by the National Plan to be threefold, namely:

- Human resource development
- High level skills training
- Production, acquisition and application of new knowledge

It is further stated in the National Plan for Higher Education (Department of Education South Africa, 2001), that:

> These challenges have to be understood in the context of the impact on higher education systems world-wide of the changes associated with the phenomenon of **globalisation**. The onset of the 21st century has brought in its wake changes in **social, cultural and economic relations** spawned by the revolution in information and communications **technology**. Higher education has a critical and central role to play in contributing to the **development** of an information **society** in South Africa both in terms of skills development and research (p.5).

The Ministry, through this National Plan, poses the critical question on whether the South African higher education system is ready to meet these challenges. And then responds with the following statement:

> The foundations in terms of the enabling policies and legislation are in place. However much remains to be done in terms of implementing the policies (p.6).

The challenges higher education are faced with, are fundamental and speaks to the very nature and role of higher education in a developing country and impacts on the very principles traditional teaching and learning models in higher education have been constructed on.

The subsequent challenge for student development and support services in higher education is to interpret these changes (or revolutions as Scott (1995) and Bargh et al. (1996) called them) and respond by pro-actively redefining the role and purpose of student development and support services in higher education.

The National Plan unambiguously states its **transformational purpose**:

> The National Plan provides a framework for ensuring the fitness of the higher education system to contribute to the challenges that face South Africa in the 21st century. Its primary purpose is to ensure that:
>
> - The higher education system achieves transformation objectives set out in the White Paper and is responsive to societal interests and needs.
> - There is coherence with regard to the provision of higher education at the national level.
> - Limited resources are used efficiently and effectively and there is accountability for the expenditure of public funds.
> - The quality of academic programmes, including teaching and research, is improved across the system (p.6).

This purpose statement provides student development and support service and practices with all the impetus and motivation required to stimulate renewed debate on the development and support needs to be critically addressed by student development and support expertise. Student development and support service, once strategically positioned and service delivery with impact becomes a reality, has the potential to be a core agent of positive change within institutions of higher education. Within the South African context, as a developing

and rapidly transforming country, the challenge for student development and support service practitioners, managers and higher education institution managers, is to construct practical and relevant services, address service portfolios (scope of services offered), attend to the empowerment and integration of student development and support interventions into mainstream curricula and effective provisioning (particularly financial) for service delivery. The immediate challenge is to enhance institutional success as primarily measured by student success which could be considered the core business of higher education. The need for a direct link between student development and support services to the strategic objectives of all higher education institutions in South Africa is evident.

It stands to reason that the challenges faced by higher education on the institutional level cannot be addressed effectively without the specific expertise and input provided from the student development and support service domain.

In summary these include:

- Specialist input on and guidance of admission practices.
- Specialist interventions in student critical skills development programmes via core programme curricula and remedial services addressing higher order thinking skills; language proficiency (including reading speed and comprehension), classroom skills (including note-taking, listening, interactive assessment and presentation skills), study skills, writing and presentation skills, life long learning skills, team work skills, self management skills and other personal and social efficiency skills.
- Specialist support programmes and interventions to enhance academic success (all forms of counselling and remedial support to complement and enhance the teaching and learning endeavour).

The above suggests that institutions and higher education may need a comprehensive and coordinated strategy at national level. Inferring a strategy, that will include student development and support service as a critical participant towards addressing the goals of the National Plan, and specifically factors towards student success, graduation and throughput rates.

It has been argued now that the higher education landscape in South Africa is undergoing radical transition and transformation in various respects. Transition to democracy in the socio-political arena has enforced transformation in the form and content of higher education. Some of the actions taken by the Department of Education of South Africa to "redress and transform higher education to address a new social order and meet national needs" had enormous impact on the existing public institutions. The impact of some of the steps taken on national level deserves some attention.

Action steps by the Ministry include:

- Restructuring the institutional landscape by **merging institutions** and establishing 22 new institutions of higher education from the 36 former institutions (Department of Education South Africa,1997).
- Implementing a **National Qualification Framework** with the effect of broadening opportunities for training and training providers and the **Higher Education Qualifications Framework** to regulate qualification types and levels in the sector (Department of Education South Africa, 2003a)
- Implementing an **outcomes-based education** model throughout the education system on basic, further and higher education levels.

The strategies and action steps taken are discussed in more detail in the following sections on mergers, outcomes-based education and the national qualification framework.

In all the preparatory and directing documents provided by the Department of Education South Africa (1995, 1997, 2001, 2002, 2003, 2006) the shift toward social relevance (intending political, economical and social responsiveness) is propagated. In view of the shift in strategy in higher education it is also pertinent to take note of the argument of Lategan (1994) during the biennial SAARDHE Congress. Lategan (1994) warns that the "contemporary relevance" of a university is only the third task, with facilitating of learning and research being the primary tasks. He systematically analyses the purpose and nature of a university and concludes that if the university becomes the slave of the market place, scientifically founded teaching, learning and research are substituted because of pragmatic vocational (ideological?) demands and expectations. It is only when the university succeeds in taking upon itself academic tasks that involves the community, without implicating the core task of the university, that it can be true servant of the community, according to Lategan. The view that universities should focus on teaching, facilitation of learning and research as first and core priorities and only secondary to that be responsive to social needs is highly contested. In the very creation of Universities of Technology the view of Lategan is challenged by the Department of Education of South Africa. These Universities of Technology have the express purpose to "develop career-focussed technikon-type programmes to address regional needs" (Department of Education South Africa, 1997).

By placing such importance on the development of so-called career-focussed and technikon-type programmes the emphasis is placed on exactly the opposite of what Lategan sees as the priority task of the university. This statement by the ministry seems to indicate that the state does not view the priorities of the universities in quite the pure academic fashion as proposed by Lategan.

In reality higher education, in South Africa as in most of the world, finds itself in balancing act to promote academic activity (facilitating learning and research) and be accommodative and relevant in the socio-economic realm at the same time.

■ **Institutional mergers:** In the section setting out the background and approach of the National Working Group that made the recommendations on mergers to the Minister, it is stated that (Department of Education South Africa, 2002):

> There is no single factor that underpins the case for mergers or new institutional and organisation forms. Instead, there are a range of factors linked to the specific context of different groups of institutions. For example the rationale for merging a historically white and a historically black institution may well differ from that of merging two small institutions (p.88).

In the one case the purpose may be that of overcoming the racial fragmentation of the higher education system. In the other, it may be that of achieving economies of scale and/ scope. In yet other cases the rationale may be that of streamlining governance and management structures and improving administrative systems. Or it may even be a combination of all of these factors.

The motivation for and purpose of creating a new institutional landscape in South African higher education is demonstrated by the goals stipulated by the Department of Education South Africa (2002):

- Increasing the overall participation rate (i.e.. access to higher education) from 15% to 20% (additional 200 000 students) through amongst others, improved efficiency in graduate outputs, increased recruitment of workers, mature students, women and the disabled, as well as students from the SADEC region.

- Shifting balance in enrolments from 49% to 40% in the humanities; from 26% to 30 % in business and commerce; from 25% to 30% in science engineering and technology.

- Enhancing the curricula to respond to changing needs, in particular, the skills and competencies required to function in the modern world such as communications, computer and information skills.

- Ensuring equity of access, especially in programmes in which black and women students are under-represented such as business and commerce, science, engineering and technology and postgraduate programmes.

- Ensuring equity of outcomes of higher education programmes, through developing academic development strategies to address unacceptable drop-out and failure rates, especially among African students.

- Addressing employment equity through measures to mentor, train and support young black and women academics.

- Sustaining existing, as well as building new research capacity.

At least two of these goals indicate a critical role for student development and support services (skills development, remediation, support) within higher education while the goal on shifting the balance of enrolments also suggests a critical and direct role for counselling and career guidance functions within student development and support.

The responses to these goals as demonstrated by the higher education sector vary greatly between institutions. As the implications of mergers, of which the majority had been implemented by January 2005, become clearer, the debate on the advantages and disadvantages of such a drastic reconfiguration continues.

- ■ **The post-1994 higher education experience:** Cloete, Fehnel, Maassen, Moja, Perrold and Gibbon (1996) postulate that initially (that is post 1994) the new South Africa was a disaster for

historically black universities. The intentions of institutional redress and an increase in capacity did not materialise and, instead, student choice meant that many of these institutions bled their traditional students to the historically advantaged institutions.

This scenario then left government (Minister of Education) with little option but to investigate the institutional landscape in South Africa further and to implement changes. The National Working Group was set up in 2002 and the firm proposals for mergers and reconfiguration followed (Department of Education South Africa, 2002).

In a general survey on responses to the changes and merger plan, the Centre for Higher Education Transformation (CHET) requested responses from higher education on the experiences and perspectives of transformation (Centre for Higher Education Transformation, 2002). CHET experienced, what was labelled "a serious apathy" from higher education and suggested that higher education in general may be "punch-drunk with policy changes of one kind or another". Alternatively, a CHET-report deduced that the drastic changes in academic life and the demands on academics may have further caused a lack of enthusiasm for additional impositions on time.

■ **The post merger experience:** The CHET-report gives a reasonable summary of matters of mutual concerns within the higher education sector after the implementation of the mergers:

- Autonomy: Analysts at the CHET suggest that there may be a sense of threat to the autonomy of the higher education institution as the level of prescription and direct intervention by government is extremely high at this stage. Examples highlighted are the Programme and Qualification Mix (PQM) processes, Quality Assurance strategies (HEQC) and enrolment planning via the funding framework.

- Policy, steering and change: Concerns are raised about establishing an "appropriate relationship and balance between state driven policies and levers on the one hand and conditions and capacities conducive to change at the institutional level on the other". It is even suggested that the current relationship between the state and higher education is one of mutual mistrust. Gibbon proposes that "the development of macro policy and the manner of deployment of the main levers for systemic steerage (planning, quality assurance and funding) need to be shaped and informed by greater understanding of the dynamics and politics of institutional change and the various forms of resistance to change." Gibbons goes further to say that government policy discourse and practice tends to regard the system as a homogenous entity which can be coherently steered through strong control. While in reality the system is constituted of a much more diverse and varied cluster of competing, self-interested elements. Gibbons feels very strongly that an overly punitive and combative approach precludes opportunities not only for greater co-operation but also for more compliant sectoral self-regulation.

- Funding and growth: Serious concerns exist on the conflicting agendas of ensuring provision in the human resources and skills needs of the country and increased participation in higher education whilst the other primary agenda is the capping of enrolments in higher education. A question arises on which priority to fund.

- Mergers and quality: Institutions may experience serious impact on research funding as mergers proceed. The merging of a low research-productivity institution and high research-productivity institution lowers the average output and credibility for research funding. If this happens it could result in a system of many second rate institutions which is contrary to the stated intention of the merger plan.

It is argued that the discourse, as a result of the enforced transformations, has shifted from equity-related issues to a discourse on making higher education more effective at producing quality graduates. It is stated by this author that higher education should be afforded the means and the manoeuvrability to play its role in high level human resource development.

When reflecting on the debates surrounding the transformation of higher education it becomes clear that mergers in higher education have not resulted fully in the fast-tracking of change, as it was anticipated by the policy makers. Transformation towards greater access, market orientation, gender and race equality has not happened as expected. Cloete et al. (2002) state that studies of various countries showed that while all those countries (Central and Eastern Europe, Brazil, India, Cameroon, Japan, USA and Australia) had widely divergent systems, they all had one thing in common, namely that reforms in higher education produced unanticipated outcomes. It seems that what is planned seldom happens in the pre-planned form. But even more important, outcomes occur that may not be part of the transformation plan. In South Africa it can be speculated that such outcomes are, amongst others, student unrest and dissatisfaction with changes, unexpected market responses, employment difficulties and growing unemployment trends.

In essence then, it becomes clear that the transformation and restructuring of the higher education landscape through various mergers had impact and effects not anticipated by the initial plan and institutions now battle to overcome these effects.

■ **Transformation for fundamental change:** The question may be asked whether transformation did indeed bring about the fundamental changes as intended. Cloete et al. (2002) compared the impact of transformations on individual level versus institutional

level and concluded that although institutions may have changed at face value (i.e.. student profiles and numbers) the actual redress for individuals has not happened. Public higher education, according to these researchers, is still very much an elitist system with little change in the gap between those who have it and those who don't.

Cloete and Fehnel (2002) show that the period post-1994 saw higher education institutions engaging in a range of actions and activities to position themselves in the new terrain. It was during this phase and in the scramble to present marketable programmes (in order to attract fee paying students) that a considerable drift across the binary divide between universities and technikons happened. Universities previously focussed on academic and technikons on career- and vocational programmes. In reality the distinction blurred over time as both institutional types endeavoured to offer a broader spectrum of options and a so called "academic drift" took place. The National Plan for Higher Education (Department of Education South Africa, 2001) suggested a loosening of boundaries between institutional types but, according to those authors it has resulted in a slow but sure move towards uniformity. The National Plan for Higher Education (Department of Education South Africa, 2001) also attempted to restrict the drift by declaring that the boundaries will not be loosened for the next five years. However the authors correctly point out that the National Plan then, in contradiction, also announced a merger between two such institutions, namely UNISA and Technikon SA.

Jansen (2002) distinguishes specific merger effects:

• The curriculum effects: referring to the curriculum resulting from the merger between two institutions, which has three possible outcomes, namely an unchanged curriculum, a fully integrated curriculum and a partially changed curriculum.

- The efficiency effects: referring to the cost-saving effect of the merger as calculated (before and after the merger) by taking into account full time equivalent enrolments (FTE's), staff costs, operational costs and hidden costs such as liabilities and debt.

- The equity effects: referring to the impact of the merger on staff and student profiles, specifically with regard to race and gender.

- The staffing effects: referring to the various categories of staff and the effects of the merger on motivation and morale.

- The student effects: referring to the student experience of the merger. Specifically what role students played in the institution, how their aspirations and perceptions were affected, etc.

- The organisational Integration effects: referring to the development of a new institutional identity rather than an "additional identity".

- The physical integration effects: referring to how the merger addressed issues of control, administration, legal matters and, specifically, the extent to which the merger addressed the physical organisation of space and facilities to facilitate organisational and curriculum integration.

It is the firm position of Jansen (2002) that politics is the prime factor in driving mergers. It follows logically then that the outcomes of mergers then cannot depend too strongly on the economic and organisational rationality that underpins merger initiatives in established economies. "For merger constituencies within transitional institutions are not simply passive respondents to change pressures in the external environment, they are also active shapers of the meaning of that environment in all its historical and social complexity. Institutional actors not only condition the kinds of mergers that result from government action; they also determine which mergers proceed in the first place" (p.15).

Jansen (2002) postulates a theory of contingency in explaining mergers. The author conducted an extensive study of five earliest merger cases in South Africa. On the basis of the case-study outcomes it is proposed that neither a general application of organisational theory (merging in response to external environmental factors) nor political explanations sit easy with the actual dynamics of the mergers recorded. On this basis the authors formulated the "thesis of contingency" implying that the origins, forms and outcomes of mergers are conditioned by, and contingent on, the specific forms of interaction between institutional micro-politics, on the one hand, and governmental macro-politics on the other, especially in turbulent or transitional contexts.

In understanding the mergers in public institutions of higher education in South Africa, the transitional context is all important. The transformation from an apartheid to a post-apartheid society necessitated change in the educational system. Jansen (2002) identifies what he calls the twin logic for mergers in the macro-political environment, i.e.. resolving the apartheid legacy and incorporating the higher education system within the context of a competitive globalised economy. The author argues that the micro-political arena should also be considered. Not one of the five case studies documented was without contestation and opposition from the partners involved. What the study effectively showed, according to the authors, was that the ways in which incorporation happens is relatively independent of the physical characteristics of the merger partners or the political, legal and policy claims of what the merger actually is, or will achieve. The form of a merger is rather determined at the interface of state macro-politics and institutional micro-politics and understanding "how each plays itself out within particular contexts" (Jansen, 2002:165).

In conclusion it can be said that fundamental change was intended and it has already happened in areas controllable by the state (e.g.

finances, programme mix, student profiles). However, at the same time there is little evidence of a major change in the core of academic functioning and approach. Traditional paradigms on the role and purpose of the university, resistance to changing teaching practices (refer next section) still seem to persist.

Implementing a National Qualifications Framework: Proceeding with the implementation of a framework, to regulate and align national qualifications in South Africa, is a truly ambitious venture. Besides the implication for higher education in general such a framework has notable implications for student development and support. The following sections provide an overview of the implementation approach and the impact on higher education in general and specifically student development and support

■ **A brief overview of the NQF and the impact of labour sector on education:** The National Qualifications Framework (NQF) was legislated in 1995 as part of the Act on Higher Education (Department of Education South Africa, 1995) and the promulgation of the South African Qualifications Authority (SAQA) by Act 85 of 1995). The Higher Education Qualification Framework was promulgated in 2007.

SAQA indicates, in a discussion document on the NQF, that the concept and formation of the framework has its origins in the labour movement of the 1970,s (South African Qualifications Authority, 2002). Since the 1970's the demands of the black trade unions were repeatedly rejected on the basis that the workers were unskilled. It lead to the labour sector seeing training and skills development as means to achieving their demands. Initiative from the labour sector was ratified by the Congress of South African Trade Unions (COSATU) in 1991. In the same period, since the mid to late 1970's the national uprising and protest in schools led to the education system being totally discredited. The National Education Policy Initiative (NEPI) was established and proceeded

to develop proposals for the restructuring and transformation of formal education (National Education Coordinating Committee, 1993). By 1992 proposals were drafted to enforce a non-sexist, non-racist and democratic and most importantly a unitary system of education and training.

The Department of Education had its own policy discussion initiative which resulted in the Education Renewal Strategy (ERS) (Cloete et al, 2002). The initiative did not proceed successfully, since the negotiating partners at the time, totally rejected the three stream approach (academic, vocational and vocationally-oriented). The rejection was based on a political stance and informed by the strong views in parties opposing government.

In 1992 the Department of Manpower (Department of Labour, 2000), met with the trade unions and established eight working groups to develop a national training strategy. The groups were composed of representatives from all required sectors, including the state, labour, unions, employers, providers of education and training. Working Group 2 reached agreement on an integrated framework. Consequently three documents were published, namely (National Qualifications Framework, 2005):

- The ANC Policy Framework for Education and Training (1994)
- The Discussion Document on a National Training Strategy Initiative (1994)
- The CEPD Implementation Plan for Education and Training (1994).

The White Paper on Education and Training followed in 1995. This gave a final indication of the need for a national qualifications framework.

In response to the above development the Inter-Ministerial Working Group was established to draft the framework and on 4 October 1995 the South African Qualifications Authority Act was promulgated. The Authority became functional in May of the following year (National Qualifications Framework, 2005). The interactive relationship between education and labour was now firmly entrenched by the legislation. This approach forced the higher education agenda to include labour market needs and stronger emphasis placed on additional skills development (e.g. communication, team work, self management) while competing and cooperating with the labour sector in the provision of higher education.

This partnership between education and labour sectors impacted positively on the student development and support units by renewed emphasis on the skills of graduates and critical review of curriculum content.

■ **The discourse on new educational strategies and approaches:** With the implementation of the NQF the change to an outcomes-based educational approach in higher education was finally formalised and legislated. Kraak (Jansen, 1999) identified three prominent discourses in education and training since the 1980's and shows how the discourses progressed over time. I indicate how the legislation and implementation of the qualification framework was the outcome of an evolving discourse over more than a decade. The first phase was the radical "People's Education" movement which emerged from the struggle phase in the mid 1980's. The second period is the phase just prior to the 1994 democratic election that witnessed the "systemic discourse" (concerned with issues of structure). The third period, according to Kraak (2003) is the phase from April 1994 to present and in sharp contrast with the earlier phases. This is the early period of the implementation of the NQF.

Kraak (1999) sees the systemic discourse as the most valuable for educational reform in South Africa and emphasises the synergy between this school of thought and the debates on globalisation and high participation plus high skill imperatives as well as the development of trans-disciplinary knowledge. It was during this phase that critical developments shaping the current educational landscape took place, for example:

- The National Education Policy Initiative (National Education Coordination Committee, 1993): Basically conducted a comprehensive investigation into identifying the relationship between a range of education and training policy options.
- The National Training Strategy Initiative of the National Training Board (1991-1994): The board was the first truly multipartite structure and introduced an important paradigm shift towards an integrated approach between education and training.

A national qualifications framework was the final evidence of such a new approach drawing from both education and training sectors. This concept of a national framework was formulated in a discussion document of the ANC, called "A framework for Lifelong Learning". This was a proposal constructed around the basic idea of a nationally integrated curriculum with a single qualification structure (Jansen & Christie, 1999).

Young (Jansen & Christie, 1999) identifies several benefits of a National Qualifications Framework:

- The NQF is inclusive. The framework accommodates all to become qualified.
- The NQF is not limited to training provided by accredited educational institutions.

- The NQF abolishes distinct educational and vocational tracks.
- The NQF is appropriate for learners at any age (including adults)
- The NQF is not selective but functions on a basis of recognition, encouragement and promotion.

There are five basic premises underlying the NQF in South Africa according to Goodwin-Davey (2000):

- Centrality of learning in education: This refers to the shift from focussing on teaching to a focus on learning.
- Quality in education: An educational system without quality has no value for the learners or for the society which supports them.
- Opportunity for education.
- Narrowing the gap between education and training.
- Accredited education.

Goodwin-Davey (2002) indicates that although significant changes and shifts have already been achieved in terms of the intended parity and alignment of education and training since the democratic transition in 1994, the true integration that was foreseen in early documents has in fact not occurred. It is her firm contention that the two systems may be moving towards a system of alignment and articulation through the NQF and the Human Resource Development Strategy but that full alignment and integration is still to be achieved.

It is further maintained by this author, that although the NQF is gaining prominence and popularity in South Africa problems are becoming increasingly evident. Problems include aspects such as the time taken to register standards and qualifications and in general the complexity of the systems.

Goodwin-Davey (2000) goes further and introduces an interesting new perspective. She declares that South Africa has gradually matured from the process of policy formulation and has progressed in policy implementation. The next five years, according to Goodwin-Davey will hold a challenge of grappling with policy impact. It is a phase wherein academics and analysts will investigate the impact policy development and implementation has had on national development and transformation goals.

On 13 June 2005 the South African Qualifications Authority released the NQF Impact study report (South African Qualifications Authority, 2005). This exercise is a world first with a systematic and empirical evaluation of the progress and impact of the qualifications framework.

The essence of the findings is that the NQF has positive impact on the following areas:

- the nature of learning programmes
- organisational, economic and societal benefits;
- contribution to other strategies;
- implementation of an outcomes-based approach;
- motivation of learners by certification and recognition of skills.

The impact study will be longitudinal and five criteria for future measurement were identified:

- creating an integrated national framework for learning achievements;
- facilitating access to and mobility an progression within education, training and career paths;
- enhancing the quality of education and training;
- accelerating the redress of past unfair discrimination in education, training and employment opportunities;

- contributing to the full personal development of each learner and the social and economic development of the nation at large.

The fifth criterion for future measurements (as stated above), is most important from the student development and support service perspective. It relates directly to an assessment of the degree of successful achievement of the critical cross-field outcomes.   The 12 critical-cross-field outcomes clearly imply holistic development in the context of the NQF and this means that higher education is given a direct challenge to attend to these outcomes effectively. Student development and support units (section, directorate, bureau, department) are by its nature and the specific expertise it offers the instrumental partner in taking up this challenge.

Implementing Outcomes-based Education (OBE)

The implementation of an outcomes based education system has strong implications for the traditionally discipline based structures within higher education. The following sections interrogate aspects of this implementation and specifically from a student development and support perspective.

■ **Defining outcomes-based education:** William Spady, an American educationist, is regarded by many as the father of the transformational outcomes-based education. Spady denies this but his work has had a major influence on the South African educational policy (Gultig et al. 1998).

Spady offered his own explanation of outcomes-based education during a presentation at the former Technikon Pretoria (now Tshwane University of Technology) in 1994:

OBE means clearly focussing and organising in an educational system around what is essential for all

students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction and assessment to make sure this learning ultimately happens. (Tshwane University of Technology, 2004).

Gultig et al. (1998) highlight the immediate implications when implementing outcomes-based education in South Africa. They identify the changes required in methodology as one of the most obvious implications. Such fundamental change is required because according to the OBE approach, learning is directed towards acquiring abilities and skills, rather than memorising content.

This suggests that educators are required to:

- emphasise activity-based learning (students need maximum opportunity for exploration of ideas and practising of skills);
- create of cooperative as well as individual learning contexts (students need to develop skills of both independent/individual and group work);
- as an OBE-facilitator, focus on formative assessment (the nature and process of learning as important as the content of learning);
- set learning tasks that effectively integrate theory and practice and also transfer skills to broader contexts.

Spady sees the keys to an outcomes-based system as:

- developing a *clear set of learning outcomes* around which all of the system's components can be focussed;
- establishing *conditions and opportunities* that enable and encourage all students to achieve the essential outcomes.

This shift in thinking implies that higher education practitioners now have to make a change in their approach and skills from being providers of content (lecturing) to being facilitators of learning. To be a facilitator of learning implies that the higher education practitioner now primarily focus on guiding learners through the learning (exploring, experiencing, applying) processes and experiences. These processes include self exploration, analysis and finally the construction of content as opposed to the current and former system where the lecturer is the provider of content.

■ **Towards defined and measurable outcomes:** Spady is adamant that outcomes should be clear learning results that students should be able to demonstrate at the end of the learning process and cannot be vague statements about values, beliefs, attitude or psychological states of mind. Learning-outcomes are statements of what learners should be able to do. It must be demonstrable – as observable evidence of learning is required. Learning-outcomes involve actual "doing" instead of just "knowing". It is important that since outcomes expect students to carry out the processes defined within an outcome statement, that those processes are carefully captured in the learning outcome statement through demonstration verbs. It is finally also critical to remember that outcomes are achieved at the end of the learning process and therefore should represent the ultimate goal in the learning.

The OBE model distinguishes between critical cross field outcomes, exit level outcomes and specific outcomes (Spady, 2004).

For the purpose of this study *exit level outcomes*, are understood as those primary outcomes that define the *broad performance capability*, while the *specific learning outcomes* are understood as those outcomes that represent the *specific curriculum skills and*

knowledge components. Spady formulates this understanding by saying that the purpose of outcomes-based education, is to focus on the future performance abilities of students. OBE as a model of education then rejects the prevalent notion that students of differing abilities or aptitudes should be given different curricula and learning opportunities. It is precisely this notion that underlies the move towards inclusive education in South Africa. During an international conference hosted by the South African Association for Learners with Educational Difficulty (SAALED) practitioners in special needs education in all sectors of education, including higher education, had varied views on this principle propagated by OBE purists. The dissenting view is that some learners may still require alternative outcomes based on their specific abilities (SAALED, 2005).

OBE is already a reality in the South African primary and secondary schooling system and will be fully implemented throughout these sectors from the so called Receiving year (pre grade one) to Grade 12 (final schooling exit year) by 2009.

Higher education cannot be untouched and unchanged by the changes in educational approach in South Africa, for two critical reasons:

- learners exiting the schooling system and accessing the higher education system will be conditioned to the OBE approach;
- the National Qualifications Framework is structured to recognise specific outcomes and is therefore directly related to an outcomes-based education and training system.

■ **The consequences for higher education:** The shift towards an outcomes-based education model has consequences for higher education. Learners become higher education students and enter the system with different expectations on how learning is facilitated. Due to changes in the curriculum for primary and secondary

education it is expected that they are generally more conditioned in the self-directed learning mode. Traditional modes of teaching in higher education are therefore challenged. At the same time lecturers find it difficult and in some instances impossible to shift to a facilitation of learning and abandon lecturing modes. Lecturers cite student numbers, physical infrastructure (large linear lecture halls), learner resources (facilitators, group facilities, laboratories, libraries, internet and other resources) as reasons for avoiding the OBE approach in higher education.

In apparent support of a move away from highly structured curriculum, Polanyi (Reeves, 1988) writes about the "Tyranny of pre-packaged information and the concept of personal knowledge". He states that instead of offering an open world of nature and man to be explored and experienced, education has been allowed to set in a series of moulds labelled curriculum or syllabus. The existence of curricula and syllabi is the result of a shaping of inherited knowledge and skills into traditional forms and is a process very peculiar to the Western culture, according to Polanyi.

It is this school of thinking and discomfort that has ultimately lead to a questioning of the traditional paradigms of teaching and the use of a curriculum to direct teaching content and activity.

From the student development and support services perspective, Polanyi's explanation has relevance as it strongly focuses on the transfer of skills and the effectiveness of formal educational systems in doing so.

Polanyi (Reeves, 1988) explains that there have, in his view, always been two forms of education running side by side:

- Firstly, he identifies the category **community education**: referring to the skills and individual learns by growing up within a

specific community and being exposed to various realities, experiences and knowledge within a community. It includes the personal and social skills required to function effectively within a community and also importantly the so called "on the job training" experiences by apprenticeships. He considers this the natural and spontaneous form of education.

- Secondly he identifies the category **specialised education**: referring to educational formats where the individual is withdrawn and taught "bookish and theoretical knowledge" related to a specific function in society (life skills).

The theory of Polanyi is traced to the original clash between Roman and Greek versus the Barbarian cultures they came into contact with (Reeves, 1988). The Roman and Greek cultures valued structured and formalised teaching whilst the so called barbarian cultures depended on community education. Polanyi demonstrates how the community education for the masses has gone on all the time throughout history but it has always been undervalued and unnoticed. Polanyi puts a case for a more universal education to accommodate and integrate both the advantages of the community and specialised education models/ formats.

Polanyi's categories (Reeves,1988) may be extremely simplified and his assessment does not give full credit to the value of the specialised education category, but this manner of thinking is the essence of the motivations underlying a move from curriculum and syllabus based education to an outcomes-based educational format. Central to his argument is the shift from an assessment approach that was mainly focussed on assessing the retention of learning content (traditional, question-paper type tests), to an assessment approach that includes assessment of learning processes and the experience of learning (reflection on learning).

Polanyi's in-depth analysis of educational paradigms from the eighteenth to the nineteenth century and the origins of the paradigms in the twentieth and twenty first century reveals a critical factor in understanding outcomes-based education (Reeves, 1988). The consistent unease and lack of success in practising either formalised (specialised) education or informal (apprenticeship) education on all levels of education has led to the formation of a new paradigm that dictates an integrated approach for learning. An integrated approach will effectively accommodate both the formalised or specialised learning and informal or apprenticeship learning within the higher education practice.

It can be deducted from this background information that an integrated approach for learning, as propagated by Polanyi, may be theoretically sound but that there are serious problems and resistance amongst academics in making it common practice not to mention the difficulties in organising this approach into a community of learning/ university structure. The reasons given, namely student numbers and physical facilities, are logistical factors that could potentially be overcome. It will unfortunately require radical changes in thinking about schedules, staff and student ratios, and also the typical physical design of facilities (changing large lecture rooms into smaller venues). From a student development and support service perspective however the notion of an integrated approach with an emphasis on skills development can be strongly endorsed.

■ **The motivation for change:** The following passage from the writings of C.S. Lewis on English Literature contributes towards an understanding of the growing unease with traditional curriculum based education and assessment:

> Everyone now laughs at the old test-paper with its context questions... What good can that sort of thing do a boy? But

> surely to demand that the test-paper should do the boy any good is like demanding that the thermometer should heat the room. It was the reading of the text which was supposed to do the boy good; you set the paper to find out if he read it! (Lewis, 1962:14).

The above provides evidence that even in the early sixties there was some scholarly debate on the mode of learning and assessment.

Resistance to such change stems from the conventional belief of most academics that disciplines have their own inherent structures and can only be properly studied in logical steps. Even Polanyi sees the academic notion of knowledge, ordered in "disciplines" as hard to challenge because it has so much scholarly integrity and experience behind it. A factor that further complicates the change is the difficulty in establishing relevant and reliable assessment practices. The struggle to establish assessment practices that has credibility is a critical point of retraction and a disabling force in the implementation the principles of outcomes-based education on all levels.

Polanyi (as cited in Reeves,1988) formulated the challenge for secondary and higher education in particular, by posing the question:

> How do we set learners in secondary and higher education back on to the path of discovery which they have lost? Can the pre-packaged system of education be changed? Can these dry bones live? (p.16).

The author further states that there is a challenge that should be met with a kind of "aggressiveness" that manifests in presenting subject matter as that which challenges, disturbs, even invades, for

only then does it become relevant while personal involvement and commitment grows. It constitutes a process of moving from the known to the unknown. This is evidence of a shift from the former prevailing paradigms (with a singular emphasis on discovery of knowledge) towards a paradigm with the emphasis on both the discovery and the construction of knowledge (Innes, 2004). It is from this school of thought that the move towards outcomes-based education gained momentum.

In all discourse on outcomes-based education it is consistently not the fundamental principles but the practical application that raise concern and where resistance is generated. In addition the impact of increased accountability of teachers and learners are also a point of contention and very limited research has been done to date on teacher experiences in this regard.

In South Africa the changes in educational practice were guided by the Curriculum 2005 plan (Department of Education South Africa) and the subsequent establishment of the National Qualifications Framework. The OBE curriculum has been implemented gradually from grade levels in the primary schooling phase and with the first cohort of Grade 12 learners to graduate in 2008 (Beeld, 2005). Higher education institutions have been slowly transforming the institutional approaches by implementing OBE in all newly developed programmes. All programmes require registration and approval from the Council for Higher Education and this enforces transformation in this regard.

Evidence from studies in the United States and United Kingdom confirm similar problems in implementation of the curriculum approach than those experienced in South Africa. The following section reports on evidence found in literature on the experiences in countries that have implemented outcomes-based education systems

■ **Curricula and syllabi versus outcomes:** Rustique-Forrester (2005) declares that recent studies have produced conflicting findings on if improved student performance manifests. The author quotes the "Texas miracle"-incident to demonstrate the danger. Initially the project was judged to be a huge success. However an audit uncovered that results of students were merely adjusted to adhere to the policy stipulations. The gains of the "No Child left behind" -legislation in the Unites States, that were initially reported and ascribed to the increased accountability, was based on this project but the incident severely discredited the approach.

Limited evidence of research was found about the reforms in the United States and about how (traditional) teachers are responding to the demands of increased accountability in their own classrooms. A discourse is continued on a range of forums but questions remain mostly unanswered about the ways in which their beliefs, expectations and perceptions of teachers and students may be changing amidst the pressures of a profoundly changing policy climate. Rustique-Forrester (2005) records that surveys on teachers have found that while teachers support accountability, the implementation of more frequent testing (i.e.. continuous assessment in the South African discourse) and the use of tests to make high stakes decisions for graduation and placement are leading to curriculum decisions and instructional practices that many traditional teachers believe to conflict with their own professional judgement.

Although no research evidence on the experiences of academics in higher education in South Africa could be found, it can be argued that traditional lecturers in higher education have much the same experience and take the same view as those in the United States. In fact if it is taken into account that the changes in the South African higher education environment were so intense and were

enforced in a very short time frame, these experiences may even be more intense and dominant.

The national reform strategy in England (in response to the Education Reform Act of 1988) resulted in a nationalised curriculum, national assessments, increased choices, national performance targets, national inspection and even a national ranking of institutions by newspapers. The theory of action behind these reforms was that greater control by the central government, combined with the use of market forces, would improve the education system and enable stakeholders to achieve greater choice among institutions on the basis of their quality.

According to Rustique-Forrester (2005) a core feature of the reforms was the establishment of a National Curriculum in the UK, in 1992. Since the implementation of the National Curriculum it has been indicated by researchers that exclusion from the education system has increased. National task teams were even composed to investigate this phenomenon. Findings highlighted factors such as poor discipline, increased hostility in the institutional environment and the breakdown of authority as critical factors and results of the new curriculum.

In South Africa, recent reports in the national media (*Rapport*, 2005) highlight similar problems in secondary schools – even at this relatively early stage of the reform. In this newspaper survey teachers claimed that there is reason for concern about their safety with tales of threats, insubordination and even violence in the classrooms (*Rapport*, 2005). These reports suggest negative perceptions from teachers and serious problems with the required logistical support for implementation of OBE (smaller class groups and the accessibility of resources amongst others) which could be critical factors in the successful implementation.

Open criticism from sectors of higher education is levelled against the implementation of the system because of the perceived negative impact on the quality of learning. In a newspaper report on teacher retrenchments in the Western Cape the following observation was made by a higher educationist: "To implement a new curriculum in a country where a previously well-resourced provincial department (the Western Cape) finds itself in a serious staffing and financial crisis and where the other provinces have large numbers of under-qualified teachers could only mean further demoralisation and waste (*Die Burger*, 1998). Even though this may only be a journalistic report the fact that such a perception exist, is relevant.

For student development and support this scenario suggests an extreme challenge. The emphasis is placed on the support of learning as a process, development of self management skills, interpersonal and other related life skills, development of specialist skills, remediation of underdeveloped skills and continuous support to students and learning facilitators. This new emphasis places student development and support services within the institution of higher education in a completely different context than the traditional sidelined supportive and reactive mode of operation. Evidence exists of the increased mainstreaming of interventions and outcomes with skills development (academic, personal and social skills).

2.2.4 Overview of political factors impacting on higher education

Huisman and Currie (2004) investigated the concept of "accountability" and the shift from academic to political accountability in higher education policies in Europe and the United States. The authors particularly emphasise that political accountability used what they call "soft" mechanisms that seem to offer little change in the quality of education in these countries. Evidence exists of similar trends in South Africa as a developing country.

The *Daily Mail and Guardian* (2001) reports a "Crisis at the Chalk Face" stating that there is a growing malaise in higher education and it is damaging core academic functions. The problems cited, highlight another phenomenon that came with the change in educational approach. The fact that students are now seen as clients is placing pressure on academics to be much more responsive to their needs. The editorial team, speculated that most academics seemed pessimistic and they "do not seem to recognise the extent to which the new economy and society was being restructured in a way that demands new skills and different career trajectories". Very few academics are seen by this article as being able to innovate and establish external links and to adjust and make progress.

2.2.4.1 Politically driven transformation in higher education in South Africa

Ensor (2004) critically analyses transformation efforts since the mid 90s in South Africa. Efforts to reshape the curriculum in higher education and the responses of Universities, to a series of policy initiatives concerned with higher education curriculum reform were reviewed.

Ensor (2004) identifies firstly, globalisation and secondly, reconstruction and development, as the contextual factors and then identifies two prominent discourses in the curriculum development arena:

- Accredit-accumulation-and-transfer discourse
- Subject-discipline discourse

The two discourses as identified above are seen by Ensor (2004) as the primary drives in reshaping education policy and specifically higher education policy.

Ensor (2004) then shows how, in spite of the influence of the credit-exchange discourse in policy, undergraduate curricula continue to be presented on a largely disciplinary basis. This finding is based on analysis of responses by a number of science and humanities faculties and suggests that fundamental change in the higher education curriculum is slow. This may be due to factors such as resistance by educators but perhaps it might also be a situation where changes are taking place but the actions are merely superficial.

Formulating the essence of the political impact on education, Skinner (as cited in Jansen and Christie, 1999) speculates that all the current questions about the political agenda in education, revolves around the curriculum. According to this author, it is literally a matter of who decides on the learning outcomes and what the political implications of the learning outcomes are. Skinner adds an interesting dimension to the debate through his argument, stating that none of the earlier knowledge requirements as is created by the demands of the modernistic economy, actually require that methods of facilitating of learning be intrinsically democratic nor that they develop in students the skills of independent thought necessary for a democracy.

Skinner then takes a position against the marketisation (refer to the earlier arguments of Bargh, Scott and Smith (1996) as on p 48) and politicisation of education and calls the current trend in education, an "ideology of the marketplace with educational systems and policies being put in place to support ideology".

The Southern African political history and the paced transformation since 1994 had very visible and deep felt political impact on education with rather drastic paradigm shifts in the educational law (schooling systems), approach (towards outcomes based education) and qualification structures. Higher education is not exempt and all of these politically motivated changes impacted deeply on higher education.

Areas of change due to political motivations, amongst others, are:

- shift towards an outcomes based approach in higher education,
- new qualification structure with greater emphasis on articulation between education and training paths,
- increased competition by private service providers,
- increased competition, by training providers (specifically learner-ships) within the labour sector.

Most of these factors are complex issues that are closely linked with economic and labour agendas in South Africa.

The next section elucidates on the economic factors impacting on higher education.

2.2.5 Economic factors and institutional finances

Dennison (1984) made an analysis of the approach of educationalists towards financial matters within education. His analysis is mostly within the context of the British educational system but it is apparent how much relevance there is to the South African context.

Dennison finds that there is indeed a core factor in the understanding of education and financial resources. According to the author, educators, from all sectors of education and also specifically those in management and decision making positions tend to practice their profession in "non-cost" terms. By this he means that major expenses are paid "elsewhere", e.g. in Britain, municipal accounts are covered by local authorities, books are provided by the Department of Education, salaries are provided by Central government. There are more such sponsors that provide infrastructure and resources in the British educational system. This implies that the actual financial implications of the daily services are distanced and the practitioners including higher education, are not thinking in terms of business principles.

In South Africa the scenario may have been very similar for the higher education sector, within public education during the pre-transition phase (pre 1994). Academics became increasingly aware of the resource management implications of their teaching activities, post 1994 and since the redistribution of educational funds despite the increased spending on education by government (Department of Education South Africa, 2001). The changes in educational funding, setting up of funding frameworks and establishment of new funding criteria, forced educators and managers to be increasingly aware of and move towards effectively managing aspects such as current and capital budgets, setting financial priorities, investigating funding options and opportunities and generally linking activities to financial implications.

The National Plan for Higher Education (Department of Education South Africa, 2001) unambiguously states the intention to steer the implementation of the goals of the plan through "a planning process with funding and an appropriate regulatory framework that will be the main levers".

A report by the Centre for Higher Education Transformation (CHET) indicates that higher education institutions acquire (on average) 50% of its income from public funding. The system of governance requires the institutions to be accountable for the use of public money and achieve demonstrable results in the public interest with it. CHET maintains that on the one hand the funding mechanisms provide the state with a way to fulfil its obligation to support higher education but on the other hand it provides government with a powerful instrument for steering the system in the direction of specific national policy goals and targets.

It is stated in the discussion document on the funding of public higher education, that funding will be planned and structured to address the transformation goals and the 1982/1983 funding framework is considered inadequate to this purpose. In a report on the Implications of changes in higher education (Centre for Higher Education Transformation, 2004) the pilot

study group, mandated by CHET, highlighted that the subsidy formula was applied to both historically white (HWI) and historically black institutions (HBI) without a needs analysis to determine the needs of the historically black and disadvantaged institutions. The report also lists complicating factors such as the relatively low fees base at HBI; resistance from students to pay higher fees and increased demand for access.

In a defining statement, National Government in SA declared their approach by positioning the funding framework as a "steering mechanism". It is a given then that national and specifically transformational goals will be directed by this most critical aspect, i.e.. state funding of the public institutions. The goal oriented funding approach realised through a system of:

- "block grants" or general purpose grants based on full time equivalent (FTE) student enrolments;
- "earmarked funds" designed to achieve specific purposes.

The funding framework document makes specific reference to funding of what is called, "support activities", including academic development and foundation programmes. The beneficial outcomes intended by funding these activities are stated as being:

- significantly lowering first-year dropout rates;
- higher first and subsequent year pass rates;
- more effective utilisation of facilities for second- and third-year students;
- improved utilisation of staff, particularly with respect to senior students.

Pilot-project participants felt that further to this, successful strategies in financing and implementing academic support, as a financial investment, would require:

- Redesigning some of the curricula to build in necessary academic support mechanisms;

- Making some academic development courses (e.g. language) credit-bearing;
- Introducing special foundation or bridging programmes (e.g. in science, engineering and technology).

In addition, the current formula distinguishes between two broad academic categories (once again against the backdrop of national goals and labour needs).

The two categories with separate funding factor loadings are:

- natural sciences (which includes health sciences, engineering, life and physical sciences, agriculture, mathematical and computer sciences);
- humanities (a catch all category for all other disciplines), (Department of Education South Africa, 2001).

The following table provides a summary of financial redress strategies in higher education in South Africa and indicates the shifts in funding priorities.

Table 2.1: Summary of financial redress strategies in higher education in South Africa (1998 – 2006)

Overview: Redress funding since 1998 - 2000		
Era of Minister S Bengu	1994 – mid 1999	R200 million allocated by the Dept of Finance, for redress
Era of Minister K Asmal:	Mid 1999 – 2004	No clear record exist; total allocation of approx R60 million redress to 6 x HDI's with financial difficulties (some because of fiscal mismanagement) No funding to Technikons.
	August 2000+	R30 million made available for academic development programmes designed to address success rates of first-time, first entry educationally disadvantaged students
Trend:	No further record of official financial redress strategies on institutional basis	
Trend:	Increased state funding of student financial aid scheme (Initially TEFSA later NSFAS/ National student financial aid scheme)	
Trend:	Gradual shift from institutional redress (of the historically disadvantaged institutions) to redress aimed at individuals regardless of the institutions they attended.	
Era of Minister N Pandor	2004	New funding framework announced with a distinctly different approach.
	2005+	Revised funding framework with adjustments in additional funding and grant categories

Despite the continued actions of redress in funding, the following aspects are of critical importance to the student development and support units in the various institutions:

- Non-allocation of a direct subsidy which means that as in the past these activities are funded with goodwill and based on the institutional priorities and not necessarily by national instruction;
- No priority as a category for earmarked funding.

Specific funding areas for earmarked funding are identified as:

- National student financial aid scheme;
- Institutional development and redress;
- Interest and redemption payments on approved loans;
- Approved capital projects;
- Research development;
- Other development projects as identified in the National Plan.

It is evident from the framework funding categories, that student development and support, despite the increased pressures and needs has no direct funding category or mechanism from national government level and is dependent on allocations from the academic or administrative budgets of the institution.

The funding framework and current funding debates are reasons for serious concern in student development and support. The traditional funding approach to these services consistently avoided/ neglected this critical area within higher education. This position was based on an assumption that students reaching the higher education levels do not require serious academic support interventions. Experience in the field of student development and support, proved the opposite. With increased pressure for service delivery in all areas, institutions tended to extend and increase formal interventions by the service units in student development and support, whilst funding had to be provided through cross subsidisation within the institutional budgets.

The lack of a formal funding framework as a guiding mechanism for student development and support, reflects clearly in the diverse service portfolios

(variations in range and scope of services), fragmented structures within institutions, varied line functions, differences in academic vs non-academic status, and other manifestations (refer Table 2.3).

However, in March 2005, the South African National Department of Education announced an adjusted strategy that does change the funding position of student development and support functions in at least some categories. The Ministry announced an approach wherein specific funding is to be targeted for what is called "academic development initiatives". This signals progress and opportunity for access to better funding but student development and support practitioners still need to challenge the definition of academic development and the funding mechanism.

The pilot study project group endorsed the intentions of funding these types of initiatives and suggested that positive evidence of the impact were found in their survey (Centre for Higher Education Transformation, 2004).

The prime value of the work done by the pilot study project group, is in the greater recognition of the value of institutional inputs towards national policy. Many of the recommendations made in 2001 came to be accommodated in the revised funding framework in 2005.

The new "goal-oriented, performance-related" funding framework can be expected to impact fundamentally on higher education institutions as government is using funding to steer and shape institutional behaviours to make them congruent with national policy goals. Whereas the previous SAPSE-formula was conceived as a cost sharing approach the new formula is consistent with the White Paper and favours a planning-steering approach. The new approach has been supported by higher education with reservations about the impact on institutional autonomy. The fact that the new funding formula has high incentive for growth in student numbers – due to the higher input subsidy factor – is a reason for more concern as growth in student numbers impacts directly on student development and support practices. To

this effect the Department of Education has embarked on a student enrolment planning process that may dictate specific growth areas and numbers.

In commenting on the funding strategies, The Centre for Higher Education Transformation (CHET) noted that:

> There are concerns that while higher education institutions may apply for funding for foundation programmes, there are no designated mechanisms for supporting academic development (e.g. extended curriculum programmes, tutoring and mentoring schemes). The burden of funding the redress of the inadequacies of South Africa's schooling system will thus continue to be borne by the institutions. (Centre for Higher Education Transformation, 2004: 14).

This statement by CHET echoes the concerns of the student development and support managers and practitioners regarding funding of activities under increased pressure for effective service delivery and impact on student success rates.

The funding of student development and support activity is however part of a bigger scenario of funding in higher education and also impacted on (directly and indirectly) by local, national and global economic factors.

2.2.5.1 National economy and local economy: Dennison (1984) aptly describes the interrelationship between the national (and local) economy by identifying the following:

> …the dominant question concerns the willingness and the ability of the economy to support an education service and in relation the effects on the intentions and functions of the service of economic factors. Clearly the inverse question has also to be posed, about the economic contribution of education (p.13).

The study, by Dennison, indicates that there is a clear correlation between education and the patterns of economic growth through phases of expansion and reconciliation. In some activities in the national and local economy the economic dependence on the work of educational institutions, is well established and beyond dispute. This phenomenon is most recognisable when the objective of producing workers with particular expertise and skills, and in numbers that the economy requires, is formulated by the economic environment and becomes dominant in education.

Cheng et al. (2003) point out that the *direct effect* (or value) of education on economic and other developments, is very often and unfortunately not so obvious and tangible in the shorter term. It requires a long period for human development through education to show impact. Even though we believe, says Cheng, that human resource development is the key to economic development; particularly in the new century demonstrable impact is slow to emerge.

If the National Plan for Higher Education (Department of Education South Africa, 2001) then states a prime goal as "the increase human resource development" it must then also be recognised that the return (or according to Cheng "effect") on the economy ,of such an investment by higher education, could potentially only be determined after an extended period of time. Only after those who have been educated actively participated in the workplace and productive activities of the economy for some time can the outcomes be converted to a productivity measurement. Further to this it is an accepted phenomenon that the knowledge and skills learned during a study or training period requires rather long adjustment- and application periods at the rock-face, before they can be applied to full and positive effect.

Cheng et al. (2003) take an interesting position on the *indirect effects* of education on the economy. It is their view that education can also have an indirect effect on the technology of production, quality of human resources and the socio-economic behaviour of the society.

A potential contribution by student development and support to the "indirect effect":

From the student development and support perspective the so called indirect effect via quality of human resources is particularly important. The quality of human resources is becoming more and more important, especially in the new economy where the work environment often changes very quickly and the nature of tasks are very demanding and challenging to personal qualities and job attitudes (Burton-Jones, 1999; Frey, 1999). The value of the student development and support input in this regard, is further apparent from the statement by Fallon (1987:116) that "education and particularly higher education needs to prepare students with appropriate qualities and competencies". In further exploring this imperative, Levin (1997) identified 12 personal competencies for high value added-industries in the new century. They are initiative, cooperation, working in groups, peer training, critical thinking skills like reasoning and evaluation, decision making, obtaining and using information, planning and learning skills and finally also social and multicultural skills.

The imperative for higher education is then to attend to those economy based demands by empowering student development and support units and strategically applying the expertise to address the development of popularly called "soft skills" in addition to the subject based knowledge and skills. **The student development and support practitioner then becomes a partner in the preparation and provision of a value added entity to the economic and social environment.** This argument also underpins the approach to embed

in the critical cross field outcomes in all South African higher education programme curricula.

In South African context the relationship between higher education and the national economy is firmly entrenched in the funding formulae generated by the Department of Education (Department of Education South Africa, 2004). It just reinforces the higher education and economy interrelationship by linking funding for education directly to the primary needs of the country, i.e.. producing graduates in the fields of Science, Engineering and Technology and providing superior funding for those students as opposed to the areas of Social, Management and Humanities.

2.2.5.2 Global economy and competitiveness: Currie and Newson (1998) politically locate globalisation within a framework of neo-liberalism (also Cheng et al, 2003; Ng & Mok, 2003). The philosophy supports free trade and the operation of market mechanisms, also within the public sector. This philosophy includes aspects such as reduced government funding of the public sector, the marketisation of public services, the privatisation of state activities and exposure to competition from private providers as typical trends.

Higher education in South Africa has not escaped the impact and challenges of a free market economy, as identified by Currie and Newson. As a developing economy as in South Africa rapidly transforms into a free-market and global-economy the very issues highlighted by these authors also challenges higher education, for example:

- An announcement by the Minister of Education, in the budget speech before parliament (2005), that funding for higher education needs to be investigated and cannot further escalate.
- Intensified marketing and recruitment strategies by institutions of

higher education to attract local and international students from non-traditional feeding areas.

- The substantial increase in the number of private providers of Higher education required of the Ministry to implement a first ever registration and accreditation system for private providers.

Deem (2001) highlights the changes in funding regimes, organisational and cultural inclusion of new groups of students as the central effects of globalisation on higher education. Concern is expressed by Morley (2003) about the "permeable boundaries" feature of globalisation and the effect of it in higher education. She sites developments like borderless universities, e-learning and trans-national provision as trends to illustrate this phenomenon.

In a contribution-paper to the Transformation Debates Forum of the Centre for Higher Education Transformation, Badat (2003) says that, historically, in both the advanced capitalist countries and the newly industrialising countries the state was central in facilitating global competitiveness and innovation through the development of infrastructure, support for research and development and the development of skilled person-power. In addition the author identifies higher education as the local component in the drive of newly industrialised countries to become part of the global innovation economy and to acquire innovation rents in the global economy. Importantly, Badat sees the key element of success of the newly industrialised country as the ability of the state to transform higher education in the direction of the expansion of science and technology education and to integrate it into a national system of innovation. This constitutes a clear vision that the higher education sector becomes a vehicle for economic development through research and innovation.

The impact of globalisation is demonstrated by Cloete et al. (2002) in citing the conceptual guide of Clarke, to explain the changes of what they call the higher education programme portfolio (the latter refers to

the mix and scope of academic programmes offered by higher education institutions). The authors indicate that specialisation and the resulting processes of differentiation taking place at the level of academic disciplines have had the effect of making some institutions of higher education more capable of responding to increasingly diverse demands than others in the context where economic, political and cultural systems within nations have grown and become more elaborate. They further assert that it was not cognitive changes in the disciplines that provided a strong stimulus for the introduction of certain types of programmes, but market pressures to attract students and notions of what employers require, particularly within the context of globalisation. This analysis explores the relationship of cause and effect between the changes in higher education and impact of globalisation.

According to Reddy (2002) globalisation is heavily dependent on highly skilled workers and the formation of networks between companies across borders, between companies and non-governmental agencies and between companies and government. He finds that globalisation is both an *inclusionary and an exclusionary phenomenon* as the standard of living has increased for some; for 80% of the world population however, the standard of living has deteriorated. It is precisely for this purpose that the state then starts to place high emphasis on the role of higher education to both promote globalisation but also counteract the negative effects.

In South Africa certain state interventions can be identified that purposefully directed education towards addressing global issues. These interventions, since 1994, are reflected in the following excerpts from two critical policy documents

■ **Report of the National Commission on Higher Education (NCHE)**: The National Commission on Higher Education provided a basic framework for transformation in higher education (NCHE, 1996).

The report comments specifically on reconstruction and development policies and practices in South Africa's present transitional phase and the pronounced impact it will have on higher education. It is stated that new research agendas and new learning programmes will need to mobilise the cultural, social and economic potential of the country and all its people (as cited by Badat, 2003).

The NCHE report further notes:

> South African higher education…. confronts changes characterised as "globalisation". Knowledge, information and culture increasingly inhabit a borderless world: new computer and communication technologies are transforming the way people work, produce and consume. **As South Africa locates itself in this network of global exchanges and interactions, higher education will have to produce the skills and technological innovations necessary for successful participation in the global market.** The report further states that: ..if knowledge is the electricity of the new globalisation, higher education institutions must seize the opportunity of becoming major generators of this power source (p.3).

The NCHE report then gives clear indication of the required role and function of higher education in relation to the South African economy and globalisation.

In addition to addressing the legacy of apartheid and the internal social inequalities of its own structures, higher education is charged with the task of addressing the reconstruction and development agenda and globalisation.

The White Paper on Higher Education captures the dual task and expectation:

■ **White Paper on Higher Education (Department of Education South Africa, 1998):** The transformation of higher education is part of the broader process of South Africa's political, social and economic transition, which includes redistributive social policies aimed at equity. The policy challenge is to ensure that we engage critically and creatively with the *global imperatives* as we determine our national and regional goals, priorities and responsibilities.

Reddy (2002) cautions that we should take seriously the observation that the implications of globalisation for higher education are that managerialism gradually comes to dominate the organisation of teaching and research, and that research endeavours are increasingly applied to the requirements of government or industry. In this regard one should note the introduction and purpose of the establishment of technikons and more recently universities of technology and comprehensive universities in South Africa. It is bluntly stated in the founding documents, that it is the purpose of these institutions to serve industry and government (Department of Education South Africa, 1997).

Postiglione (2002) provides perspective on the impact of globalisation and the accompanying changes in Chinese higher education in a chapter on Expansion, Consolidation and Globalisation. As China exited the Cultural Revolution, Deng Xiouping's economic reforms and opening up to the outside world had an enormously positive effect on Chinese higher education. In a short post revolution period China embarked on a breakneck-paced expansion. The mission of the sector shifted from an emphasis on class-struggle to an emphasis on economic-reform.

According to Postiglione, the globalisation of the Chinese economy is further compelling Chinese universities to adapt and compete like never before. In practical terms it means that universities are forced to

improve operational efficiency as state allocations fail to keep pace with expansions.

This is a scenario with which South African higher education can easily identify, considering the post 1994 political-, economic- and educational changes. In many respects the South African scenario is similar to that in China and recent public debates where vice-chancellors openly criticised government funding, or the inadequacy thereof reflects similar growing pains (Pityana, 2005) where university-administrators are forced to look beyond the state for assistance in an effort to keep pace with these changes (*Rapport newspaper*, 2005).

Pityana (2005) makes it clear that current state funding of higher education and the perceived lack of state support is leading the sector into a crisis and that there may be an apparent stability at institutions but that there is a serious underlying discontent and crisis looming.

On the topic of the globalisation effect and the impact on quality in higher education Marginson (as cited in Morley, 2003) gives yet another perspective. He states that "global competition determines domestic economic behaviour". Marginson observes that workers are told that they have to be more flexible, self-managing, entrepreneurial and responsive to a rapidly changing environment similarly academics are also being propelled towards the global perspectives.

The cited views confirm that there are fundamental changes in the macro-environment that has to be pro-actively addressed by the student development and support practices in higher education. In view of economic impact and globalisation effects it is evident that skills development, in order for students to be global citizens, will and can not only be the responsibility of the subject specialists within the institution of higher education. Skills development and supportive expertise could be provided as mainstream curricular activities and towards achieving the outcomes dictated by globalisation. Student development and support practitioners potentially have the critical knowledge and skill within

the university to contribute towards and co- address these demands from the economy, the state and the globe.

2.2.6   Social change and higher education

Contemporary society has become increasingly diverse and complex in its social structures and dynamic. As much as social change impacts on all other areas of life it also impacts heavily on the higher education sector.   Democrati- sation, human rights, inclusivity, accountability, HIV-Aids and also technology driven changes are but a few of the major social change factors impacting equally on higher education. The role of the student development and support practitioner and manager as potential facilitator of sociological and cultural change on campus subsequently becomes prominent.

 Baxter-Magolda, Terenzini and Hutchings (2003) identify changing trends in five different arenas:

2.2.6.1 Changing socio-political profile of students: the authors indicate that the current diversity in the student population is greater than at any point in history. The salient characteristics of the present day student body at the average higher education institution include diversity in age, socio-economic status, gender, race and ethnicity, sexual orientation and learning- and physical ability. These factors translate into diversity in student needs, expectations and demands. From the student development and support perspective this again translates to changes in service and delivery approaches; a broader diversity of services (developmental and supportive) and renewed thinking about the role and position of the function within the university. The ever increasing diversity in the student body requires expansion in perspectives and assumptions about student development and support which is a formidable challenge for both subject educators and student development and support practitioners.

2.2.6.2 Changing nature of the collegiate experience: El-Khawas (1996) reports that enrolment patterns over time at higher education institutions indicate that educational needs within modern society are completely differentiated. Part-time, post graduate enrolments and short programme enrolments are increasing in the United States. Transfer between institutions and intermitted study is also a growing phenomenon. Four to five years full time study is no longer the most viable, obvious and only option for students.

There is good reason to believe that the trend is no different in South Africa. Factors such as the enrolment increases at distant education units and shifts in post-graduate study and changes in the programme and qualification mixes of universities suggest a similar trend.

2.2.6.3 Changing understanding of how students learn: In a post-modern society, higher education is expected to prepare students to wrestle with the complex problems they will encounter in the post-modern world. According to Baxter-Magolda et al. critical reflective thinking skills, the ability to gather and evaluate evidence, and the ability to make personal judgments are essential learning outcomes if students are to get beyond relativity.

Gardner (1983) argues that as educators, we must now recognise and purposefully respond to the fact that intelligence is not merely one-dimensional and that students have multiple-intelligences. This body of knowledge about how students learn grew exponentially over the last number of years.

Teaching and learning practices in higher education are deeply impacted by this knowledge and it directly determines learning outcomes aspired to. Traditional "talk-and-chalk" practices just do not address the teaching or learning needs within the modern university any more. The changing understanding of how students learn is also heavily informed by post modern constructivism. In essence the

constructivist-paradigm has the implication that universities cannot present knowledge in units of solid and undisputable fact but must now manage facilitation of learning in such a manner that students are allowed to construct their own knowledge and truth (Garrison & Archer, 2000).

Gravett (2004:46) even suggests that higher education has to constantly revisit, rethink and evaluate "the criteria by which it practices education". Gravett explains that it means that higher education should distinguish between tradition and high standards and not cling to education-habits that are often merely based on tradition.

Student learning-research (the body of research focussing on investigating the relationship between what students learn and how they engage in learning), allows a deeper understanding of learning in the post-modern context. Learning is now understood as a process where facilitator and student work towards a shared understanding of the object of learning that is being explored (Gravett, 2004). This new paradigm now represents a huge shift in thinking, and subsequently teaching practices within higher education, from a highly structured behavioural approach towards a constructivist approach to learning.

The paradigm shift then inevitably raises the question on what the learning environment should be like in order to accommodate a constructivist approach to learning. Brown and Duguid (1996) suggest that a supportive environment is an absolute strategic requirement for constructivist learning. Such a supportive environment is characterised by flexibility, in organisation and planning (to ensure the achievement of learning outcomes in diverse manner and tempo), and secondly by nurturing relationships between facilitators and students (respectful, congruence, shared passions). Such flexibility in academic practice may be very foreign or uncomfortable for a higher education system that is traditionally highly structured through disciplines and course curricula.

2.2.6.4 **Changing nature of teaching:** Baxter-Magolda et al. (1983) state that it is a generally accepted principle in modern education that the mere transfer of knowledge is no longer sufficient. The more appropriate approach would be to teach students to construct knowledge, to evaluate information and evidence and to become adept in making informed decisions. This may even require modelling of these processes and engaging students in practicing them. The role and task of the traditional teacher has then shifted from "informer-instructor to facilitator-mentor". Collaboration, active engagement and inclusion characterise these contemporary instructional approaches.

In real terms, the boundaries between the entities of facilitator, learner and learning have become slightly blurred and is not as strictly defined as it may have been in the past.

2.2.6.5 **Changing nature of outcomes assessment:** The dynamic nature of contemporary forms of facilitating learning and learning practices as referred to in the previous passages now also require continuous assessment. Continuous assessment represents a significant conceptual shift that extends beyond the mere focus on outcomes of the learning but implies an examination of the whole learning **process** as well. This format of assessment also implies an assessment of the cumulative and constructed knowledge, insight and skill - an integrated assessment of knowledge and skill as opposed to the almost strictly discipline based assessment of the former approaches.

The five areas of major change, as identified by Baxter-Magolda et al. (1983) further signifies not only change in approach and content but change in the final definition of success within the educational context.

While paradigm shifts are certainly initiated by educationalists themselves it does not occur isolated and uninfluenced from the macro-social environment as

the motivations for change are mostly in response to needs and requirements from the broader social environment (including the labour sector). Changes in social and political culture have a complex and nuanced impact on the educational environment and the reverse may also happen. There is, however, always a close relationship, albeit at times strained and at times comfortable, between education and the social environment.

2.2.7 Education systems and priorities

Higher education is a complex and constantly adjusting and changing phenomenon by its very nature. In previous sections aspects of change in content and change in approach were extensively elucidated on. However, in addition to the above factors change also manifests in various subtle dimensions as well. Such change dimension may include the type or profile of the student applying for admission to higher education, the growing recognition of indigenous knowledge and globalisation and the interaction between sub-systems in education. Change is the essence of growth and responsiveness is accepted as the mainstay for relevance of the higher education sector. It is most often through research and community impact, that the sector leads positive change within a society. Equally, change may unfortunately also have a negative impact and be to the detriment of society. How the sector and individual university deals with change often determines it role and status in society and the economy.

In the following section a number of Indicators that signify change in higher education will be discussed in more detail.

■ **Changing student profiles and needs:** Osbourne, Marks and Turner (2004) did an analysis of the types of applicants for admission to higher education. They identified six categories of applicants, as indicated in the table below.

Table 2.2: Application categories in higher education from a South African perspective and the implications for student development and support (SDS)

Category of applicant	South African perspective	Implications for SDS
"Delayed traditional students"	For both historical (apartheid system excluding many students from studying) and financial reasons (affordability) many students entering the system are older and more mature.	▪ These students are more mature with specific needs. In many instances the delayed study means having been outside an academic environment and at times also an unfitness in academic skills, reading, writing, classroom skills, memorising, etc. ▪ Social adjustment on campus may also be a specific challenge.
"Late starters" (who have undergone a life transforming event).	Due to employment equity, transformation strategies, etc. many students are (re-) entering the system to "start a new career path" – either to gain from or overcome the impact of the above mentioned actions.	▪ The above factors are also true for this category of student ▪ In addition, because of specific life changing events emotional stress and trauma, loss of identity and other psychological factors, may impact on academic success. ▪ This category of student is mostly under pressure to perform well as they need to adjust a career path in the shortest possible time.
"Single parents"	Increasing phenomenon in the SA society.	▪ The single parent student has severe personal pressures in

	Impact of HIV Aids is also a critical factor in SA.	managing time, finances and adjusting socially. Special support is required.
"Careerists" (currently in employment but seeking a qualification to make progress).	The changing nature of the workplace and demands on skill and knowledge, as well as the lifelong learning paradigm motivates individuals to continue with HE study.	▪ These students tend to be highly focussed and determined. Often part-time students with heavy workloads and family responsibilities. Support into the consequences of these factors is required.
"Escapees" (who are currently in employment but wants a qualification as a way out of current job)	Drastic changes in the workplace (labour legislation and the rise of unionism) have caused a new dynamic in the workplace.	▪ This category of student may suffer all of the above complications with added pressures of performing well in the shortest possible time.
"Personal growers" pursuing education for its own sake.	Opening up of opportunities and alternatives, new and adjusted career paths as opposed to the traditional options causing individuals to pursue new A paradigm of lifelong learning is already well established and makes mature students want to pursue further education.	▪ This category of student is often also intent on the experience of process and places demand on educators and support staff to create a pleasant, stimulating and educationally sound environment. Levels of motivation may vary.

Osbourne, Marks & Turner (2004)

The above description of student profile and needs also demonstrate the possible reasons why students enter higher education. However, should a shift in the dominant profile occur towards any of the categories it would have a far-reaching impact on the required or needed approach by higher education. A shift could also be caused by a factor external to the sector or university, e.g. economic change or legislated change. The ability of the sector to analyse, predict and ultimately deal effectively with changes in student profiles may be core to survival. There is a prominent change factor are identifiable in South Africa, namely the purposeful and government driven transformation of the higher education landscape with the consequent changes in institutional types, qualification offerings, feeding areas for universities; research emphasis and niche areas. Institutions had to respond to what constituted dramatic change for some but a change that impacted on the whole sector.

There are further factors regarding educational systems and priorities that are important from the student development and support perspective.

■ **Recognition and development of indigenous knowledge:** In South Africa and Africa in general, there is a growing discourse in the development and recognition of indigenous knowledge. Kraak (2003) puts a case for the relationship between indigenous knowledges and Western science. In developing countries with a colonial history there is a tendency for indigenous knowledges to be "museumised" according to Kraak (2003). The instruments for planning and modernisation which Western science offers to the world in the post-independence phases tend to dominate social and economic development in the third world. He states that the modernisation utopianism has not delivered on its promises for most third world and developing economies, particularly under the recent onslaught of globalisation and therefore the growing awareness and appreciation of indigenous knowledge. Kraak (1999:2) quotes a plea by Indian academic, Visvananthan, for recognition of the role of indigenous knowledge; where Visvananthan declares that both the

Western-scientific and indigenous forms, should co-exist in a dialogical relationship

The author concludes that revivalism, romanticism about the past, and even anti-development rhetoric are all insufficient responses to the phenomenon of globalisation and collectively fail to understand the gains that can be made through co-existence and dialogue between modern and indigenous knowledge structures.

Outcomes based education and the emphasis on achieved learning could potentially facilitate good synergy between indigenous, traditional and new knowledge.

■ **Pressures of globalisation and policy making in education:** The issue of globalisation is extensively addressed in section 1.2.5.2. Within the debate about the impact of educational systems and priorities, Cheng et al. (2003) pursue issues on the impact of globalisation and the economy on education. They argue that "the impact of globalisation is felt by all, but at the same time the benefit of advancement is not experienced by all".

Cheng et al. (2003) explain that some people are concerned about whether the existing education can meet the needs of new economic developments in this millennium and how education should be changed to prepare future generations for the knowledge-based economy, while others are concerned about how the education system should be resourced and funded in a more efficient and effective way in order to meet the growing demands for education. The first concern relates to the issues of external economic effectiveness (strategic impact) for the future economic development and the second concern to the issues of internal effectiveness (operational impact) for using resources to fund different types of educational services. It is further stated that: "When one reviews the infrastructural changes of societies and communities in the past two decades, one can observe the prevalence of neo-liberalism in the

globalisation of education, resulting in the subordination of education to labour market requirements." Cheng et al. (2003:2).

Cheng and his colleagues argue that, given the fact that humans are now facing a serious problem of the depletion of scarce resources, thus making productivity improvement a critical concern from a socio, political and economic point of view and education policy makers should take into account the following aspects:

- Meeting short-term and long term economic demands of society at different levels of education.
- Identifying, procuring and allocating appropriate resources for inputs into the education system.
- Making appropriate provision for education (e.g. an excellent development on South Africa would be the full scale implementation of the Post Graduate Certificate in Higher Education (PGCHE) as a professional qualification option for academics in addition to any specialised qualification) (TUT, 2005).
- Changing the internal structures of the education system to meet different purposes in operation and education.
- Enhancing the efficiency of internal processes of the system and its sub-systems.

According to Coombs (1994) educational policy making is often characterised by extraordinary complexity, involving many participants and stakeholders on many levels. It is proposed by this author also that it is inevitable that economic considerations must be entertained in education policy making.

Davies and Noble (2006) are making a valuable contribution in the policy development domain with their creative work towards establishing evidence-based policy development models. The evidence-based approach is a clear alternative for the opinion-based approach that has

historically been the departure and premise for policy making in all spheres of government, including education. The authors state an evidence-based policy development process will integrate experience, expertise and judgement with the best available external evidence from systematic research. If the evidence-based approach is applied within higher education it holds positive practical implications and opportunities for student development and support. The accommodation of student needs (academic, personal and social), as identified by research, in both national and institutional policies could inform and address both funding and structural decisions.

■ **Sub-systems in education:** The education system is an open system that interacts with the external environment. It means that the education system produces some outputs to the external environment, and the latter reacts with some feedback into the education system. In responding to the feedback the education system may then change its inputs or internal processes to manage the positive or negative impacts of outputs. The crucial factor in this relationship is often whether the subsequent economic benefits can actually meet the expectations and needs of the stakeholders and community.

Socio-political agendas (national and local) often become entwined in these inputs to the educational system which may upset the delicate balance between the education and economic sectors.

Cheng et al., (2003) distinguish between the various demands that are experienced by an education system. The authors identify "social demands", "national demands" and "private demands".

The South African experience has shown that the education system, due to its size and entrenched modes of operating is undoubtedly a difficult ship to turn and mismatches often happen in the supply-and-demand relationship. The core issue in education planning and financing then becomes how to ensure a sensible match between supply and demand.

The interaction between education and economic policy places strong demand on the flexibility and adaptability of the structures and processes within the education system.

2.2.8 Education and political socialisation

Despite considerable variety in the range of opinions and evidence concerning the political impact of the school as an educational institution in Western societies, it has been suggested that in African societies the school, being more open to deliberate manipulation by the state, can be used to reinforce or counteract the traditional values passed on by family and local community (Harber, 1998). Harber illustrates that, in the mid-sixties very few developing countries were concerned about the political content of popular education since those countries didn't have a clearly defined ideology. However, since then, two major developments took place: Firstly, many developing countries created a clearer ideology and secondly the sociology of education increasingly turned its attention to the "hidden curriculum" where students learn values implicit to the order, organisation and other factors. This is learning that takes place in addition to the mainstream curriculum. Students can then learn political values at school, purely because the schooling system is managed by and reflects the political agenda of the governing party. Harber claims that just because politics does not appear on the timetable it definitely does not mean that it is not part of the curriculum.

Harber (1989) identifies three main concepts in this regard:

- **Political indoctrination:** Political indoctrination refers to the intentional inculculation of political views. This is not very common to Africa and developing countries as the means to verify and control do not necessarily exist. The better established traditional universities fiercely protect the principle of academic freedom and this mostly counteracts indoctrination.
- **Political socialisation:** Political socialisation refers to the learning of preferences and predispositions to political values. In the South African

education system this is apparent in the emphasis on democracy, human rights and individual freedom.

- **Political education:** Political education refers to the attempt to create awareness of political phenomena, by facilitating open and balanced discussion and analysis. The curriculum statements issued by the South African Department of Education, on the learning area in Life Orientation, clearly and openly accommodates political education as part of the schooling curriculum.

Education, especially higher education and politics are inextricably linked in all societies. Students become socialised into a political rhetoric and what Herman in Morrow and King (1998) calls "a high degree of political activism" through the hidden curriculum and carries these values into the higher education system. In the context of higher education the political awareness is then vented through political organisations catering for the sentiments and promulgating the values of these students. Herman (Morrow & King, 1998) indicated though that there is evidence of the political energy being harnessed with positive effect on learning in the phase leading up to 1995 but that the effect has diminished since then. Herman explains this phenomenon by the fact that the excitement of the struggle was replaced by the reality of poverty and hopelessness. He says that without a tradition of school learning and without the prospects of employment after qualifying, formal education has become a meaningless in the experience of the youth. This position of Herman may be somewhat extreme but remains relevant to the understanding of the psychology and career planning of the student. It simply means that the organised political activity during the struggle has not been successfully replaced by organised academic activity.

Further to the above social effects, educational decision- and policy making in the current developing context of South Africa is politically driven and educators do not easily accept changes as they are not always seen as educationally and pedagogically sound. Such a dynamic causes difficulty and even resistance in change and transformation.

The student development and support manager and practitioner needs to be fully aware of this subtle but strong influence on the political mindset of students and educators as it impacts on the learning needs and context of development and support.

2.2.9 The utilisation of educational technology

Dede (2005) places the impact of educational technology on student learning and student learning styles in some perspective, based on his experiences at the University of British Columbia in Canada.

His point of departure is that Universities should re-structure "to accommodate technology in teaching and learning". The degree to which a university does this would depend on a clearly defined policy as to what, where and when to apply technology. In this regard, Dede highlights organisational structures as a potential hindrance in the full implementation of the available technology. Highly structured organisations, with hard set borders between disciplines do not accommodate technology well. Cost- and learning-effective technologies have to be applied across disciplines. Dede further argues that effective application of technology in higher education does not succeed with an approach of "build it and they will come". It is not enough to merely create technological infrastructure and presume that facilitators of learning and students will now use it and actually utilise the infrastructure. He relates factors such as people infrastructure (support staff), student computer access and financing as having direct impact on the effective implementation of technology.

Dede (2005) is convinced that in the very same way that the steam engine changed the forms of transportation and the microchip, satellites and fibre optics are changing the forms of communication, so will technology change the form of teaching.

The question remains: How important is the implementation of technology for student development and support in higher education? In answering, the student development and support practitioner should accommodate and pro-actively manage the following factors:

- Increased access to services via the web: Providing skills development modules, interactive opportunity, etc. has now become a reality for the student development and support unit.
- Extending traditional synchronic, on-campus type services to a broader student base to include a-synchronic and synchronic development and support to post-graduate, part-time and distant-education students.
- Provide e-learning platform to facilitate learning experiences on-line (e.g. access to lectures by subject field specialists; inter-group discussions; review and research; construction and development of content; multi-campus teamwork experiences) options and on-line assessment (Van der Merwe, 2003).
- Optimising the application of expertise to serve student population across multi-campuses through video-conferencing and recording technologies.
- Skills development programmes to empower students for the optimal utilisation of learning technologies.
- Programmes for the professional development of academic staff to enhance educational and subject based skills, for example offering the on-line modules for the Post Graduate Certificate in Higher Education (Le Grange, 2005).

Dede (2005) aptly describes the impact of technology on the learning styles of students. He asserts that higher education can prosper by using these emerging technologies to facilitate learning.

It may be safe to assume that universities in developing countries are not yet fully geared for this challenge. However, the imperative and impact of globalisation needs to be considered and in order to become or remain

competitive and deliver students able to compete in the global market the universities dare not ignore those issues. Student development and support units have the potential to become critical partners in establishing a culture of teaching and learning through technology.

2.3 Management perspectives in higher education relevant to student development and support

Pratt (as cited in Lockwood & Davies, 1985) highlights the complex and changing social-environment of universities and states that universities face an external environment which is unstable and forever changing. Uncountable pressures stem from national circumstances that are interrelated, and a range of bodies exert these pressures. Not only are these pressures interrelated but they are sometimes conflicting and it is difficult to predict their consequences, which are mostly unforeseen and perhaps even undesirable.

The above paints a very sombre picture of the modern-day university management scenario, but in reality relates well to the actual experiences at universities in developing countries. The strong social and political agendas in developing contexts often dictate the educational policies and higher education then has to find a vision and determine its mission within that context. Some aspects of this phenomenon were discussed in various other sections of the chapter. From a purely management perspective, however, the student development and support manager should also be acutely aware of the very specific dynamics in higher education and his or her specific institution.

2.3.1 The context of university management and governance

A number of authors elaborate on the various management models that are or may be applied within higher education (Lockwood & Davies, 1985; Morrow & King, 1998; Reeves & Baron, 1978).

Some of the models described in the management of higher education are:

- Economic model based on input-output analysis: focus on measurement of costs; production factors; cost and value of output.

- Economic model with market orientation: focus on demand and supply principles; types and levels of markets.

- Bureaucratic model: institution is highly structured and organised, division of labour; hierarchical systems.

- Collegiality model: operates on shared ownership, plurality, managed by committee or guild.

To better understand these models and the interrelationship, Bargh, Scott and Smith (1996), compare them to layers at an archaeological-site with the collegiate layer the deepest and original layer and the bureaucratic and economic layers being more recent.

In effect South African universities have elements of all of the above models, with highly structured organisations (faculties), financial management and control systems with budgeting and reporting mechanisms, increased marketisation (for financial and socio-political reasons) and elements of ingrained collegiality (managing by committee and forum).

Underlying these theories about universities as organisations is the "open system theory" of Katz and Kahn (1966:62), who defined open systems as "systems which maintain themselves through constant commerce with their environment, i.e.. a continuous inflow and outflow of energy through permeable boundaries". This definition, although dated, still very aptly describes the functioning of the modern university. The "constant commerce with the environment" is critical for the sustainable institution or system. What becomes important to manage, though, is the ability of the university to maintain equilibrium between input and output. This depends on the flexibility of its internal processes (financial, academic and administration). The latter relates directly to the internal management of the organisation. Against this background, it can be understood why political decision-making and rapid changes in educational policies, always place extreme pressure on university

management and governance structures to keep the organisation functional and intact.

This experience is familiar to universities in most developed and developing countries as is documented about the Europe by Sporn (2004), about the United Kingdom by Lockwood and Davies (1985), about Sweden and the United States by Sandison (1994), about Nigeria by Onwunli and Agho (2004), about the Middle East and North Africa by Akkari (2004).

Sporn (2004) takes a critical look, from a university management perspective, at higher education reform in Europe and the actual impact on university management. She indicates that the reforms have triggered a new distribution of power and strengthened institutional leadership, and further highlights the neo-liberal, economical and management-orientated models that emerged as a result of the reforms in education in Europe. Davies (as cited in Lockwood and Davies, 1985) formulated six characteristics to describe the internal life of a university. He states that the more pressure a university experiences (labelled a phase of contraction) the more polarised, divided and self-serving the sub-units of the organisation become. As a consequence manageability decreases and decision-making becomes slow at a time where swift responses may be required.

The student development and support practitioner and specifically manager can not be ignorant of the relationship between the government of the day and the institutional management. In addition it is of strategic importance to be critically aware of the institutional response and the management trends evolving within the institution. The student development and support practitioner and manager rely strongly on the collegial partnerships with faculty to ensure access to students and effective service delivery. In order to manage financial needs and positioning within the institution it is important to respond accurately and appropriately to the specific management style and approach followed by institutional management at any given time.

Subtle dimensions of management in higher education that are specifically important from the student development and support perspective are discussed in the next section.

2.3.2 A comment on managerialism in higher education: organisational versus university management

The collegiate model, as described in the previous section, may be the generally preferred and default model for academics by nature of their work and academic tradition but is not necessarily the most effective model of governance in a phase of unfavourable economic conditions. Shared and committee-based decision-making may impede on the well-being of the university as a decline in resources and other factors lead academics to be defensive of their own disciplines at the cost of objective decisions.

This is a problem inherent to modern universities, namely the consistent conflict between disciplinary and institutional imperatives (Bargh, Scott and Smith, 1996). A fundamental conflict exists between professional authority (assigned to academics by peers based on knowledge and performance) and hierarchical authority (assigned by the organisational structure). As new management and business-orientated models are imposed on universities, ostensibly to secure better performance, monitor state funding and imperatives, account for output and results, academics find it increasingly difficult to sustain the collegial approach while submitting to organisational authority.

Becher and Kogan (1992) argue that the individual nature of knowledge generation is ill suited to the imposition of hierarchically distributed management objectives

In many circles the debate and resistance has evolved into warning against impeding on academic autonomy. An example of this type of conflict manifested after the establishment of the Council for Academic Autonomy in the United Kingdom. The Council openly stated that it finds the requirements of management for greater accountability in direct opposition to the requirements

of professionals for greater autonomy. The supporters of executive management would argue that this approach will improve effective decision-making with the benefit of improving the academic environment and therefore supporting academic autonomy.

There is, of course, a subtle distinction between executive and commercial management that needs to be recognised here. Executive management is not as strictly market orientated in approach and the dominant idea is that the executive management approach "provides clear roles for management and the accountable body". In other words, management has the primary function to monitor and provide an enabling environment by setting objectives while the accountable body (academic discipline/ department/ division) is responsible to determine the content of such objectives.

The South African university management approach is in fact dictated by the White Paper for Education - as was formulated by the National Commission for Higher Education (NCHE). The NCHE sets *co-operative governance* and *partnerships* as pillars of the new educational landscape. The White Paper envisaged that governance at the institutional level should become more democratic and participatory and dictated the establishment of "institutional forums" i.e.. maintaining elements of collegiality. The dictates of the White Paper then also, although partly influenced by the larger social and political agenda attempted to enforce greater collegialism in an educational system where increased managerialism tended to dominate in the last decades.

According to the Council on Higher Education report on *Global Patterns, Local Issues* (Cloete and Kulati, 2003) the Ministry should make an attempt to reconcile managerialism and cooperative governance. The report distinguishes between three forms of institutional governance in South African higher education since 1994:

- Managerial leadership (subdivided between strategic managerialism and entrepreneurialism).

- Transformative leadership (sub-divided between reformed collegialism and transformative managerialism).
- Crisis management (or failed leadership).

The authors of the report regard the middle category, namely *transformative leadership,* as the ideal within the context of a developing country. They point out though that very limited numbers of higher education institutions in South Africa meet that ideal.

In an analysis report following on the above, Cloete et al. (2003) describe the dilemma in higher education in South Africa as follows:

> Co-operative governance is a rather unique and ambitious, governance model that like the new constitution embodies the best ideals of the new democracy. But not unlike the new constitution, implementing the democratic principles has proved to be daunting and contested (p.426).

Onwunli and Agho (2004) report on a study at the Federal University in Nigeria and the experiences of academics related to governance at their university. The finding is that the majority of academics experienced marginalisation in decision-making and are excluded from policy decisions in matters such as admissions criteria, selections, standards, human resources etc. Interestingly, the high ranked academics, who actually participated in decision-making, had the opposite experience. Onwuli and Agho recommend improved consultation in decision-making. This study suggests that, in Nigeria, the move towards managerialism has been drastic with little collegiality and participation in decision-making hence academics' negative experience.

The importance of the managerialism versus leadership versus collegialism debate in the context of student development and support is that it is once again a factor for the student development and support manager and practitioner to take cognisance of. The trend in an institution would determine

the strategic management, positioning, functioning, partnerships and financing of the function and the manager should be acutely aware of this as it would inform strategic decisions. The manager should be aware of any threat of exclusion and sidelining n decision-making and implement creative strategies to counteract. In view of the critical factors discussed in section 1.2.5 and the vulnerability and dependence of student development and support units on internal decision-making (for financing and partnerships) it is of utmost importance to analyse and manage this aspect effectively within a institution.

2.3.3 Accountability, quality assurance and performance evaluation

Jones (1986:107) states that "the pursuit of quality assurance and accountability, leads to little more that a pseudo effectiveness and efficiency". In his opinion, it is at the interface in education where true quality can manifest while managerial systems cannot reach or quantify that action effectively.

In 2002 the Higher Education Quality Committee was established as the new mechanism for quality assurance for public and private providers of higher education in South Africa (HEQC, 2002). In industry, quality assurance aims are formulated to ensure zero defect and error reduction and prevention. There is an attempt to apply the same principles to public services (Strydom, 2001).

The founding document of the HEQC (CHE, 2004), states that the new regulatory framework for governing education makes quality central to the achievement of the goals of the NQF. The establishment of a national quality assurance system is seen as a critical component in the restructuring of higher education. The following statement appears in the founding document (CHE, 2004):

> Quality is identified as one of the principles that should guide the transformation of higher education together with equity and redress, democratisation, development, effectiveness and efficiency, academic freedom, institutional autonomy and public accountability (p.1).

It may be deduced from the above statement that the quality assurance strategy for higher education in South Africa is not only implemented to address the quality of the academic project, but is also to be used as a mechanism to guide and enforce a broader agenda, namely that of transformation. Westerheijden (2000), a strong critic of quality assurance strategies in higher education, bluntly calls it a euphemism for control by the funding bodies.

On the international front, various authors have commented on the implementation of quality assurance measures in education in general and higher education in particular. In the debate on why higher education should follow industry in implementing quality assurance measures there are many diverse perspectives according to Woodhouse (1996). He found that the dissent about quality assurance stems mostly from disagreement on the suitability of models imposed on higher education as they are all essentially adaptations from industrial quality assurance models. Woodhouse feels that this situation distracts from the synergistic development of a sustainable model that would truly address capacity and productivity in higher education.

The critical issue seems to be that quality assurance leads to greater emphasis on matters of routine and less emphasis on traditional matters of trust, authority and expertise, not even mentioning of application, innovation and creativity.

Morley (2003) asserts that peer assessors, quality officers and managers are often driven by paradoxical and contradictory aims, while, at the same time there is a democratising driver in quality assurance. Morley says that since they want a better deal for students – more information, product specification and risk reduction in a knowledge driven economy – therefore the values of a consumer driven society are now firmly embedded in higher education.

Quality assurance is firmly linked to a knowledge economy. Change in higher education is being driven, in part, by the needs of large trans-national companies, and related knowledge-based industries are being formed and

nurtured. Boundaries between government, higher education and industry have been loosened and redefined, according to Morley (2003). (Also refer the sections on economy driven change). Unfortunately this is where the paradox lies for higher education. While it is being funded by the state it is expected to meet the needs of the private sector economy. Universities are increasingly known and labelled as the producers of knowledge workers and employment rates are seen as a good *performance indicator.*

Economic and environmental changes have caused a move away from the traditional priority of acquiring knowledge and practicing it in a life-long career, to a priority of transferable skills, life-long learning and career changes. Morley states that in such a process knowledge is diffused, configured and reconfigured when the market concept of best *value* has become pertinent. As institutions compete for student intakes, research opportunity, funding and positioning, the implementation of industry-related quality assurance principles has almost become essential.

While investigating the dilemma of quality assurance in higher education, Morley (2003) argues that quality assurance is located in the systematic discourse of modernism. There are clear elements of positivism as quality reviewers are claiming to uncover a single "truth" about the complexity of learning. According to Morley, quality assurance provides little scope for interpretive pluralism.

Implementing quality assurance measures require the assumption that a university is first and foremost an organisation where performance can be observed. This highlights the essence of the debate and the reason for resistance to industrial-type quality assurance mechanisms in higher education.

Organisations are regularly required to provide audit trails documenting how issues move through committee cycles to a point of satisfactory resolution. The concern is that the types of audits requested for quality assurance imply a linear rationality which completely overlooks micro-politics and creativity in the academic endeavour. Potential paradoxes that arise could be that, within a

specific academic context (subject area or discipline), higher expectations and goals may elicit poorer scores. The evidence based methodology is therefore in conflict with a post-modernist approach in academy.

In 1998, Shore and Shelwyn (1998) embarked on an analysis of Scottish university documents prepared for students to evaluate courses. The study was done during a phase of transition and implementation of quality assurance measures at the university. Outcomes of the study revealed that nearly almost 60% of the evaluation form that was used was devoted to the evaluation of what was called "the lecturers style and skill", a small proportion to evaluation of what was called in this study "the actual content of the course". It is further critical to note, within the context of this study, that there are no items in these evaluation questionnaires directed at student development and support services nor did the analysis-report of Shore and Shelwyn attend to this aspect at all. The negation of the topic occurs despite the attention that these services receive in policy-making in the UK and current discourses (refer to Chapter 1 for discussion on the experience in the UK).

In the South African context the student is increasingly positioned as the customer or client and customer satisfaction is isolated as one of the most important goals. The subsequent positioning of the student as a customer empowers the student and reinforces rights. To see the student as a customer sits easy with modern day student politics and democratic discourse. However, from an education and pedagogical perspective it also negates the transactional relationship between student and facilitator and the students' responsibility to also perform certain tasks, learning and assessment activities.

Bensimon (1995) sees it as no surprise that within the British higher education system, the radical student organisations enthusiastically support quality assurance and finds the greater emphasis on recognition of the individual customer or client so acceptable.

The application of quality assurance and quality auditing at institutions of higher education in South Africa also impacts on student development and support

activities. As those activities are focussed on supportive (reactive) and developmental (pro-active) interventions within the teaching and learning processes it becomes a big challenge to the practitioner to engage the student as a partner in a transactional relationship, as opposed to the student being a customer. The relationship involves mutual responsibilities and input towards a satisfactory result for both parties. A paradigm of consumerism poses problems for effective application of student development and support within the institution as it impacts directly on the success achieved in the service offering.

2.4 Practices in student development and support

Student development and support manifest in a multitude of services and structures across the higher education landscape. Current practices are merely a reflection of the strategic and operational interpretation of the function within a specific institution. For example in some institutions in South Africa counselling, skills development and support are uncoordinated and peripheral functions while in others they are integrated, focussed on the curriculum and mainstreamed (refer to Chapter 4). However, the primary purpose stated, in almost all cases is to enhance student learning and contribute towards increased student success. Secondary to this are goals such as the avoidance of drop-outs or improved retention, skills development, contributing to the learning and facilitation of learning activity, social responsibility and other similar goals. It is the intention of this study to investigate this phenomenon and determine what factors impact on the provision and management of student development and support. Findings are detailed and reported in Chapter 5.

To enhance learning, Comer (as cited in Glazer,2004) does not recommend any particular content or practice as much as "relationships, relationships, relationships" (Glazer, 2004). His approach is anchored in the theory that good relationships make student, adult and organisational development possible. At the same time traditionalists like Glazer severely critique the lack of academic focus in the Comer approach (Glazer, 2004).

The formulation of an inclusive definition on student development and support is an aspect that consensus has not yet been reached in the South African, African or international literature. All definitions capture an aspect or focus on certain aspects.

An inclusive definition formulated by me would capture the following:

The concept "student development and support services" is broadly understood as all those services involved in curricular and co-curricular activities that directly support and enhance the learning and facilitation of learning activities within the higher education institution. This is a very inclusive definition, covering both the developmental inputs (skills programmes) and the supportive (counselling type) inputs. The definition includes both primary modalities of development (facilitation of learning and learning aspects) and support (counselling and guidance), as opposed to the traditional purely reactive and supportive focus. Both modalities involve aspects of pro-activity and prevention as well as reactive and remedial aspects.

2.4.1 Environmental scan for current student development and support in higher education

The following is a summary of student development and support (SDS) services at 31 institutions of higher education. The specific line function and positioning within the institution is also indicated where information is available. Data collated from available and accessible resources on the world wide web.

Table 2.3: Summary of survey: Student development and support services at institutions of higher education

HE-INSTITUTION*	BROAD SERVICE PORTFOLIO IN SD & S RELATED ACTIVITIES	POSITIONING (Line function)
SOUTH AFRICAN		
Tshwane University of Technology (TUT)	▪ Directorate of Student Development and Support: Integrated services for academic skills development, and counselling Integrated unit and holistic person development approach	DVC: Academic + Student Affairs
University of Pretoria (UP)	▪ Department of Academic Dev: Academic skills programmes ▪ Unit for Counselling: Support services Approach: Separate units	Faculty: Human Sc. Student Affairs
University of the Western Cape (UWC)	▪ Unit for Academic Development: Academic skills programmes with a focus on writing, computers and centres	DVC: Student Services
University of South Africa (UNISA) – distance education	▪ Bureau for Counselling, Career Development and Academic Development	DVC: Operations (Services)
University of Stellenbosch (US)	▪ Directorate for Academic Support with sub-sections	DVC: Academic
University of Cape Town (UCT)	▪ Unit for Higher Education Development with a focus on academic development	DVC: Academic
AFRICAN		
University of Ghana (UG)	▪ Office of the Dean of Students offer counselling and support	Student services

	Approach: ad hoc	
University of Botswana (UB)	▪ Unit for Academic Development focussed on staff and students Approach: aligned with staff development ; focussed on academic skills	Student Services
Kenyatta University (KU)	▪ Unit for Student Welfare and Counselling (incl academic skills) Approach: integrated and holistic	DVC Academic
Moi University (MU)	▪ Office of the Dean of Students offer counselling support along with sport; discipline and student life coordination) Approach: Clustered with other services but integrated; service on demand	Chief Academic Officer
University of Dar-es-Salaam (UDSM-Tanzania)	▪ Unit within the Directorate for Student Services with a focus on integrated counselling on personal, social and academic matters. Approach: integrated and holistic	Chief Administrative Officer
Makerere University (MU-Uganda)	▪ No dedicated unit for sd+s functions	none
University of Namibia (UNAM)	▪ Unit for Teaching and Learning development with a focus on academic skills development Approach: Academic focus; aligned with staff development	Academic
ASIAN		
Chulangkorn University Thailand	▪ Unit for Counselling and Student Development; Integrated unit and holistic person dev. approach	Student Services

Asian Institute of Management (India)	▪ Unit for Recruitment, Placement and Career Counselling Approach: Career focused services	Students Services
National University of Singapore	▪ Unit for Development of Teaching and Learning with most support services online Integrated unit and holistic person development approach – but mostly online services	Student Resources
Bilkent University, Turkey	▪ Integrated with units for Career Development, Student development and Counselling Approach: aligned; coordinated	Dean of Students
Hong Kong University	▪ Unit for Personal Counselling and Skills Development ▪ Unit for Careers Education and Placement Approach: Separate ; not coordinated	Student Services
EUROPEAN, UNITED KINGDOM AND MIDDLE EAST		
University of Oxford	▪ Unit for Student Health and Welfare Approach: Ad hoc counselling (fairly integrated)	Dean of Students
University of Cambridge	▪ Unit for Careers Service Approach: focussed on career related support	Dean of Students
University of Leicester	▪ Unit for Educational Development and Support with Careers Service, Counselling, and Student Learning Centre Approach: Integrated unit and holistic	

AMERICAN (NORTH)		
Massachusetts Institute of Technology	▪ Unit for Academic Resources with a focus on academic support ▪ Unit for Personal Counselling ▪ Unit for Career Counselling Approach: Fully aligned	Director for Academic Resources
Harvard University	▪ Unit for University counselling and Academic Support Integrated unit and holistic person development approach	Director of Mental Health Services
University of Missouri (St Louis)	▪ Unit for Counselling (including career-, personal and academic counselling) Integrated unit and holistic person development approach	Dean of Students
AUSTRALIAN		
University of Curtin	▪ Unit for Learning Support focussed on online language, writing and study skills Approach: Academic skills development focus	Administrative
University of Queensland	▪ Unit for Student Support Services integrated counselling, skills development and employment Integrated unit and holistic person development approach	Administrative
Deakin University	▪ Unit for Academic Skills Approach: Academic skills development focus	Student Life

* Institutions sampled randomly

Analysis of the information on service portfolios and positioning indicate that there is no absolute trend in structuring. There is however an increased tendency towards integrating and aligning services (UNISA, University of Stellenbosch, Australian and American and Asian Universities). Further investigation follows in Chapter 5.

2.5   Conclusion

In this chapter, a variety of factors impacting on Student Development and Support, were identified and investigated. It became increasingly clear through the literature survey, that these factors do not merely impact on higher education in general but has serious implications for the student development and support functions in institutions of higher education.

Table 2.4 represents a summarised construction of the factors identified as impacting on higher education and student development and support in particular.

Table 2.4: Summary of factors identified that impact on student development and support functions

CATEGORISATION OF IMPACTING FACTORS		
Macro-level factors	**Meso-level factors**	**Micro-level factors**
These factors relate primarily to *international trends* and challenges facing higher education.	These factors relate primarily to the *national* changes and challenges for higher education.	These factors relate primarily to *institutional* realities.
• Globalisation.	• National economic status.	• Institutional histories: HBI versus HWI phenomenon.
• Marketisation.	• National labour agenda.	• Institutional responses to transformation.

• Developing countries: specific dynamics in education.	• Transformation of the HE landscape and mergers.	• Strategic management and priorities within institutions.
• Managerialism.	• Implementation of a national qualifications framework	• Effective management.
• Quality assurance in higher education.	• Implementation of outcomes based education model.	• Accountability, quality orientation.
	• Implementation of a new funding framework.	• Academic relevance and positioning.
	• Government policy development and control, accountability measures.	• Student needs

Macro-level factors identified include those factors that can be considered *international trends* and of which evidence can be found on an international scale.

These factors include:

• Globalisation: the impact of global perspectives, the need for higher education to educate for the global market:

• Marketisation of education and industry: Increased market orientation with the implications of relevance, setting of client oriented priorities, input-output orientation and factors that are not traditionally integral to higher education. This requires a mind-shift by educators in terms of views on disciplines and systems within education. Evidence was found of debate and conflicting positions with regard to a market orientation in higher education.

- The move towards managerialism in education: Steady move towards a business-orientated management approach and applications in higher education. This implies input-output thinking, different priorities in terms of core business, finance-based decision-making models and also quality assurance systems. Various authors quote the threats and problems this poses for higher education and argue the irrelevance of managerialism. Supporting views also exist with emphasis on the positive impacts being better managed institutions with respect to processes, quality of output and utilisation of resources.

- Specific dynamics and the impact of change, politics and economics in developing countries: The specific dynamic that exist in developing countries with a strong emphasis on economic growth priorities and the impact thereof on higher education. Growing economies may allow improved funding, but mostly require of higher education to be more competitive and less dependent on the state. In addition developing countries like South Africa and other African states, China and similar deals with specific political dynamics (e.g. entrenchment of democracy, transformation and corrective actions) that impact heavily on the higher education sector.

Meso-level factors identified relate primarily to challenges on a *national level.* These include factors in the areas of:

- National economy: Specific priorities in funding and economic growth in the national arena impacts deeply on funding for education. A developing country like South Africa has high emphasis on international partnerships, investment and improved international competitiveness. This has direct implications for higher education with increased pressure to be relevant and to contribute to the national economic growth and international standing.

- Labour agenda and the implementation of a qualifications framework: The priority on skills development in a developing country has direct implications for higher education. Firstly through direct competition in terms of qualifications being issued by institutions other than educational institutions (labour sector) and secondly, the very strong career-focus in qualifications

and outcomes towards qualifications. These factors exert direct pressure on higher education to also to shift its emphasis to career focussed education. The overt focus on skills development in the context of education and training creates a specific challenge for student development and support practitioners and managers to become partners in the academic project and active participate in addressing the skills development needs.

- Transformation and mergers in higher education: The fast-paced transformation of the higher education landscape by means of the merging and restructuring of institutions has direct impact and implication for student development and support functions. While institutions restructure and reform the debate on strategic positioning and structures, integration and alignment with institutional curricula creates an opportunity for a more prominent and strategic role for the student development and support function within higher education.

- Implementation of an outcomes-based education model: The shift towards OBE has various implications for higher education. Much evidence was found of an active debate on both the positive and negative impact of OBE. The implementation of continuous assessment and a shift from lecturing to facilitating is still not concluded and there are even signs of some resistance amongst academia. The accommodation of critical cross-field outcomes, however, creates critical opportunities for student development and support expertise to become a more relevant partner in establishing a new institutional curriculum.

- Implementation of funding framework: Public funding of higher education in a developing country like South Africa has become and is being used as a steering mechanism for government agendas. The adjusted funding formula, for the first time, makes provision for the funding of developmental strategies, and demonstrates some progress, though it is still not sufficiently considering the role of student development and support in the context of a higher education institution. The funding framework exerts pressure on institutions to improve throughput and success rates with a subsequent renewed emphasis on the potential contribution of student development and support units in addressing risk factors and contribute directly towards student success.

Micro-level factors identified have to do with specific institutional realities or responses. These include factors in the following areas:

- Institutional histories: In the context of South African political history some institutions have a legacy of being historically black institutions (HBI's) while others were historically white institutions (HWI's). Not all past inconsistencies were cancelled with the onset of new political dispensation after the 1994-elections. Historical difficulties face all of these institutions while a new politically generated landscape also created challenges. The most serious factors in this regard, are the inability of HBI's to compete effectively and secure government funding (performance criteria of the funding framework) as well as private sponsor- and donor ships, effective management and democratisation, physical location, improve public image and confidence, achieve international standing and improve innovation and research capacity.

- Institutional responses to transformation: While the transformation of the higher education landscape impacts in many areas it also elicited varied responses from higher education institutions. The implementation of new educational approach (OBE), restructuring of the educational landscape (mergers) and cultural diversity on formerly almost homogenous campuses are very big challenges facing institutions. The degree and effectiveness of institutional responses are reflected in active debate in policy, management and government circles. It has not been a smooth transition for higher education in South Africa and complex dilemmas arose. Examples of issues that institutions are battling with are the development of new academic policies, language policies and decisions on language of instruction, diversity in leadership, cultural integration, views on academic autonomy versus focussed and directed initiatives, dealing with community engagement and poverty and more.

- Strategic management and priorities within institutions and evidence of effective management: During the post-merger phase all newly established institutions of higher education in South Africa had to submit first Three year rolling plans (strategic plans) and of late five year rolling plans   and

Institutional Operating Plans to the Ministry of Education for scrutiny and approval. These plans had to be aligned to national priorities and specifically demonstrate the operationalisation of the National Plan for Higher Education. This process forces on individual institutions a process of planning and review of existing goals and objectives. This process of institutional reflection and planning is of particular importance to Student Development and Support functions as it creates opportunity for strategic positioning and role definition within institutions.

- Accountability and quality orientation: The establishment of the HEQC and the start of the systematic institutional audit process have serious impact on individual institutions. It creates a scenario where institutional management is held fully accountable and has to provide evidence to the actual quality and standard of academic offering and the support environment. The auditing process and subsequent publication of audit reports is a brand new challenge for transparency and accountability in higher education institutions in South Africa. The fact that the HEQC is including academic support activities in the audit of academic quality again creates excellent opportunity from a student development and support perspective.

- Relevance and public image: Institutions are facing a challenge in establishing themselves as relevant to community and national needs and developing a public image of good quality education. A consequence of the mergers of South African institutions was the creation of new institutions (and institutional types) with the result that institutions are in a renewed phase of competition to establish a type of "national hierarchy" and specific public image while competing for domain.

- A process of typification (establishing categories of institutional types) has ensued and institutions are developing and positioning themselves in niche markets in for example career-orientated programmes, innovation and entrepreneurship, international or local focus and research.

In the following chapter a theoretical framework for the study is clarified. The interpretation of these findings in the literature survey and the subsequent investigation of the perspectives of managers and practitioners are done in terms of this theoretical framework.

CHAPTER 3

A CONCEPTUAL ORIENTATION FOR THE STUDY OF FACTORS IMPACTING ON THE MANAGEMENT AND PROVISION OF STUDENT DEVELOPMENT AND SUPPORT

3.1   Introduction

The previous chapter outlines various factors impacting on the provision and management of student development and support in higher education in South Africa as a developing country. This chapter identifies some of the philosophical paradigms impacting and influencing higher education and more specifically student development and support within the context of a developing country. By investigating the philosophical paradigms that influence higher education and student development and support I was also able to define the specific paradigm for this study

3.2   Philosophical departure

The study is done in a context of political change and reconfiguration within higher education in South Africa. It is therefore imperative to reflect on the identifiable paradigms impacting and influencing decision making in higher education in general and specifically impacting and influencing student development and support functions.

The sections of the chapter elucidate on specific paradigms to be taken into account when investigating the management and provision of student development and support.

3.2.1 Paradigms in higher education management

The important factor of government steering of and purposeful interventions into the higher education sector in South Africa is highlighted in chapter two by focussing attention on the governmental policies and strategies since 1994.

In summary a number of critical and high impact interventions were planned and implemented through:

- White Paper on Education and Training (Department of Education South Africa, 1994)
- National Plan for Higher Education (Department of Education South Africa, 2001)
- Funding Framework for Higher Education (Department of Education South Africa, 2004)
- National Qualifications Framework (Department of Education South Africa, 2005)

Although these policies and interventions were published and are managed by the Department of Education it should be kept in mind that many other stakeholders have vested interests and influence that may not always only be from a pure educational motivation.

Two examples of such stakeholders are:

- The African National Congress: a political entity that needs to deliver to the constituency on many pre-1994 commitments and expectations.
- The Department of Labour that was instrumental in initiating and developing a national qualification framework to accommodate labour skills needs in the country.

Brameld (1971) maintains that education has become, especially in the modern world, an "arm of politics". In the early seventies already, Brameld (1971)

placed emphasis on the changing role of the university and claimed that whether we speak about American, European or Communist countries and increasingly so in Asia and Africa, the construction and operation of schools and universities have become "a colossal enterprise".

Literature shows an acute awareness and debate in developed countries on the issue of the essence of a university. Little evidence could be found of a similar level of debate and awareness in developing countries from the mid seventies to late nineties. However, with the announcements by the South African Department of Education in 2004 of its intention to reconfigure and establish a new higher education landscape, the purpose and approach to higher education in South Africa (and the broader region) has by political intention become a topic of increased debate at official and academic forums.

The core question that constantly arises is "what is a university and what is it supposed to achieve?" The debate often manifests in discussions on the value of university programmes in general but also specific programmes or areas of university education. Graham (2002) takes a clear position against what he calls "the international trend to position higher education as the mere provider of skilled workers". While authors like Graham (2002), Brameld (1971), Innes (2004) concede that undoubtedly the university should specifically contribute vastly to the skills-base in any economy, however they argue strongly that vocational training can certainly not be the only ideal and purpose of a university.

I would suggest that the advancement and continued construction of knowledge would be the primary purpose of a university with the development of competent employees as a subsequent outcome. This issue is unfortunately still largely unresolved in the South African higher education sector and the tensions between government policy, education and labour agendas continue.

The debate remains of paramount importance to the student development and support function within higher education as the outcomes and conclusions of a debate on the purpose of a university (or higher education in general) will

determine the purpose, expectations and specific functions of the student development and support provision within higher education contexts. Key questions to ask are for example: Is it merely the task of student development and support practitioners to support students through various counselling services towards entering the labour market as skilled workers or is it the task to assist academics, via an inclusive curriculum, to systematically enhance whole brain thinking and lifelong learning by developing the underlying skills and the abilities of students to manage themselves and the world of knowledge? The student development and support managers and practitioners should therefore pursue and make a decisive input and contribute towards the outcome of such debates by providing the learning and facilitating perspectives paramount within the domain of the student development and support practices.

This section now further explores dominant philosophical paradigms that manifest in various schools of thought and may have an influence on the outcome of this study.

3.2.1.1 Post-modernist paradigms impacting on higher education management and provision: Economic versus academic determinism in higher education and the vocational training ideal

It is important within the context of this study to have an awareness of the impact of certain post-modernist paradigms on higher education in general and specifically on student development and support.

Lord Sutherland, the then Principal of the University of Edinburgh argued during an Oration on Higher Education in 1996 (Graham, 2002:76) that the most essential task of the universities of our time is to "redefine identity in a new diverse world of higher education". Sutherland contends that the new higher education system is a mass education system as opposed to the traditional selective system.

Within the South African context the debate on the nature and purpose of a university is complex. With the recent establishment of institutional types such as universities of technology and comprehensive universities, both as separate yet parallel entities to the traditional university, the struggle to define the purpose and nature of a university within the South African context has become even more prominent. The strategy to set up these "alternative" university types is openly declared by educational authorities as being primarily for economic reasons and intended to provide the national economy with the skills required for economic growth. Secondary to this is a socio-political "upliftment"-motivation for establishing such institutions (National Commission on Higher Education, 1996). From a government, economic and political perspective these new types of institutions were established with the prime intention to provide vocational training and not necessarily with a traditional academic mandate. This immediately places great emphasis on the nature of programmes offered and the curriculum content and learning outcomes of such programmes.

Graham (2002) indicates that in Britain these types of institutions can all readily profess to make provision at the highest level (curriculum allows for vocational training) and still show reasonable research output as with traditional universities. In cases where the emphasis is on vocational training the research output are generally strongly focussed on the vocational and economic areas.

In South Africa a survey on the differences in research output between the traditional universities versus the new categories of universities as well as the qualification profiles of staff at these universities testify to a similar dynamic.

Table 3.1: **Research output units of the Tshwane University of Technology (2006)**

Output type	2002	2003	2004	2005	2006
Publications	75.58	130.75	83.24	94.85	0.00
Masters	43.31	46.02	46.02	60.23	37.22
Doctorate	27.00	15.00	27.00	36.00	21.00
TOTALS	145.89	191.77	156.26	191.08	58.22

Table 3.2: Qualification profile of the full time equivalent staff of A University of Technology (Tshwane University of Technology, 2006).

Qualification level	2002	2003	2004	2005
Masters	76	76	84	101
Doctorate	230	250	289	302
Other	547	558	522	477
TOTALS	853	884	895	880

Although the above tables (TUT, 2006) demonstrate a rapid improvement in both research output and qualification profiles of staff it is clearly an enormous challenge for such an institution (newly established university of technology) to improve staff qualification profiles, build capacity for research and improve the research output of the individual institution. These are extremely cost- and time intensive goals to achieve. It is expected of these universities (refer funding framework) to compete with traditional universities for funding while the capacity to deliver equal research output obviously needs to be addressed first. It has to be said though that the above profiles are also not necessarily a negative reflection as it is also a consequence of the history of the type of institutions that became universities of technology. The former technikons had a different focus and approach with less emphasis on applied research (Van Eldik, 2002).

Alternative university types have just been implemented for a short time and many are still only in an establishment phase. There is however growing awareness amongst academic leaders on how critically important it is for the higher education sector to attend to the issue of defining and reaching national consensus on the various university types in South Africa. The Department of Education gave notice in July 2006 that a formal workshop is to be facilitated to address a possible categorisation of institutions.

There are high risks in developing a categorised higher education system as institutional value in the eyes of the public in general, prospective students and industry can be determined by the "category-label" the institution carries. In categorising the value or status of institutions should not merely be measured against a single indicator such as research output as the true academic value and contribution is not always accurately reflected in such figures.

Other risks related to the growing economic-determinism in higher education are that decision-making is increasingly based purely on financial considerations. In the early 2000's it was observed that education policy in Great Britain has become increasingly focussed on economic function, with broader social and political objectives being marginalised. It was even argued that the marketisation of education had and continues to have profoundly damaging consequences for higher education. According to Ball (1998) the increased marketisation leads to systems being applied in education to ensure performance and efficiency. Ball calls this "performativity" (Ball, 1998:190). Tested against how Ball defines performativity, namely as "a disciplinary system of judgements, classifications and targets towards which institutions must strive and against which they are evaluated" the South African system of higher education quality management (Higher Education Quality Committee, 2006) sounds alarmingly performative. Also relevant in this regard is the institutional planning processes, as officially required by the Department of Education, that provides

guidelines and quantified benchmarks. These then form the criteria for evaluation of institutional performance (TUT, 2004). "Performativity" as defined by Ball, refers to the same phenomenon of economic determinism and is critised as the "new positivism" (Brameld, 1971) in education policy. According to the author, school curricula are being narrowed with an emphasis on measurable results and the quality of university departments are now being assessed by managerial exercises based on commercial audit practice. The authors warn that as a result the notion of liberal arts education (linked to the value of higher education) is being usurped.

All of these authors sternly warn against the potentially negative impact of managerialism and strict economic orientations on the academic pursuit.

A further important philosophical approach with strong impact on higher education and educational policy (especially within the South African context) is the strong influence of the Department of Labour and its labour, skills training and person development paradigms. It is interesting that economic determinism, as discussed earlier, is strongly supported from this sector with its "skills demand and provision" paradigm. In chapter two the role of the Labour-sector, to implement the national qualifications framework in the country (South African Qualifications Authority, 2002) is discussed in detail.

It is however important to note the underlying paradigm within the labour sector and the impact of this on higher education in particular. By the nature of the sector the labour agenda is driven by a need to acquire and provide skilled workers. As the sector is a primary participant in the debate on defining and establishing a clear purpose for the categories of universities in South Africa it can certainly be expected that the labour agenda will impact deeply on the outcome.

A fourth important paradigmatic influence to take note of is the social development paradigm and its impact on higher education. Within the domain of social development and its relation to higher education the purported ideal is that vocational training is of primary importance as it is the means to address poverty and unemployment. The expressed expectation, as formulated but the government representatives of this sector, is to address poverty and unemployment through a vocational approach in education and training and the view is further motivated by the economic imperative to improve employment rates in the country (Department of Labour South Africa, 1998).

Graham (2002) states that "an institution cannot have a satisfactory sense of its worth if it does not have a clear sense of what its purpose is". If, for example, it is determined to be the primary purpose of Universities of Technology to offer vocational education as suggested by the Minister of Education (Pandor, 2005), then funding and research priorities should be adjusted accordingly and a differentiated system developed to accommodate such ideals.

A study by Graham (2002) on the history of universities in the United Kingdom revealed that the debate on the purpose of a university is age-old. Graham quotes Pope Alexander IV speaking on the topic of training versus education in the 1700"s:

> … suitable men cannot be found to administer the sacraments … that there should flourish a university….. (so that) many men of the kingdom would apply themselves to such study of letters and acquire the most precious pearl of knowledge, that the ignorant be informed and the rude become learned. (Graham 2002:19)

This historical statement expressed faith in the sheer power of education by expressing two distinct aims, i.e.. the training of professionals and the advancement of learning. In modern terms it

could be interpreted as two fundamental aims for the university namely vocational training on the one hand while also maintaining a focus on the formative effect of education on the society through knowledge construction and applied research.

From the above it is clear that the expectation of universities to address both the economic and the academic ideals is nothing new or even unique to our current context.

It is concluded that the same debates and paradigmatic issues highlighted in the work of the above authors remain relevant to the South African scenario where there are two similar and equally strong schools of thought impacting on the understanding of purpose and the approach to higher education. In summary: The first is the very strong school of thought informed by the labour, economic and social development paradigm, that it is the purpose of universities to primarily address the skills needs of the country and focus on vocational training. The second school of thought is informed by the traditionalist formative- education perspective namely that the purpose of universities is, in the words of Graham (2002) "education for the sake of education alone", in other words a strong developmental-education perspective.

The challenge for the newly established university-types in South Africa is to define and ultimately position the institutions on what could be best described as a "continuum of expectations". The fact that universities are not fully independent in making such a decision, due to the strict control in terms of programme offerings and finances and that government through both the education and labour sectors, is an influential partner in determining the outcome of such a positioning decision is an important contextual factor. The outcome will be further influenced by ideological factors as represented by the post-apartheid regime.

The intricate relationship between government and higher education is complex with dimensions of both autonomy and dependence. Government is the regulator, policy maker, monitor, evaluator and financier of higher education and the sector is adamantly focussed on academic autonomy, credibility and self-regulation. Gibbs and Bunker (2002:1-10) argue, based on an extensive study at the Centre for Higher Education, University of Virginia, that the task and role of the government in relation to higher education in the United States has changed significantly. With reference to a national poll by Callan in 1996, they indicate that there is a decline in public confidence in higher education. The Callan-poll indicates that in the United States the general public question the value of most academic research and they are concerned as to whether a degree can open the door to satisfactory employment and a better life. Gibbs and Bunker (2000:1-10) explain that the eroding of public confidence is not related to the importance of higher education, but is rather a direct consequence of the operation and functioning of higher education. They further argue that higher education may choose to respond by focussing on new ways of meeting the learning needs of the individual amid the complexities of the social, economic and political environments. The authors state that it is becoming an imperative for colleges and universities in general, and student development and support, in particular, to articulate and communicate what they can contribute to student learning and therefore to the society. These arguments suggest an imperative holistic and comprehensive offering of student development and support.

In South Africa, as a developing country, the some socio-economic realities are different from those of the United States but for a developing country there is value in the findings of the above study. Apart from economic differences, the local multicultural scenario can possibly be considered to be even more complex than is the case in most developed or even most developing countries. The reality for higher education in South Africa is that the sector functions within a

complex and developing economy. In addition, the higher education system accommodates a huge diversity of cultures and there is a political expectation that it should play a leading role in establishing a new social order. Cultural diversity has a pronounced effect on values, purpose, language and priorities within the sector. Interestingly, the sentiments expressed in recent media reports, though relatively early in the transformation process, already indicate judgments on and expectations of higher education and its role in person development within the country.

3.2.2 Specific paradigms in student development and support

Student development and support services are structured and provided against a specific theoretical framework within a specific institution. This framework is determined on a macro-level by the political agenda, educational policy and humanitarian culture in the country, and on a micro-level by the education paradigms of institutional managers and also the operational approaches of the practitioners.   On the institutional level there are many specific influences. Aspects such as managerial preferences and interpretations of policies, setting of institutional priorities and strategic goals, financing and budgeting priorities and issues such as affordability may impact on the provision and management of student development and support services.   The difficulty in measuring the value added by student development and support activities and interventions makes it difficult for the practitioners to defend the contribution made by such services. In the yearbooks of higher education institutions prior to 1995, the motivations given for offering student development and support services are mostly remedial and reactive in nature.   In the later yearbooks of such institutions, these motivations have a distinctly more proactive character and indicate a shift towards a developmental approach (Technikon Pretoria, 1993, 1998, 2003; University of Pretoria 1978, 2000, 2002). With the phasing in of outcomes-based education the approach now seems to be increasingly person-centred and focused on the support to and effective facilitation of learning. The clear shift in positioning statements indicates a shift in paradigm from the reactive and even deficit models to a developmental and asset-based

approach. The following sections investigate a number of prominent paradigms prevailing in the student development and support as a sub-sector of higher education.

3.2.2.1 Constructivism and person development

The constructivist approach can be traced back as far as the work of John Dewey and the progressive education movement (Innes, 2004). In modern literature there are multiple understandings of constructivism and it became clear to me that it is important not to confuse constructivism with post-modernism or critical theory. According to Innes (2004:112) a general definition of constructivism that would cover all versions of the paradigm is that "knowledge is actively constructed by people, either as individuals or in groups, rather than being received from people".

For the purpose of this study it is important to distinguish between three major categories of thought and understanding within the constructivist paradigm. The categories can be explained as follows:

- Psychological constructivism: Knowledge construction occurs in the mind of the individual.
- Social constructivism: Knowledge is socially constructed and imbedded in the social culture and practices of people.
- Transactional constructivism: A combination/ midway between psychological and social constructivism recognising that knowledge is constructed by the individual but also by the social context of the individual.

(Dewey & Bentley, 1949; Innes, 2004; Cobb, 1996)

Herrington and Oliver (2000) developed a set of nine design elements for programmes that are based on a constructivist approach. The nine elements were developed to provide a framework for academic programmes in the modern university but can be used equally well in

constructing an understanding of the role of the student development and support within higher education.

The elements identified by Herrington and Oliver (2000) are:

- to provide authentic contexts to the way knowledge will be used in real life;
- to provide authentic activities;
- to provide access to expert performances and modelling of processes;
- to provide multiple roles and perspectives;
- to support collaborative construction of knowledge;
- to promote reflection to enable abstractions to be formed;
- to promote articulation to enable tacit knowledge be made explicit;
- to provide coaching and scaffolding by the educator at critical times; and
- to provide authentic assessment of learning within tasks.

The following table (Table 3.3) represents a possible philosophical construction of the purpose and role of student development and support within the higher education context in a developing country.

Table 3.3: An interpretation of the elements of construction as identified by Herrington and Oliver (2000)

Design elements	Student development and support design framework
a) to provide authentic contexts to the way knowledge will be used in real life	a) to co-facilitate the provision of authentic contexts relating to the specific skills development outcomes for students by complementing and enriching core curricula.
b) to provide authentic activities	b) to devise skills development and support applications (services,

	programmes, modules) that allow valuable learning experiences and relate to current realities perceived by the individual; to facilitate the transferability of skill and knowledge from one activity to another and therefore also from one context to another.
c) to provide access to expert performances and the modelling of processes d) to provide multiple roles and perspectives	c) – d) to facilitate with a coaching and mentoring style and provide room for the modelling of positive behaviours through skills programmes and counselling; to specifically develop modelling processes through the enhancement of mentorship skills for both staff and students.
e) to support collaborative construction of knowledge f) to promote reflection to enable abstractions to be formed	e– f) to create room for students to participate and self-construct knowledge about new skills and self; to promote meta-cognition; to assist and encourage whole brain thinking and the development of multiple intelligences (Herrmann, 1995; Herrmann-Nehdi, 2004).
g) to promote articulation to enable tacit knowledge to be made explicit	g) to create safe environments (confidential, respectful, permissive) for self exploration and knowledge experimentation for the individual and/ group; to facilitate and promote reflective behaviour.
h) to provide coaching and	h) to challenge individuals and

scaffolding by the educator at critical times	groups to extend personal or group boundaries and comfort zones.
i) to provide authentic assessment of learning within tasks	i) to promote self-assessment, reflection and external assessment as sources of knowledge and further construction.

The table provides a simplistic interpretation of the design elements to indicate how student development and support can construct its role within higher education towards being a critical partner in the academic, co-curricular and extra-curricular activity of a university. Most importantly for student development and support is the rising notion of holistic person development. It is in its ability to address this goal that student development and support could find its ultimate purpose and critical function within higher education institutions in a developing country.

The next section further explores holistic person development and the required multi-disciplinary approach towards achieving true holistic development.

3.2.2.2 Holistic person development and a multi-disciplinary approach in student development and support

Higher education in the United States has a recorded history of "general education progressing to specialisation progressing back to general education over the last two centuries" (Kockelmans, 1979:97). In South Africa a similar trend can be traced with the traditional universities. These universities had a strong focus in general education (as opposed to vocationally focussed) that existed until the early seventies. With the establishment of the technikon-sector the era of

absolute specialisation dawned. Highly focussed curricula with emphasis on vocational content were instituted. This trend also impacted curricula at traditional universities as the graduates of both types of universities had to compete in the same employment market. Political transformation and the expansion of local employment markets to a global market also impacted directly on the higher education sector. At the same time medical and related fields progressed in the implementation of an outcomes based education approach and the concept of holistic student development became prominent. The problem based learning (PBL) mode, as a delivery mode for OBE and preferred by medical schools, serves the integrated learning and assessment required in the medical fields exceptionally well. It could be speculated that it was precisely this need for more integrated learning and assessment that prompted the medical fields towards implementing OBE more rapidly than most other disciplines.

This shift in emphasis from a discipline based approach towards an integrated and holistic approach is of course strongly endorsed by the Department of Education. The degree of progress within medical fields does not however necessarily signify equal progress in other academic fields and the implementation of a multi-disciplinary versus vocationally focussed approach remains a point of debate. It is my opinion that the solution lies in a compromise position, as vocational training does not necessarily exclude a multi-disciplinary approach.

On the topic of increased vocational emphasis, Flexner (1979, as cited in Kockelmans, 1979:115) quotes the Columbia University Committee on General Education as saying that "there are growing concerns that American universities are turning out a new breed of 'barbarian' graduates whose degree of specialisation is nearly absolute…".

This concern also reflects the ongoing conflict in the evolution of the higher education curriculum in South Africa. There are traditional views about the formative value of higher education and concerns about the

impact of specialisation (purely vocational focus). In fact it is the challenge for higher education to move towards a curriculum that allows for skilled outcomes of vocational value, while also attending to the holistic person development of students. This type of curriculum is categorised as general education by McGrath (as cited in Kockelmans, 1979:47). McGrath says that "general education prepares the student for a full and satisfying life as a member of a family, as a worker and as a citizen, i.e.. an integrated and purposeful human being". It does not however ignore the individuality (talent, interest and purpose) neither does it put all in one mental and spiritual mould. General education, according to McGrath merely seeks the maximum development of each individual. It is an encouragement of the affective as well as cognitive growth of the student.

Within the context of general education, or what I prefer to call a multi-disciplinary approach in education, the pragmatic role, purpose and scope of student development and support offering in higher education suddenly becomes clearer.   It is often beyond the skill and ability of faculty staff to facilitate person development to the degree required and therein lies the crucial input from the student development and support functions within the university.

3.2.2.3   **The impact of psychological paradigms on student development and support**

The impact of psychological paradigms on student development and support are investigated to determine the underlying theoretical influences and the impact of this on the conceptualisation of student development and support practices.   This investigation is done by highlighting four prominent psychological paradigms that are resonant to the student development and support environment:

- Behavioural psychology

- Humanistic psychology
- Cognitive-developmental psychology
- Social constructivism

■ **Behavioural psychology:** Jarvis (2002) defines behavioural psychology as the study of "how we learn to behave in certain ways". Within the higher education context this implies that the student development and support practitioner focus on conditioned responses to certain stimuli and how this leads to behaviour modification and learning. Behaviourists identify three types of learning, i.e.. classical conditioning; operant conditioning and social learning.

Classical conditioning refers to the very early work by Pavlov (1927). Behavioural theory was further pursued by Watson (Jarvis, 2002). Watson believed that all individual differences in behaviour were due to different experiences of learning and thereby proposing that the process of classical conditioning was able to explain all aspects of human psychology.

Operant conditioning on the other hand involves more than the mere development of associations. This type of conditioning involves learning from the consequences of behaviour. The idea of learning from the consequences of behaviour finds a comfortable place within academic disciplines with a strong scientific-experimental approach. Not all behaviourists accepted the work of Pavlov (1927), Watson (1913) and Thorndike (1898). Bandura (1978) took principles of operant conditioning and developed the theory of social learning. Social learning theory postulates that although we do acquire most of our behaviour through conditioning it is mostly through imitating a model of behaviour that we learn. This implies that we also learn by seeing the behaviours of others reinforced. Social learning therefore means that we observe the behaviour of others, the consequences (including reinforcement) of such behaviour, then process the

information and determine our own response. Bandura's interpretation of behaviourism means that the student is no passive participant any longer but makes conscious decisions about responses.

The early behaviourist approach in psychology remains relevant to higher education and student development and support as there are many areas of teaching, facilitation and skills development that still depend on behaviourist principles. For example the acquisition of certain practical skills may depend on repeated exercises and application of such an action until it effectively becomes natural behaviour. Examples of behaviourist application and influence within the context of student development and support may be found in language development (including reading and writing development), behaviour modification therapy, life skills training and mentorship programmes.

◼ **Humanistic psychology:** Humanistic psychology within the context of student development and support, can be understood through the following principles, as adapted by Jarvis (2002):

• People are motivated by the wish to grow and fulfil their potential.
• People can choose what they want to be, and know what is best for them.
• We are influenced by how we feel about ourselves, which in turn results from how we are treated by others.
• The aim of humanistic psychology is to help people choose what they want and help them fulfil their potential.

Jarvis goes on to contextualise and explains that humanistic psychology, whether it is applied in psychology, education or in the workplace, is always centred on creating conditions where people can make up their own minds and follow their own goals. This approach is evident in higher education from the selection of careers and academic programmes to the variety of skills development programmes offered.

Humanistic psychology places high emphasis on individuality and the accommodation of individual needs and aspirations.

The grounding work of Rogers (1961) and more specifically Maslow (1954) have application and relevance to modern day higher education. Maslow developed the theory of human motivation that essentially clusters and ranks human motivation. The ranking proposes a step by step actualisation of needs and a systematic progress towards achievement. The Maslow-theory of self-actualisation is widely applied in the formulation of educational policy and as motivation for the establishment of many student development and support services. The theory has been criticised to have little application beyond the so called North-American individualistic culture but has been found to have wide application despite this criticism. The theory sits easy with higher education because of the systematic appreciation of learning and levels of learning as demonstrated by academic programme structures.

■ **Cognitive-developmental psychology:** Prominent features of the cognitive-development approach according to Jarvis (2002), are:

- The approach is primarily concerned with thinking and reasoning, as opposed to behaviour and feelings.
- Thinking and reasoning do not merely become more sophisticated with increasing experience, but also the type of logic the individual is capable of.
- As major influence on human behaviour, feelings and thinking also determines the type of reasoning an individual is capable of.

According to Jarvis (2002), Piaget saw intellectual development as a process in which we "construct an internal model of reality" Vygotsky was a contemporary of Piaget, working in Russia and not publishing in western literature before the 1960's. The independent work of Vygotsky supported the work of Piaget and agreed that cognitive

development takes place in stages characterised by varied styles of thinking on every level. He did however disagree with Piaget's position that the individual initially explores alone and then forms internal representations of reality. Vygotsky recognised the influence of adults on the learning of children in facilitating and directing development by transferring what he called "the higher mental tools" that was later defined as "whole brain thinking" by Herrmann (1995). Also refer to the concepts of transactional constructivism in section 3.2.2.4.

It is evident why this theory of Vygotsky found application in education in general and higher education in particular. The ideas and influence of Vygotsky can be identified through a number of current characteristics of the higher education approach in South Africa:

- The implementation of an outcomes-based approach with the implied systematic increase in the cognitive and general skills levels of learning outcomes (called *level descriptors* in SAQA terminology).
- The concept of scaffolding of learning where facilitators actively and purposefully facilitate learning as within a phase of development, and encourage them to move slightly beyond to achieve a next level of learning, while learners actively participate in learning.
- Recognition of the role of the influence of peers and the impact of cooperative group work and the subsequent emphasis on peer tutoring.

The principles highlighted by the work of cognitive-development theorists are widely applied in the context of higher education and of student development and support through:

- Planned and intentional scaffolding of learning through structured skills development programmes;
- increased application of computer aided learning tools and e-

learning materials to enhance the learning experiences of students;

- structuring of curricula to systematically elevate students to higher and achievable levels of intellectual development and learning.

Though cognitive development theory finds easy application in certain student development and support practices, the singular focus on the cognitive development of the student is not conducive to a paradigm of holistic development.

■ **Social constructivism:** A fourth paradigm with direct impact on higher education and student development and support, is social constructivism. Social constructivism essentially questions the scientific and non-political nature of psychology, traditional research methods and in fact the very nature of reality itself. According to this paradigm it is not possible to observe reality accurately as we are always influenced by our own language and culture and therefore no true objectivity is possible. In other words social constructivists see the world as the individual perceives it, i.e.. as "socially constructed". Social constructivists see psychological concepts like childhood, intelligence, effective learning as merely what a specific culture defines them to be. It is therefore understandable why language is of such importance for social constructivism as it determines the words we use and how we describe things, events and feelings. This will in turn determine the constructions we make of these things or how we define our own reality. Because of this the main research method that evolved for social constructivism is the application of discourse analysis. The principle is that by unpacking or analysing the assumptions and meanings individuals and groups assign and demonstrate through language, it becomes possible to understand behaviour and functioning.

The main importance of this paradigm for student development and support is the emphasis on social context and social identity and the

acute awareness of the impact of current discourses in education on the learning and development of students.

Social constructivism has complex implications for student development and support within a developing country context. For example, if language is such a crucial factor for the individual defining his or her own reality (i.e.. learning) then how does higher education accommodate a diverse culture with many languages as we find in South Africa where students are studying on higher education level in the medium of the English language. This must then have impact on the quality of construction that takes place as students have to define their own reality in what may be a second or third language. In addition recent findings at the Tshwane University of Technology (2004) indicated that the language proficiency of new students renders them unprepared for study at higher education level. The study focussed on the English language proficiency of first time entering students at the TUT.

These students were assessed to determine English language proficiency levels. Results were compared to a Grade scale similar to Secondary schooling grades. The outcome of the study clearly showed that a majority of students have language proficiency on the level of Grade 5, with a significant number of students with even poorer proficiency than Grade 5. For higher education it implies in practical terms that the development of higher levels of language proficiency is essential in order to facilitate the holistic person development and allow optimal construction of meaning for other learning outcomes.

In addition to the psychological paradigms, the impact of theories of learning science is relevant to the student development and support environment.

The following section investigates the relationship between learning sciences and student development and support.

3.2.2.4 Learning science and student development and support

The psychological paradigms elucidated on in the above sections all find application within higher education, but no single approach seems sufficient to fully underpin the complexity of human development as it is dealt with in the student development and support context. The cognitive approaches tend to emphasise cognitive development and neglect the emotional and social development while the social constructivist approach also does not give sufficient explanation of cognitive development.

In view of this dilemma of determining an appropriate approach that properly underpins modern experience, Innes (2004) promotes the idea of transactional constructivism as a possible framework.

Transactional constructivism is favoured by Innes because it allows a focus on cognitive processes as well as the way thinking is contextualised within culture and social processes. Innes puts it that "the transactional perspective changes our understanding of the nature of boundaries between individuals and between cultures from one of walls and fences to one of dynamic transactions" (Innes 2004:113).

The impact of constructivist paradigms on learning and how we view education and human development and more specifically the impact on the approach to higher education cannot be ignored. Constructivists have reframed the goal of education from a dispensing of information to a drastically reframed goal of creating social environments that help students construct their own knowledge (Brown, Collins & Duguid, 1989).

The idea of transferability of knowledge and skill, as promoted by transactional constructivism, is core to understanding the relevance of this paradigm. It implies that useful rather than inert knowledge is created because students are allowed to construct knowledge within a

specific social context. This construction of useful knowledge in turn implies that this "new" knowledge is accessible and transferable to other contexts.

In this regard it is important to take note of a number of stage theories within the transactional constructivist framework. Stage-theory is a specific type of theory that explains human development within a staged or phased framework. Transactional constructivism takes the essence of constructivism and structures it into a staged approach for the construction of meaning. The approach has high impact and value for the understanding of learning in the context of higher education and also accommodates the intricacy of factors relevant to a developing country.

A cryptic summary of work on stage learning theories that assists toward developing an understanding of the learning progress in higher education but also signifies the role of student development and support practitioners shows the following:

- Chickering developed the "Seven Principles for Good Practice in Undergraduate Study" which is widely accepted as an authoritative guideline in higher education (Chickering & Gamson, 1978).
- Perry (1970) developed a model of intellectual development with nine stages that the undergraduate student progresses through.
- King and Kitchener (1994) proposed an invariant stage theory of cognitive development anchored in the work of Piaget and Perry but with strong emphasis on reflective thinking and more specifically the level of sophistication in thinking. King and Kitchener developed the "Reflective Judgement Scale" with seven stages of reflective judgement starting from a pre-reflective stage of dualistic thinking (right or wrong) and progressing to a final stage of truly reflective thinking (systematic thinking). The assumption of King and Kitchener could be challenged as reflective thinking is not always structured and may in some instances be most productive

when it is creative and unstructured.

- Baxter-Magolda (1999) devised the model of epistemological thinking as an extension of the work by Perry, King and Kitchener. The model of Baxter-Magolda has four stages from the initial phase where there is a belief that knowledge is certain to the final stage where there is understanding that knowledge is uncertain. The author maintains that constructivist pedagogies allow students to construct their own knowledge and is the optimal strategy for moving to the advanced levels of thinking.

- Mezirow (2000) proposed a constructivist approach that has been very influential in higher education and adult education. Mezirow reviewed the work of predecessors and combined the concepts of Dewey and current constructivists with critical theory - referring specifically to the work of Habermas (Innes, 2002). Mezirow proposed new ways of facilitating self-development by implementing reflective techniques as part of the learning process. Mezirow postulated that reflection would improve understanding of the world and therefore enhance learning.

Constructivist stage theories and staged approaches towards facilitating learning are reflected in current higher education practices. However, the approach that an institution of higher education ascribes to, either purposefully or incidentally, will determine the demands placed on students and therefore have direct impact on the nature of student development and support required. The latter may be extra-curricular, co-curricular or curricular (refer to the definition of student development and support in Chapter 1).

It is concerning how despite the progressive thinking of the theorists, the debate amongst academics (practitioners) still predominantly focuses on what should be taught (content) instead of issues of

learning and how students should learn. In essence that implies the difference between a content-based and outcomes-based approach.

It is within this context of a desired transition and change in higher education approaches that this topic is studied with the view of developing a framework for student development and support focussing on how to facilitate and accommodate the required change towards facilitating learning. Student development and support managers and practitioners need to reflect on current practices, review current structures and approaches and effectively position or reposition the function within higher education institutions in order to play a constructive and value adding role.

In the following section a theoretical framework for student development and support in the current higher education context in South Africa as a developing country is constructed.

3.3 A re-constructed theoretical framework for student development and support

Following the extensive literature review it is possible to construct a theoretical framework of factors for the provision and management of student development and support.

Please turn over

TRADITIONAL PARADIGM **CURRENT PARADIGMS**

Context

- Behaviourism
- Cognitive psychology
- Social psychology
- Discipline based higher education
- Stage theories (Piaget; Vygotsky; Maslow)

- Developing country
- Political + social transformation
- Labour agendas
- Increased managerialism

- Social constructivism
- Post modernist
- Outcomes-based higher education
- Holistic person development
- Developmental; "scaffolded" learning processes
- Transactional constructivism

TRANSACTIONAL LEARNING AND DEVELOPMENT

Student development and support function in higher education

Primary task: to create, to support and to maintain a community of learning at both institutional and inter-institutional levels

This requires the development and facilitation of the scaffoldings for students to systematically progress through the individual zones or levels of development through curricular, co-curricular and extra-curricular activities/services that allows a conducive environment for the construction of knowledge and meaning.

Pre-requisites for the SDS function to happen:

optimal student participation

professional facilitation and mentoring

national legislation and policy

institutional provision and management

Subsequent service portfolio for student development and support:

language proficiency development (including reading, writing and communication development)

advanced learning and whole brain thinking skills

counselling and mentorship (including peer learning)

development of general life and self management skills

social support and specific facilitation for students with disability

Figure 3.1: A re-constructed theoretical framework for student development and support

The above diagram depicts the progression from the traditional paradigms of behaviourism and cognitive theories in higher education, to a current paradigm with notions of constructivism and holistic person development. This transition takes place within a context of educational, political and economic reform and labour driven agendas, impacting on higher education. The synthesised construction of the new reality for higher education is the establishment of transactional learning and development environments within higher education institutions. It is in relation to this purpose that student development and support functions find their primary purpose within higher education institutions. The critical importance of the factors of management and provision for these functions now become apparent.

This new context provides student development and support and the university with a unique challenge to reconceptualise and reframe the role and provisioning of these functions within the university. Effective learning within this collaborative scenario has two pre-requisites, namely, optimal student participation and the professional facilitation of student learning (and therefore holistic development) needs. By nature of the specific expertise these services offer it should be argued that it may even be a strategic decision to properly position, fund and structure and manage these services to ensure university success.

The figure proposes the core service portfolio that will be the consequence of such a theoretical framework.

The proposed service portfolio should include:

- Language (including reading and writing skills) and communication development (attending to practical skills development and application of skills).
- Development and promotion of whole brain thinking skills (*inter alia* critical and analytical thinking, synthesis, creative and lateral thinking).
- Counselling and mentorship (personal and career counselling, therapeutic services and mentorship programmes and skills training).
- Optimal development of self management, social and life skills (outcomes

based life skills programmes assimilated into the academic programme curricula).

- Social support and special facilitation for students with special needs, disability or educational difficulties (steering the accommodation of special needs and the implementation of inclusive education on higher education level).

The content implication of the above service portfolio remind of what Kumar (as cited in Smith & Webster, 1998) states as "what is often spoken of as extra-curricular must come to be seen and attended to as the heart of the university and justification of the universities existence". The university should position these services to be more than mere extras for the student and for the outcomes to become part of institutional curriculum.

Smith and Webster (1998) postulate that the expectations that universities have of their graduates and even more importantly the expectations graduates have of higher education are undergoing radical changes. The authors explain that graduate expectations are framed by four trends that can be identified within the post-modern context.

The four trends are:

- Volatility, referring to the technological acceleration and de-institution-alisation of the university (virtual institutions) and the increasing amount of knowledge systems.
- Articulation between higher education and the labour market, referring to the rationalisation of graduates into a job-culture as opposed to an occupation-culture.
- Marketisation, referring to the fact that students are seen as clients and academic decisions are now made based on the immediate needs of clients.
- Credentialisation, referring to the massification of higher education and the fact that a consumerist culture is nursed. Vast numbers of society access higher education and the university now finds itself in the role of creating

instead of merely reflecting social hierarchies.

It is evident that as a consequence to the above trends highlighted by Smith and Webster (1998) higher education will have to pay much more attention to the purposeful inclusion of holistic development dimensions (inter alia social and life skills), if it is to address the societal expectations of what a competent graduate is. It is accepted that the concept of career has become more fluid and that the university graduate must be more flexible and adaptive so as to successfully progress through various employments during a work life as opposed to the earlier concept of longer term employment.

The modern university has no choice but to participate or at least respond to this expectation despite the alarm of academics (Melody, as in Smith & Webster, 1998). The university has to remain acutely aware however of this shift towards establishing itself as the implementer of public policies.

3.3.1 Philosophical assumptions of this study

As an interpretive researcher, I had to produce a reconstructed understanding of the participants' social, academic and management views on the provision and management of student development and support in higher education. I had to assume a paradigm of multiple realities within student development and support while attempting to construct an understanding of the student development and support phenomenon.

In my search for knowledge I explored the views, meanings, experiences, accounts, actions and events that occur in the extended process of provision and management decision-making in student development and support. These understandings are constructed by the participants and myself (the researcher) and presented as such as there is no single interpretive truth.

The following philosophical assumptions were made for the purpose of this study:

- a post-modernist trend in higher education,
- massification and increased managerialism within institutions of higher education,
- the steady and gradual progression towards collaborative learning and transfer of knowledge demonstrating a transactional constructivist paradigm.

The next chapter reports the field work and analysis of information towards identification of more specific factors impacting on the provision and management of student development and support in higher education within South Africa as an example of a developing country.

CHAPTER 4

**INVESTIGATION INTO THE FACTORS IMPACTING ON THE PROVISION
AND MANAGEMENT OF STUDENT DEVELOPMENT AND SUPPORT**

4.1   Research approach

The study requires specific and well-organised research methods for it to
produce a credible outcome that may lead to better understanding of the
phenomenon.   I purposefully adapted a phenomenological approach and
focussed on identifying and describing the meanings that all the selected
participants bring to the phenomenon of providing and managing student
development and support. The study reports a purposeful attempt to make
sense out of the various interpretations, experiences, meanings and contexts.
The next section elucidates the methodology.

4.1.1   Research design

To achieve the stated purpose of understanding the phenomena of provision
and management of student development and support, I undertook a qualitative
study. The study interprets perspectives, views, priorities, interpretations and
agendas of persons and institutions involved. It required sampling various
persons and sites so as to be as representative as possible of the broader
South African higher education sector. A multi-method approach was selected
to obtain an understanding of this most complex and evolving phenomenon, not
only in terms of its measurable items, but also in terms of the meanings and
interpretations that impact on the provision and management of student
development and support.   The approach is primarily qualitative in nature, with
a small component of quantification of the initial data (pre-interview
questionnaires) and triangulation of literature findings, interview data and
questionnaires.

McMillan and Schumacher (2001:395) describe qualitative research as follows: Interactive qualitative research is inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (field research). Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. I interpret phenomena in terms of the meanings people bring to them. Qualitative studies are important for theory generation, policy development, educational practice improvement, illumination of social issues and action stimulus. This is a fitting description of the strategy, method and purpose followed for this study.

Table 4.1 gives an interpretation of the application of this definition to the methodology planned for this study.

Table 4.1: Systematic analysis of the Macmillan-Schumacher definition of qualitative research and the applicability to this study

MCMILLAN AND SCHUMACHER ON QUALITATIVE RESEARCH	HOW DID I APPLY THE PRINCIPLE?
Interactive qualitative research is inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (field research).	Intensive interviewing and interview questionnaires with a range of selected individuals in the fields of student development and support; education; labour; and management.
Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. The researcher interprets phenomena in terms of the meanings people bring to them.	I describe, interpret and analyse existing practices and policies, but also the thoughts, beliefs and perspectives the participants have of them.
Qualitative studies are important for theory generation, policy development, educational practice improvement, illumination of social issues and action stimulus.	I endeavoured to: - generate improved theory on student development and support in higher education; - contribute an understanding of policy development and decision-making; and - increase understanding of the student development and support phenomenon.

The nature of the phenomenon (strategically relevant student development and support) is complex and multi-layered. To achieve my goals, as the researcher, I needed to construct a framework of understanding in order to make sense of the collective perspective and shared experiences as expressed by participants.

Data collection strategies were two-fold, and multiple-methods were used. McMillan and Schumacher (1993:376-377) regard a study of this kind as suitable for the investigation of policy issues and for describing and analysing the phenomenon. The intention of the study, namely to "provide detailed description of the case, an analysis of the themes or issues uncovered and the researcher's interpretations or assertions about the case" (McMillan & Schumacher, 2001:37), were central to the selection of methods of data-collection. By nature of the research aim the design is based on a naturalistic-phenomenological view of qualitative research as the realities are multi-layered, interactive, and at present, exist as a shared social and educational experience. The sampling of universities and critical stakeholders allowed for the accommodation of a spectrum of personal views, experiences and perceptions.

4.2   Social network system, sampling and data collection strategy

The nature of the study requires extensive networking to firstly identify key individuals to be targeted for interviews and to secondly access those identified. The sector is also very large with many stakeholders and it is essential to identify specific institutions, stakeholders and individuals that may speak to the topic and contribute towards greater understanding.

4.2.1 Selecting research venues

As is evident from the above the research required a multi-site investigation with a range of stakeholders or representatives of stakeholders. To ensure a research outcome that will contribute towards generating a better understanding of the factors impacting on the

effective delivery of student development and support a sampling of research sites was done.

4.2.2 Sampling and participant selection

The strategy for sampling was mostly convenient and purposeful, as selected sites or participants had to be accessible while remaining representative of the constituencies. Further interviewees were identified as the data collection process progressed and I identified sources that could lead to further information.

Government departments and institutions of higher education were targeted for the investigation. For the purpose of the sampled stakeholder studies, both an interactive data collection strategy and an inductive data collection strategy were followed. The two-pronged approach facilitated the desired extended understanding of the educational phenomenon (McMillan & Schumacher, 1993:375). Interactive data collection was an essential component, as the outcome of the study is based on an analysis and integration of the subjective views and specific expertise of critical stakeholders in the management of student development and support services.

Table 4.2: Method of investigation and sampling

| Research aim | Method of investigation (ratio %) | | | |
	Artifacts, policies, strategic plans, policy documents, legislation, budgeting records, funding frameworks, etc.	Literature review	Pre-interview questionnaires	Personal interviews
1. Tracing the existing range and scope of student development and support activity in higher education.	60%	20%	-	20%

2. Determining how policy and legislation impact on the provision and management of student development and support services in higher education.	50%	20%	15%	15%
3. Investigating the impact of institutional policies and strategic plans on student development and support services in higher education.	20%	10%	20%	50%
4. Exploring existing national and international benchmarks and frameworks to indicate good practice for the provision and management of student development and support.	60%	25%	-	15%
5. Identifying key factors for the provision and management of strategically relevant student development and support in higher education.	10%	10%	50%	30%

Critical stakeholders were identified as stakeholder areas for research and the targeted participants included:

- Senior managers of higher education institutions.
- Government officials.
- Student development and support practitioners.
- Department of Education.
- Council for Higher Education.
- Higher Education Quality Committee.
- Higher Education South Africa.

The criteria for selection of specific sites or target groups and individuals, were:

- Reputational: based on official classifications.
- Decision-making impact on higher education.
- Critical case factors: practitioners at higher education institutions in the midst of reform and transformation of higher education in South Africa.

In order to ensure the relevance and predictive validity of the findings, the categories for sampling will be stratified according to the classification of the Centre for Higher Education Transformation (Council for Higher Education, 2003), namely as:

- Representation of institutions formally categorised as historically advantaged higher education institutions (also known as historically white institutions); and
- representation of institutions formally categorised as historically disadvantaged higher education institutions (also known as historically black institutions).

Such an approach required networking and interaction with a variety of participants in the policy-making sectors, support service practitioners and the managers of student support services at the targeted institutions. The approach also further required interaction with officials in policy-making, financial and other strategic decision-making positions that impact directly on the effective management of student support services in higher education.

The student affairs and related sections in the selected institutions were considered critical participants and particularly the line managers for these functions within the specific institutions. Focus group sessions with practitioners within the unit(s) providing student development and support were done to accommodate more views and also ascertain collective views. Participants were provided with interview questionnaires to further identify areas of discussion and exploration implementing a strategy as proposed by Krueger, Casey, Donner, Kirsch and Maack, (2001:24-39) and Kreuger and Casey et al (2001).

The following table illustrates the steps, research questions, sampling and specific methods of enquiry that had been implemented.

Table 4.3: Summary of research aims and enquiry strategies

Method of investigation (% ratio) / Research aim	Artefacts, policies, strategic plans, policy documents, legislation, budgeting records, funding frameworks, etc.	Literature review	Pre-interview questionnaires	Personal interviews
1. Tracing the existing range and scope of student development and support activity in higher education.	40%	30%	-	30%
2. Determining how policy and legislation impact on the provision and management of student development and support services in higher education.	20%	20%	20%	40%
3. Investigating the impact of institutional policies and strategic plans on student development and support services in higher education.	20%	10%	20%	50%
4. Exploring existing national and international benchmarks and frameworks to indicate good practice for the provision and management of student development and support.	50%	25%	-	25%
5. Identifying key factors for the provision and management of strategically relevant student development and support in higher education.	10%	5%	40%	45%

4.3 Report on qualitative data collection

This section provides a systematic report on the utilisation of the main data collection strategies, the analysis of the data collected and the specific findings per data-set.

The methods applied accommodated the limited number of participants and a qualitative data analysis approach was followed. Donner (2001) states that when a researcher tackles a complex, multidimensional development challenge, there can be as many perspectives as there are stakeholders. Such a phenomenon needs to be investigated in its complexity and should not be simplified for the sake of scientific study. Alerted to this I made a purposeful attempt to not overly-categorise and simplify information from participants and duly recorded all discussions. During the analysis phase the sensitivity regarding stereotyped clustering enabled me to very carefully identify sub-categories of responses as suggested by the qualitative data. Such categories of data were codes and could be evaluated in terms of prominence and relationships to other categories or codes.

4.3.1 Utilisation and outcomes of interview questionnaires

A basic questionnaire to verify (triangulate) discussion outcomes were completed by the interviewees.

4.3.1.1 Application of interview questionnaires

Although the initial planning for the research did not include any quantitative techniques it became clear during the detailed planning of the qualitative data collection that an element of verification would be useful in the context of this particular study. A questionnaire was then developed with the intention to use it as part of a triangulating strategy. The topic is specialised but many disciplines speak to it, namely higher education, psychology, sociology and management. The use of the

questionnaire with the specific items selected and listed was intended to verify the observations and deductions from the interview and transcripts.

The items for the questionnaire were selected based on the literature review and the specific research questions. In order to keep the items relatively neutral and not to suggest any responses, the items were kept similar in style as short statements and participants indicated a response according to a closed form Likert-scale (McMillan & Schumacher, 2001:262). The instruction to participants was to give personal and subjective responses. The inclusion of the middle (neutral) category in this case was considered functional as a neutral response would also be indicative of the view of the participant.

The biographical detail collected from participants proved helpful as it was not necessary to repeat this exercise during the valuable interview or discussion time. The final version contained three core biographical data items selected to provide a biographical profile without compromising the anonymity of participants and 33 items or questions pertaining to the topic. Items for the questionnaire addressed the following broad categories:

- Financial support as a determinant for student support, as determined by the funding framework for higher education (Department of Education South Africa, 2001).
- Financial support as determined by the internal organisational budgeting processes.
- Organisational policy on student development and support within the specific organisation.
- Government policy on the role and function of student support services.
- Strategic planning and alignment by student development and support sections or units.

- The importance of measurable performance and impact of student support services.

- The importance of perceived performance and impact of student support services by decision-makers in the government and institutions.

- Implementation of managerial models of business operation on student development and support units.

- The positioning of student support services within organisational structures.

4.3.1.2 Analysis of interview questionnaire data

Data from the questionnaires initially provided a framework and after the transcript analysis also confirmed the factors raised by participants. Table 4.4 provides a response frequency account of the information provided through questionnaires. Because of the nature of the study and the number of participants no further analysis of the questionnaire data was attempted as the only important goal was to determine response-frequency on the factors included in the questionnaire in order to compare this to the information constructed from the interview texts.

Table 4.4: Frequency table of the responses of participants to the specific items listed in the questionnaire

Respondent	Category	1 Institutional strategic priorities	2 National strategic priorities	3 Priorities determined by DoE	4 Institutional organisational structure	5 Line function/s of SDS	6 Internal structuring of SDS	7 Institutional financial priorities	8 Allocation of financial resources in the institution	9 Institutional standing on national forums	10 Personal influence of individual managers	11 Perspective and agendas of institutional managers	12 Skills needs as formulated by Labour and Industry	13 National strategies for socio-economic development	14 National education strategies	15 Provincial education strategies	16 National economy	17 Local economy	18 Effect of globalisation	19 Student learning needs	20 Academic skills of entering students	21 quality assurance approaches in HE	22 Student activism	23 National politics	24 Restructuring of the HE landscape	25 Implementation of outcomes based education in Primary	26 Implementation of outcomes based education in Secondary	27 Emphasis on cooperative education	28 Implementation of educational technologies	29 Changing role of the lecturer	30 Application of business management principles	31 Emphasis on entrepreneurship	32 Preparedness of learners entering the system	33 Preparedness of institutions to accommodate learning demands
1	1	4	3	3	4	3	3	4	3	3	4	3	3	3	3	2	3	4	4	3	4	3	2	2	4	2	2	2	3	3	3	4	4	3
2	1	4	5	4	3	2	2	4	4	5	3	3	4	5	4	3	4	2	4	4	4	4	3	4	5	3	4	4	4	3	4	3	4	3
3	1	5	5	4	5	5	5	5	5	0	3	3	4	4	4	3	4	4	3	3	2	2	3	5	0	5	0	3	5	5	5	5	5	5
8	2	5	4	4	5	5	4	4	5	4	5	4	3	4	4	5	4	5	4	5	4	2	3	2	4	2	4	1	5	4	4	3	4	5
4	2	5	4	5	4	4	4	5	5	2	4	5	4	3	4	4	5	4	5	4	5	4	2	3	1	4	4	2	3	3	4	2	5	4
11	2	3	3	3	0	0	0	0	4	4	0	0	3	0	0	0	0	0	0	4	4	3	0	0	2	0	0	0	4	0	0	0	4	4
12	2	5	4	3	4	4	4	5	5	3	4	4	3	4	4	3	3	4	4	4	4	3	3	4	5	5	3	4	4	3	3	3	5	4
12	2	5	5	5	5	5	4	5	5	4	5	5	4	3	5	4	4	4	5	5	5	3	3	5	4	4	4	4	5	5	4	5	5	5
9	3	5	5	4	5	5	4	5	5	4	4	5	4	4	3	4	5	5	4	5	5	5	3	5	3	5	3	4	3	5	3	5	5	5
10	3	5	3	4	5	5	4	4	4	3	4	5	3	3	3	4	3	3	3	4	4	4	3	2	3	3	4	4	3	3	4	3	4	5
17	3	5	3	4	5	4	5	5	4	3	5	5	3	3	3	3	3	2	5															
21	3	5	5	5	5	4	4	4	5	5	4	4	4	4	5	5	5	5	5	5	4	4	5	5	5	4	4	5	5	4	5	4	5	5
5	4	4	4	4	5	5	4	5	4	4	4	3	2	3	3	4	4	4	4	3	4	4	2	2	4	4	4	3	4	4	4	3	5	5
6	4	4	5	5	4	5	5	5	5	5	4	3	3	4	4	4	4	4	4	5	5	3	3	5	3	5	4	5	4	5	3	5	5	5
7	4	4	4	4	4	5	4	5	4	4	5	3	4	4	5	4	5	4	2	2	4	3	4	3	2	3	3	3	3	5	5	5	5	5
8	4	4	5	5	5	5	5	5	5	5	4	3	4	5	5	5	5	4	4	4	4	4	4	5	5	4	4	4	4	3	4	4	5	4
9	4	4	3	3	3	5	5	5	5	5	3	5	5	4	2	2	2	4	5	3	5	2	4	2	5	2	3	4	2	2	2	2	5	5
10	4	4	4	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	5	4	4	5	4	4	4	4	4	4	4	4	4	5	5
11	4	4	4	4	3	5	4	4	5	3	2	4	4	2	3	3	2	3	3	5	5	4	3	3	2	4	4	5	5	5	5	3	5	5
13	4	4	4	5	4	4	4	4	4	4	3	3	5	4	4	5	2	3	3	4	5	5	4	4	5	4	5	5	5	3	4	4	5	5
14	4	4	5	4	4	5	5	5	5	5	4	4	4	4	5	4	4	4	5	5	5	4	2			3	3	5	4	5	5	5	5	5
15	4	4	2	3	4	2	1	3	5	5	3	3	5	5	3	3	3	1	1	2		5	4	3	2	3	3	5	5	5	2	2	5	5
16	4	4	5	4	5	4	5	5	3	4	2	5	3	5	4	4	3	4	5	5	5	5	4	3	2	3	5	5	5	4	5	3	3	5
18	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	5	5	5	5	4	5	5	5	5	5	4	4	4	5
19	4	4	5	4	4	5	5	2	5	5	4	5	4	3	5	4	5	5	3	5	4	5	3	2	4	5	5	5	5	4	5	5	5	5
20	4	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	4	5	5	5	4	5	5
		4.29	4.29	4.36	4.5	4.5	4.5	4.64	4.57	3.64	4.07	4.14	4.29	3.71	4.21	3.79	3.86	4.07	3.71	4.86	4.79	4.4	3.5	3.36	4.23	3.86	4.36	4.29	4.07	4.14	3.93	3.5	4.93	4.93

The data in Table 4.4 indicates a wide spread of factors that were indicated by respondents to be relevant to the management and provision of student development and support. Figure 4.1 provides a graphic depiction of the rating of factors in the questionnaire.

Figure 4.1 Collective participant-rating of factors impacting on student development and support

The figure indicates that in the collective responses of all the participants.

The following factors were rated to be of primary importance (50+):

Item1	Institutional strategic priorities
Item 4	Institutional organisational structure
Item 7	Institutional financial priorities
Item 8	Allocation of financial resources within the institution
Item 19	Student learning needs
Item 32	Preparedness of learners entering the system
Item 33	Preparedness of institutions to accommodate learning needs

Factors indicated as of least importance were the following

Item 22   Student activism

Item 25   Outcomes-based education in primary and secondary education

Item 27   Emphasis on cooperative education

It is however, important to note that even the lowest three factors were still regarded as having some impact or importance. This may be ascribed to the participants not distinguishing clearly between factors relating to student development and support or it may be an indication that participants regard all factors as being of some degree of importance. When the data was further clustered into the specific groups of participants, namely policy makers; institutional managers; student development and support managers and student development and support practitioners the following results were achieved:
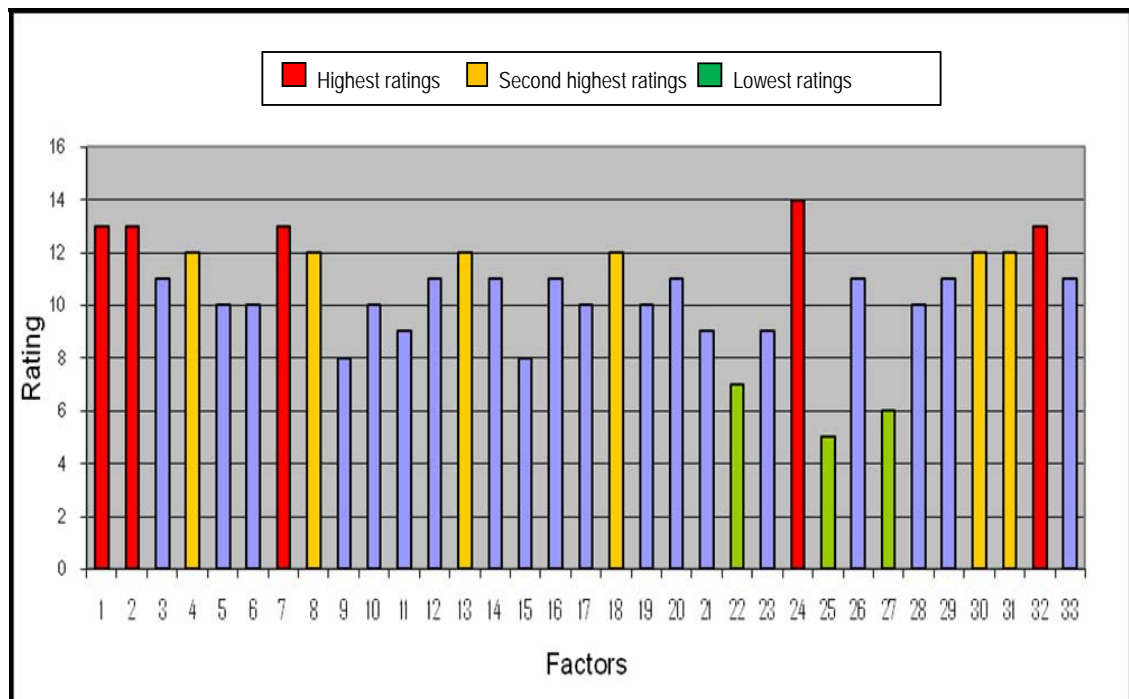

Figure 4.2: Rating of factors by participants in the category: policy-makers

Figure 4.2 indicates that in the responses of participants in the category of policy-makers.

The following factors were rated to be of primary importance (50+):

Item1   Institutional strategic priorities

Item 2   National strategic priorities

Item 4   Institutional organisational structure

Item 7   Institutional financial priorities

Item 8   Allocation of financial resources within the institution

Item 13   National strategies and socio-economic development

Item 18   Effect of globalisation

Item 24   Restructuring of the HE landscape

Item 30   Application of business management principles in institutions

Item 31   Emphasis on entrepreneurship

Item 32   Preparedness of learners entering the system

Item 33   Preparedness of institutions to accommodate learning needs

Factors indicated as of lesser importance (-49) were the following

Item 22   Student activism

Item 25   Outcomes-based education in primary and secondary education

Item 27   Emphasis on cooperative education

The above results indicate that the policy-making sector, i.e. national government and national coordinating bodies indicated many of the same factors and also added – as can be expected – a more macro view by including national and international factors (national strategies; entrepreneurship; globalisation; management approached; restructuring of the HE landscape). The policy-making group also indicated the same three factors of lesser importance.

The following figure indicates the rating of factors as indicated by the participants in the category institutional managers.
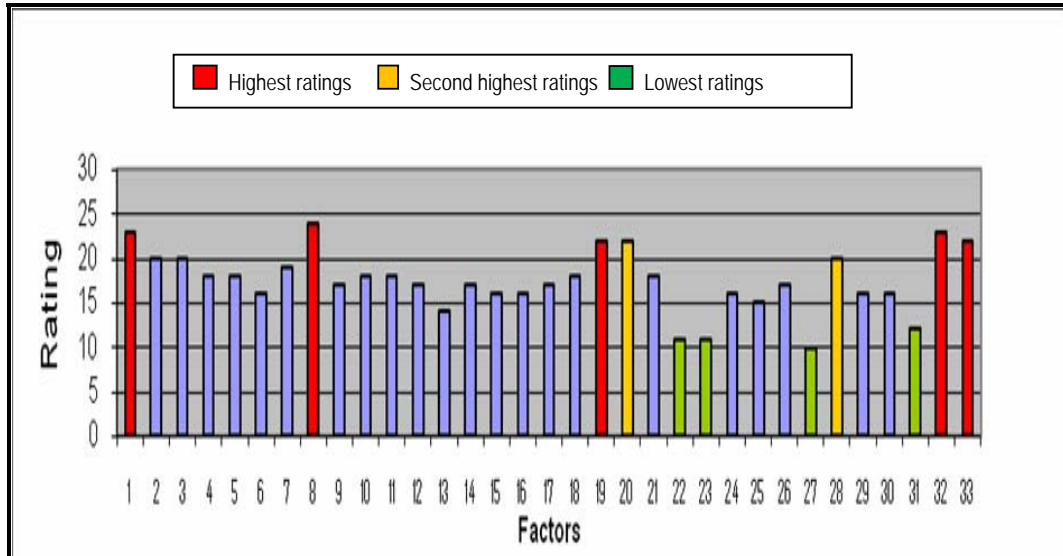
Figure 4.3: Rating of factors by participants in the category: institutional managers

Figure 4.3 indicates that in the responses of participants in the category of institutional managers.

The following factors were rated to be of primary importance (50+):

Item1   Institutional strategic priorities

Item 8   Allocation of financial resources within the institution

Item 19   Student learning needs

Item 20   Academic skills of entering students

Item 28   Implementation of educational technologies

Item 32   Preparedness of learners entering the system

Item 33   Preparedness of institutions to accommodate learning needs

Factors indicated as of lesser importance (-49) were the following

Item 22   Student activism

Item 23   National politics

Item 27   Emphasis on cooperative education

Item 31   Emphasis on entrepreneurship

The above results indicate that the institutional managers broadly indicated institutional management factors as well as learner profiles and

preparedness as being most important to the management and provision of student development and support.

The institutional management group indicated similar factors that are rated as being of lesser importance.

The following figure (Figure 4.4) indicates the rating of factors as indicated by the participants in the category of student development and support managers.
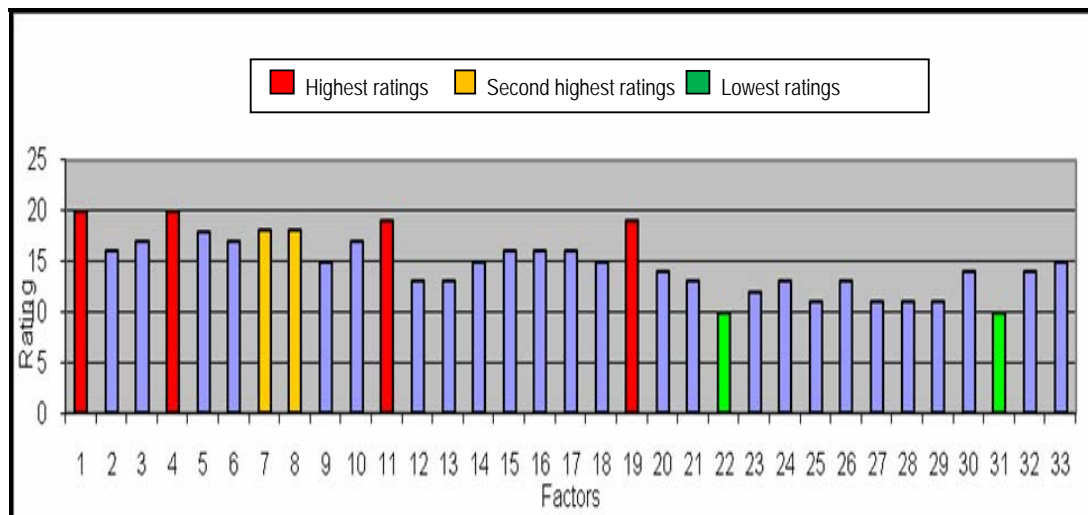
Figure 4.4: Rating of factors by participants in the category: student development and support managers

Figure 4.4 indicates that in the responses of participants in the category of student development and support managers.

The following factors were rated to be of primary importance (50+):

Item1   Institutional strategic priorities

Item 5   Line function of sds units

Item 7   Institutional financial priorities

Item 8   Allocation of financial resources in the institution

Item 11   Perspectives and agendas of institutional managers

Item 19   Student learning needs

Factors indicated as of lesser importance (-49) were the following

Item 22   Student activism

Item 31   Emphasis on entrepreneurship

The above results indicate that the student development and support managers broadly indicated institutional management factors (line functions, strategic priorities and funding) as well as learner profiles and preparedness as being most important to the management and provision of student development and support. There is a trend that unit managers have a more localised and institution-based focus in their assessment.

The student development and support managers indicated similar factors than the other groups as being of lesser importance. The following figure indicates the rating of factors as indicated by the participants in the category student development and support practitioners.
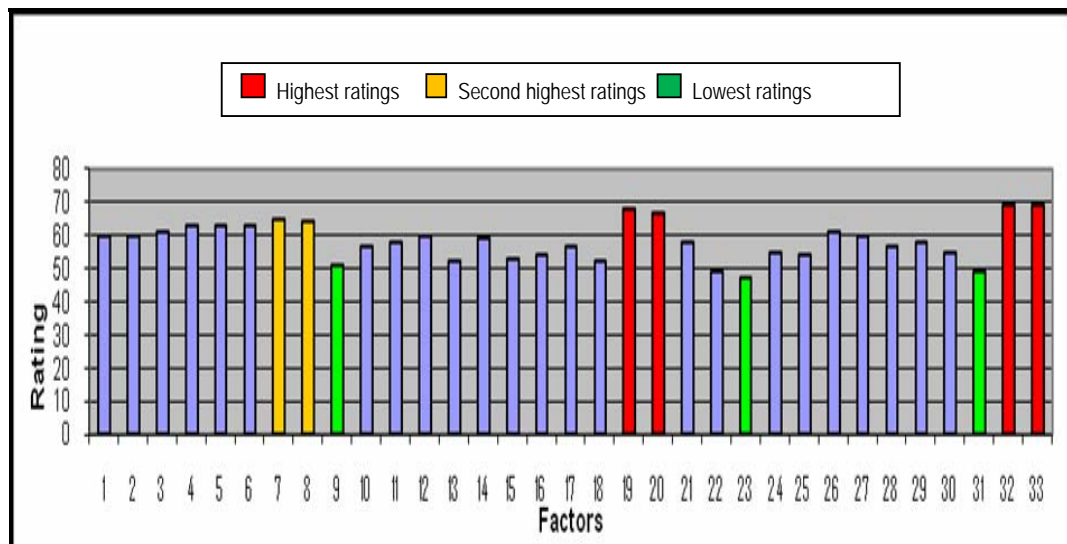
Figure 4.5: Rating of factors by participants in the category: student development and support practitioners

Figure 4.5 indicates that in the responses of participants in the category of student development and support practitioners.

The following factors were rated to be of primary importance (50+):

Item 7   Institutional financial priorities

Item 8   Allocation of financial and other resources

Item 19   Student learning needs

Item 20   Academic skills of student entering the system

Item 32   Preparedness of learners

Item 33   Preparedness of institutions to accommodate the learning needs

Factors indicated as of lesser importance (-49) were the following

Item 9   Institutional standing on national forums

Item 23   National politics

Item 31   Emphasis on entrepreneurship

> The above results indicate that the student development and support practitioners expressed a focussed view related to operational and service demand factors (student needs and preparedness). This group put less emphasis on the national and international issues and were more concerned about the service related issues.

The questionnaire gave a limited view but provided additional information for me to review and reflect on the perspectives expressed verbally by the same participants.

4.3.1.3 Knowledge constructed from interview questionnaires

Interview questionnaires were applied with good effect in this study, as it provided an additional means of construction and verification of data collected from personal interviews and focus group discussions.

The items of the questionnaire relate directly to the phenomena discussed in personal interviews and groups, namely the factors impacting on the provision and management of student development and support. The quantified data from the questionnaire, though limited, provided opportunity for a degree of

verification and careful reflection of the data collected from the interviews and groups. As I am involved in the field and therefore have my own views and perspectives, the questionnaire was a good mechanism to monitor my own objectivity in listening and interpreting the interviews.

The approach was devised and implemented to contribute to proper structuring of data while specifically allowing the participants to use their own subjective criteria to evaluate the relative attractiveness/relevance of each element (Donner, 2001:26-28). Donner argues that in this type of investigation the researcher should plan to "allow the participants' logic/perspective to be their own". The application of short questionnaires to complement the interview enabled my early quantification of the results and the option to identify possible consensus items, contention items, and distinct sub-groups within the set of participants. This information constantly enriched further interviews.

4.3.2   Utilisation and outcomes of group discussions

The umbrella question for both the interview questionnaires, interviews and group discussions refers to the identification of key factors in the provision and management of student development and support services.

4.3.2.1   Application of group discussions

Focus group discussions were primarily focussed on engaging larger numbers of the specific target group (practitioners in the field of student development and support) with the topic and then determining the knowledge and meanings they have of this phenomenon and how these impact on the management and provision of student development and support.

During the course of the group discussions a number of issues were raised by the specialists in the field that caused me as the researcher to refocus and investigate further in order to ensure a richer and more

deeply informed set of data. In retrospect the recursive nature of the research process and continuous reflection on findings constituted a richer outcome.

■ **A practical approach for the preparation and facilitation of the group discussions** (McMillan & Schumacher, 2001; Chenail, 1997)**:**

The challenge for me was to facilitate focussed discussions, with some consistency, without influencing or directing the content of discussion.

The following framework was adhered to:

o **Preparation and orientation**

- Group discussions were started with an introduction to the topic, the research question and the aims of the research.
- Participants were reassured and ethics of the project confirmed.
- The use of audio-recording equipment was cleared with participants.

o **Contextualising**

- Posing the research question as the main discussion point.
- To stimulate the discussion a list of words were read suggesting areas of discussion.
- Allow free discussion of the topic and extended topics.
- Further questions to prompt opinion on specific issues.
- Further questions for clarity, e.g. asking for practical examples or probing for evidence of the facts stated.

o **Closing**

- The closing phase of the discussion consisted of a short

affirmation/interpretation of opinions expressed.

- Request to participants to engage in further discussion if, during the analysis of the transcripts, it may be required to seek clarity.
- Confirmation of ethics.

4.3.2.2 Analysis of group discussion data

The supportive tool for data analysis for data collected from the groups and interviews was the *ATLAS.ti software*. This tool is specifically suited for narrative analysis and was used to systematically analyse the field-transcripts. For the purpose of this study, the identification and grouping of similar responses were critical in the analysis in order to identify patterns emerging from the understanding, meanings, perceptions and opinions and then also the extent or strength of such a pattern.

The systematic analysis allowed me to do the following with group discussion data:

- Qualitative correlations between the perspectives of the different groups and participants;
- positive and negative correlations could be made to indicate items on which there may be consensus, and, at the other extreme, items of contention.

The verification of data collected from individual interviews could also be correlated and verified with the data gathered from groups.

As with groups the process of thematic analysis similar to what was described by Aronson (1994) ensued:

- Collecting of data;
- recording of data;
- relating new data to already identified patterns as was found in the

literature survey;

- combining evolving patterns into sub-themes;
- motivating and developing arguments for choosing the specific themes.

4.3.2.3 Knowledge constructed from group discussion data

To access more practitioners at the various sites, a group interviewing strategy was implemented. The identified sites had established service units, and, in order to reach as many of the practitioners and managers at the sites as possible group discussions were done. The data secured from the group interviews were similar and combined with the outcomes of the individual interviews

4.3.3 Utilisation and outcomes of individual interviews

Individual interviews formed the mainstay of the study. The following section is an exposition of the application of the interviews as a data collection strategy.

4.3.3.1 Application of individual interviews

Individual interviews were primarily focussed on engaging the target groups ranging from policy-makers to practitioners with the topic and then determining the meanings, insight and perspectives they have of this phenomenon and how these impact on the management and provision of student development and support.

Perspectives were gained from:
- Policy and strategy drivers on the national level;
- policy and strategy drivers in sample institutions of higher education;
- practitioners of student development and support services and programmes.

■ **Practical approach and preparation for the interviews (**McMillan & Schumacher, 2001; Chenail, 1997)**:**

The challenge for me was to conduct focussed interviews with consistency and without influencing or directing the content of discussion:

o **Preparation and orientation:**

- Interviews were started with an introduction to the topic, the research question and the aims of the research.
- Participant was reassured and ethics of the project confirmed.
- The use of audio-recording equipment was cleared with participant.

o **Contextualising:**

- Posing the research question as the main interview question.
- Allow free discussion of the topic.
- Further questions to prompt opinion on specific issues.
- Further questions for clarity, e.g. asking for practical examples or probing for evidence of the facts stated.

o **Closing:**

- The closing phase of the interview consisted of a short affirmation/ interpretation of opinions expressed.
- Request to participant to engage in further discussion if the study would require.
- Confirmation of agreement on ethics of the study.
- Expressing thanks to the participants.

4.3.3.2 Analysis of individual interview data

As with group interviews the process of thematic analysis similar to what was described by Aronson (1994) ensued:

- Collecting of data;
- recording of data;
- relating new data to already identified patterns as was found in the literature survey;
- combining evolving patterns into sub-themes;
- motivating and developing arguments for choosing the specific themes.

The supportive tool for data analysis for data collected from interviews, was the *ATLAS.ti software* (Friese, 2004) after attending individual training on the specific application. The tool was used to systematically analyse field transcripts. For the purpose of this study, the identification and grouping (also called coding) of similar responses were critical in the analysis in order to identify patterns emerging from the understanding, meanings, perceptions and opinions and then also the extent or strength of such a pattern.

 The systematic analysis allowed me to do the following:

- Identify codes or themes recurring in discussions.
- Determine the relationships between the various themes or codes in the transcripts.
- Relate the codes to specific interviewee groups.

During the course of the interviews a number of issues were raised by the specialists in the field that caused me to continuously refocus and investigate in order to ensure a richer and more deeply informed set of

data. In retrospect the recursive nature of the research process and continuous reflection on findings constituted a richer outcome.

The analysis of interview data also took cognisance of the use of metaphors (Schmitt, 2000). The individual participants expressed many perspectives and opinions by means of metaphors such as:
big task, encompassing, deep rooted, pressure/pressurised; burden; load; agenda. It was critically important for me to be alert in terms of these patterns of speech but also to explore the meanings behind them. These metaphors are not merely used by chance but express patterns of thought, perception, mood, motivation, mode of action that are relevant towards understanding the current state and future expectations for student development and support in higher education.

4.3.3.3 Knowledge constructed from individual interviews

The nature of the study required thorough analysis of the patterns of understanding that emerged from the data. In developing this understanding it was most critical to be aware of the specific contexts of the participants. Henning, Van Rensburg and Smit (2004:46) state that in this type of analysis the researcher has to invoke context, both distal (referring to the social, political, ethnical and institutional context and other settings of the phenomenon) and proximate (immediate setting, financial and organisational strategies and other factors).

Interpreting Henning et al. 2004:161 for the purpose of this study the analysis meant that I had to discover or understand how student development and support in higher education came about, why it has a particular meaning or meanings today, how it is constructed from various texts and how it draws from and influences other discourses. These discourses are reported on in detail in Chapter 2.

4.4 Integration of knowledge constructed from the study: relating the findings from the three sources of knowledge

The various sources of information had to be integrated to construct a knowledge base as an outcome to this study. The following section is an exposition of the process of integration of the knowledge gained.

4.4.1 Data processing

Although ethical clearance was given I did not make use of an assistant for transcribing and data processing. After every interview (individual or group) the electronically recorded interview was transcribed. This was essential in order to generate a written record of the interview and specifically the views, opinions and meanings expressed by the interviewee(s).

Immediately after the interview notes were made of my observation as the interviewer and it constituted a quick reflection on what was experienced, observed and heard. At this time I already gained some insight as to the themes coming to the fore in the interviews.

The difficulty in avoiding personal opinions about the issues that interviewees raised became less problematic as the process of data collection proceeded.

Transcriptions were time consuming but it was a worthwhile effort to transcribe them myself. A final portfolio of nineteen transcripts was compiled to be used as primary documents for data analysis.

4.4.2 Data analysis (coding and memos)

Transcripts were prepared in electronic format to be compatible and finally drawn into the *ATLAS.ti software*. The software creates a platform

for the analysis of qualitative data and for the purpose of mining the data for knowledge, opinions, perspectives and meaning expressed by the participants it was a suitable tool.

The first phase of analysis was the creation of codes. Codes for this analysis were derived from factors that were postulated before data collection and that arose during the interviews.

For the purpose of the analysis the following codes were formulated as the framework for the text analysis. Codes are listed in alphabetical order with number of quotations linked to code and a definition to every code:

- Code: Curriculum

  Nr of quotations: 34

  Defined: Curriculum refers to all aspects relating to the composition, strategy and design of a learning programme with special focus on the university curriculum and the accommodation of student development and support outcomes.

- Code: Economic factors

  Nr of quotations: 6

  Defined: Economic factors relate to all aspects of the impact of the national economy, references to the impact, the impact of poverty and national economic strategies.

- Code: Education funding framework and strategy

  Nr of quotations: 18

  Defined: Funding framework and funding strategy refer to all matters of state subsidy, state funding strategy and resourcing priorities for higher education and the effect of such systems.

- Code: Globalisation

  Nr of quotations: 6

  Defined: Globalisation refers to the phenomenon of internationalisation within the country and particularly in higher education and particularly the impact of this trend on the student development and support function.

- Code: Institutional structure

  Nr of quotations: 26

  Defined: Institutional structure refers to all aspects of university/ institutional structure, line function of the student development and support unit(s) and positioning of the function within the university.

- Code: Labour and skills development priorities

  Nr of quotations: 16

  Defined: Labour and skills development priorities refers to the national skills development initiatives and labour driven priorities impacting on higher education and the role of other stakeholders affecting the sector and particularly implications for the student development and support function.

- Code: Managerialism

  Nr of quotations: 41

  Defined: Managerialism refers to the phenomenon of implementing management models and approaches (quality assurance, performance management, auditing, input-output equations) in the context of higher education and the consequences or impact of this approach for the institutions and particularly for student development and support.

- Code: National education strategy and policy

  Nr of quotations: 41

Defined: National education strategy and policy refers to all aspects of national planning and approach to higher education and the impact on higher education in general and also specifically the student development and support function in the institutions.

■ Code: Outcomes-based education

Nr of quotations: 18

Defined: Outcomes-based education refers to the implementation of the approach and impact of the learning programmes constructed around specific outcomes to be achieved at specific designated phases and at the final outcome of a learning programme.

■ Code: Primary and secondary education

Nr of quotations: 15

Defined: Primary and secondary education refers to factors relating to the system of education at the primary and secondary school level –the quality of education and the impact of these phases of education.

■ Code: Role of the lecturer in higher education

Nr of quotations: 37

Defined: Role of the lecturer refers to all matters relating to the expectations and performance areas of lecturers and with specific attention to the changing role of the lecturer and the potential impact of this trend on the student development and support function.

■ Code: Socio-political

Nr of quotations: 17

Defined: Socio-political refers to all factors of social or political nature that impact on higher education and the student development and support function in institutions.

■ Code: Strategic planning and management of the university

Nr of quotations: 36

Defined: Strategic planning and management of the institution refers to those aspects of the institutions strategic approach and planning that impacts on or has relevance for the student development and support function.

■ Code: Student attitude and behaviour

Nr of quotations: 12

Defined: Student attitude and behaviour refers to aspects of student emotion and observable reaction that may have impact on the university and or have implication for the student development and support function.

■ Code: Student preparedness

Nr of quotations: 35

Defined: Student preparedness refers to aspects of student potential, knowledge and abilities at the time of entering the higher education institution. This includes issues of academic literacy, language proficiency, social adjustment and all other aspects that may affect preparedness for higher education.

■ Code: Student profile

Nr of quotations: 40

Defined: Student profile refers to biographical information, characteristics, needs and nature of the student coming into the university and particularly the implications for the student development and support function.

■ Code: Teaching strategies

Nr of quotations: 12

Defined: Teaching strategies refers to ways of facilitating learning in higher education which may have direct or indirect implication for student development and support.

- ■ Code: Technology in education

  Nr of quotations: 2

  Defined: Technology in education refers to the potential impact of technological development and the implementation of educational technologies during facilitating of learning.

- ■ Code: Unit management approach and priorities

  Nr of quotations: 36

  Defined: Unit management approach and priorities relate to the manager and management style of the unit, including perspectives and approaches that are being followed.

- ■ Code: Unit planning

  Nr of quotations: 9

  Defined: Unit planning refers to specific aspects of strategic and operation planning and approach in the organisational unit(s)/divisions of student development and support.

- ■ Code: Unit responsiveness

  Nr of quotations: 21

  Defined: Responsiveness of the unit refers to all factors and aspects of response to trends pertaining to student development and support and needs on student, institutional and national levels.

- ■ Code: Unit service portfolio

  Nr of quotations: 16

  Defined: Unit service portfolio refers to the specific services and focus areas attended to by the student development and support function and includes trends and new demands for services.

■ Code: University access and accessibility

   Nr of quotations: 26

   Defined: University access refers to all aspects, factors, trends or implications relating to the national and institutional approach to access and accessibility.

■ Code: University funding and budget

   Nr of quotations: 21

   Defined: University funding and budget refers to all aspects of the university budget and financial strategies and particularly the funding of student development and support functions.

■ Code: University resources

   Nr of quotations: 9

   Defined: Unit (service division) resources refer to the allocation and utilisation of resources towards the attainment of student development and support goals.

The above codes provided a framework from where the texts were analysed. Manual coding followed and every text was analysed in terms of matching the codes with text references (quotations).

The outcome of the process was a comprehensive list of codes with related quotations and original text/transcript references that provided a structured database for the study (the full text per code is available on the compact disc included with this manuscript).

The following table is a cryptic summary of the text references per code as reflected in the original data:

Table 4.5:   Summary of text/ transcript key words and concepts related to codes

Code	Key phrases or concepts mentioned by participants
Curriculum	- Interventions curriculum-grounded. - Credit bearing. - Concept and language development best done within the discipline. - Advisory boards – referring to teaching; expressing the needs for skills development in the curriculum. - Critical cross-field outcomes increasingly important. - Student development incorporated into the curriculum will impact on the function". - We are under pressure to deliver a graduate. - Integrated approach. - Debate: is this non-academic work? - Credit-bearing vs no credits. - International notions of student development vs what is needed in SA. - Students do not have knowledge about what is important for them. - Students don't want to participate because these things don't appear on official academic schedules. - Responsive to student needs; according to the student profile. - Adjustment of teaching approaches along with content changes. - Gap between secondary and tertiary education - Extended curriculum model. - Add-on vs it needs to be done. - Programme revision required. - Diversity in students impacts through a diversity of needs. - About defining core business. - Mistake to separate from main curriculum. - Impact on unit resources: ratio of practitioners to students. - Curriculum integration is a fundamental issue.

	- University managements have become conscious that there are problems in this regard. - DoE stipulated curriculum integrated via extended programmes. - Go beyond traditional formal education and add development and enrichment of curriculum.

Main theme:
■ Integrated curriculum; extended curriculum and credit bearing development outcomes.
No contradictions to this opinion.

Economic factors	- Financial difficulty amongst students. - Many students are financially needy. - Qualifications are linked to economic growth and it dictates choices. - AD especially in this country emanates from the disadvantaged black students from impoverished backgrounds. - Poor students; greater risk of under-achievement. - Changes in the work place; what employers want.

Main themes:
■ National economic status impacts directly on higher education.
■ Large contingent students from impoverished backgrounds pose specific challenges.
■ Financial difficulty increases academic risk.

Education funding framework and strategy	- Contradiction in national policy and funding approach. - Operating from grants and other external funding resources – unstable situation. - If DVC understands the concept of student development and support the internal

	allocation of resources is better. - Funding framework and formula should make specific provision. - Institutional interpretation becomes evident if look at differentiated funding. - Expensive services by nature of business. - Learner profiles enough reason to adjust funding formula. - Financial issue mega-mega issue for students. - NSFAS not keeping up. - Financial managers under pressure to seek resources. - Will impact on HEQF and HEQC work. - Impact of the massification agenda. - If not sufficient operating budget you have a crisis. - Holistic development requires funding - DoE does not directly fund anything external to the curriculum. - Requires partnership between institutions and government.

Main themes:
- Perceives disjuncture between national policy (funding framework) and need.
- Student needs require resource allocation so that development needs can be addressed – also consider impact of massification agenda.
- Ultimate consequences on the level if implementing HEQF and also on quality issues.
- National and institutional strategies needed.

Globalisation	- Global trend to establish corporate universities. - Impacts on institutional autonomy and academic freedom. - Country has to be responsive to what is happening in the rest of the world. - Sectors in economy closely linked to economic development while HE tends to lag behind. - Takes decades to adjust to trends.

Main themes:

- Serious impact from the development of corporate universities.
- Globalisation ultimately impacts on academic freedom.
- HE adjusts very slowly.

Institutional structure	- Separate structures for functions. - Consolidated services into one service unit; most successful. - Establish a functional structure within university - Institutions will respond to learner profile and that will determine structure. - Student Affairs: not seen as core business of the university. - Makes a significant difference. - Should not work in isolation. - Report directly to DVC Academic. - Institutional structures, priorities and policies. - Sit together to discuss important matters of mutual concern. - Separation between counselling and academic development dysfunctional and less effective. - Student development and support to be seen as part of the teaching and learning experience. - Positioning means that we have the ear of management. - Would want to see academic development-type functions, counselling and all related functions consolidated into one unit. - Comprehensive unit. - Complete devolution; provision becomes invisible. - All activities geared toward academic success. - Because of line-function we don't have any impact or input into academic decision-making.

Main themes:

- Integrated functions most effective.
- Consolidated units.
- Reporting line most important (line function to DVC Academic).
- No consenting view – even from those interviewees where units are not consolidated there was a strong pro-consolidation

	narrative.
Labour and skills development agendas	- Overlap between ministries (Education and Labour). - Higher education provides the trainees/graduates required by Labour. - Employment sector requires specific skills from graduates as captured in life skills programmes. - Advisory boards indicate requirements in terms of skills. - Employer expectations. - Higher education has to respond to national skills development needs. - NQF and specifically HEQF stems from labour agenda and is to be implemented in HE. - Conflict with academic autonomy. - Qualifications linked to economic growth. - Imperative not only form us but from the outside (referring to industry).

Main themes:
- Focus on the integration of education and labour agendas

Managerialism	- DoE influenced by considerations of sustainability. - Instruments like quality assurance, zero-based budgeting and performance management traditionally foreign to higher education. - Tends to become a narrow focus at the cost of teaching and learning. - Measuring success in education is complex and mostly problematic. - Approach not always 100% relevant. - It is needed and has value. - Structured management more effective, e.g. working in programme teams. - Accountability good but incessant number crunching negative. - Measures required to manage and monitor. - Balance between managerialism and collegiality essential. - Could stifle free academic thinking. - Education not a business; very different

	dynamic.
	- Resistance form academics – impacts on morale.
	- Sometimes it effects positive change.
	- It forces us to plan and give structure to what we do.
	- One has to look if such things are viable and achievable in context, e.g. benchmarking.
	- Performativity measures may threaten collegiality.
	- Political pressures.
	- Keep focussed on core business.
	- Decrease in funding causes increase in managerialism.
	- Positive effect of the merger.
	- In our country we are maybe going to the extreme.
	- Part of globalisation effect for institutions to become more business-like.
	- Gives what you do validity.

Main themes:
- Mainly two positions argued:
  • Positive about managerialism: provides structure; increases accountability; inevitable consequence if institutions want to be competitive.
  • Negative about managerialism: threatens academic freedom and autonomy; could retract form core business; can become overbearing for academics.

National education strategy	- Institutions concentrated on managing the mergers – impacted on quality of teaching and learning.
	- National Plan for Higher Education for the first time placed emphasis on services – at a national strategic level.
	- Government uses steering mechanisms to achieve policy goals for example enrolment planning and funding.
	- National agenda stipulates access with success.

	- Not only Education strategy but also Labour strategy impacts on higher education. - National strategies sift through to our environments for example greater accessibility. - Foundation funding initiative. - Changing school curriculum and certification system impacts on us. - National agenda for quality (through HEQC) impacts directly. - Being a developing country government steers development. - Political transformation is real. - Because of national policies learner profiles have changed dramatically. - Implementation of outcomes-based education - Enrolment capping and ASGISA and JIPSA initiatives impacts directly. - Government driven transformation since early 1990s. - Implementation of the national body called Trade and Occupation Quality Council impacts heavily. - Schooling system changed. - Student profile has changed and higher education has become more accessible. - National policy filters into institutional strategy and finally into unit-strategy.

Main themes:
- National strategies have direct impact on the environment (new schooling curriculum; Trades and Occupations Quality Council).
- Labour agenda on targeted skills development is also impacting.
- Implementation of national policies on HEQF provides opportunity
- Political agenda and transformation.
- National Plan for Higher Education for the first time ever facilitates and position sds activities.

Outcomes-based education	- Integration of a skills development curriculum. - Assumptions about cohort of learners entering HE. Was it bad OBE? - OBE requires a partnership.

- OBE learners come formal curriculum mode that is different than traditional HE.
- Life Orientation is not happening properly.
- Ten years back students came to university prepared; more students come now being totally under-prepared.
- Life skills at first year level try to cover what was neglected at school.
- OBE is only successful if implemented correctly.
- OBE can theoretically lead to more critical learners.
- Educators don't really understand how to put OBE into practice.
- Bad OBE is worse than good rote learning.
- Complete lack of career guidance at school.
- Implementation at HE level requires integration of life skills in curriculum.
- Impact of OBE will only be evident from next year (2009+).
- Lack of mother tongue education and early switch to English doing a lot of harm.
- Gap between secondary and higher education still enormous.
- Lack of specialist knowledge and facilitation at school level.
- It had changed the focus of our outreach projects.
- Definite shift in focus with life skills becoming more central.
- Requires a paradigm shift from learners as they enter higher education.

Main themes:
- There is a lot of concern about the gap and the curriculum.
- Differences between secondary and higher (tertiary) education
- Concerns about the quality of life orientation facilitation at schooling level.
- Anticipation that the implementation of OBE will gradually improve the profile of learner accessing higher education.
- Criticism on OBE mostly centered on the level and quality of facilitation (i.e.. not the concept but how successfully it is implemented).

Role of the lecturer in higher education	- Lecturers have heightened awareness of the need to a partner AD support.
	- Not too sure lecturers are aware enough.
	- Academics confronted by new challenges but resistant.
	- Not only lecturers but also students need to be prepared.
	- Dependent on willing individuals.
	- Lecturers need to be student-centered but they do not model enthusiasm and motivation.
	- Academics tend to want to focus on their subject and not all these other matters.
	- Curriculum development is such a huge part of the role of the lecturer nowadays as they need to plan and design their teaching – unlike how it was in the past.
	- These things should be part of staff development.
	- Managerialism has an enormous impact and it changes the profession.
	- Lecturer has to work collaboratively and not in isolation anymore.
	- Academics see it as new terminology instead of new methodology.
	- Academics should be acutely aware of the differentiated needs of students.
	- Lecturer has an inherent responsibility to also be a student developer.
	- School leavers have certain expectations of lecturers.
	- Job of lecturer is expanding to include many additional functions.
	- Attitudes of lecturers sometimes reason for concern.
	- Lecturers are so cornered with "through-rate" that they neglect the larger education task.
	- Change in the needs of students.
	- Academic preparedness of students may escalate to crisis proportions.
	- Lecturers need to stop looking at deficit in students and start to look at deficit in their

	teaching.

Main themes:
- Two broad views:
  - Lecturers have made the shift and are becoming more involved in developmental activity.
  - Lecturers are resistant to change; are stuck on a student deficit perspective instead of a teaching deficit perspective.
- Job profile of lecturer changing rapidly; some resistance.

Socio-political	- Students develop a "need" paradigm and get stuck in it.
	- Under-preparedness increasing; referring to all aspects academic as well as socio-economic.
	- Pressure to increase student numbers leads to an increased need for academic development.
	- Students come from dysfunctional families and therefore lack support systems.
	- Language of instruction and school experiences play a role.
	- Democratic dispensation requires new role where students take responsibility. Learning won't just happen.
	- Adjustment required to function effectively within globalised society.
	- Students are financially needy.
	- Residence strategy needs to be reconceptualised to ensure academic success.
	- Career counselling focussed shifted from prospective students to students to address lack of guidance prior to entering the university.
	- Academic development stems from the disadvantaged black student era.
	- Service portfolio influenced by socio-economic background of students.
	- Being a developing country we tend to be catching up on most things.
	- All processes politicised.

Main themes:
- Many variables mentioned.

- Politicalisation of academic domain problematic.
- Socio-economic factors of background, poverty, disadvantaged and the paradigms that go with this.
- Context of a developing country.

| **Strategic planning and management of the university** | - Positioned within Student Affairs with academic development elsewhere – problematic.
- Reporting to different line functionaries makes it dysfunctional.
- Buy in from stakeholders like lecturers and students are difficult to achieve.
- Institutional managers don't realize or recognise the importance of our activities.
- The lack of policy on national level.
- Service portfolio is adjusted as institutional priorities change.
- We contribute to the risk-report by making inputs from our perspective.
- Organisational structures very important.
- Analysis of student profiles essential.
- Extended curriculum model as an institutional approach.
- University requires strategy to address student under-preparedness.
- Buy-in and commitment on institutional level by establishing policy and strategy and then funding it is most critical.
- Clear perspective on core business required.
- AD takes a new meaning from the programme development to accommodate students.
- Transformation culminated in a phase of conflict followed by a phase of transformation.
- Prioritisation of strategies.
- Academic staff orientation and training should be compulsory.
- Management systems are extremely important.
- Constant fight to be recognised.
- Foundation funding initiative has made a big difference. |

Main themes:
- Many diverse views; yet identifiable trends.
- All participants emphasised the importance of correct positioning in the organisational structure and defined this as being within the academic line function.
- Recognition and support from senior management is important.

Student attitude and behaviour	- Not motivated and committed to attend additional skills development events. - Risk that lecturers become so concerned that the responsibility that students should take is shifted to them. - Students have changed. Not all are prepared for university demands. - Students should be made more aware of their own thinking and discourse. - Mass event type offering does not work anymore. - Culture of thinking in a disadvantaged way. - Balancing expectations between resident and non-resident students. - Students could be focussed on immediate needs. - Maturation levels often very low.

Main themes:
- Student preparedness.
- Willingness to take responsibility.
- Under-preparedness and awareness of own needs.

Student preparedness	- Language development needs very prominent. - Computer literacy gap enormous for the under-privileged. - Student profiles increasingly diverse. - Alternative admission project test indicates that those at bottom end of scale

	require intensive academic development. - Unit(s) need/s to constantly adjust to meet the changes in student profile. - Academic preparedness may well rise to crisis proportions. - Need for intensive orientation and induction programmes. - Pro-active identification of needs essential. - Gap between high school and university is enormous. - We cannot just look at student deficit – we need to look at how prepared we are as well. - Demand for services increasing. - Social background an important factor. - Family functioning and lack of support systems.

Main themes:
- Identifying the various aspects of under-preparedness.
- Concept of an under-prepared university.
- Increased demand and imperative for academic development.

Student profile	- Language policy plays a role in student profile. - Not only demographic profile but also the "internal person-profile" has changed. - Mind shift for learners to adjust to higher education. - Family and community support systems are lacking. - Most of our projects a direct result of student needs. - Learner profile is a fact and therefore the funding formula does not make sense. - Increased welfare type problems. - Financially needy students (more). - Impact of the lack of guidance and support at school level. - Diversity of needs. - Changing courses and curricula. - Inclusive education also contributes to a

	- changed profile. - Implementation of OBE at school level will produce a changed profile of learner to access HE. - Problems of teaching and learning and not merely problems of students arising.

Main themes:
- Critical variance in responses: only one university – with a unique language policy – indicate little change in student profile while all others reported drastic changes in student profile.
- Problems of teaching and learning arising as result of student profile.

Teaching strategies	- Consciousness of teaching and learning rising. - Assumption that the diversity of students may increase. - Lecturers must stop looking for student deficit and also look at teaching deficits. - University not prepared for students with all their disadvantages. - Not enough reward in system for improving teaching and learning. - Curriculum development implies staff development. - To be tackled at all levels. - Thorough student orientation and induction. - Teaching in a disconnected manner no longer relevant. - Skills development not separate form core teaching.

Main themes:
- New approach to not just look at student deficit but also teaching deficit.
- Integrated approach with skills development as part of teaching approach.

Technology in Education	- Growing trend to provide time and space independent services.

	- Student development and support needs to also utilise technology.

Main theme:
- Technology a new horizon for SDS.

Unit management and approach	- Management approaches improves innovation, implementation and accountability. - Structure not functional as counselling and learner support is separated. - Positioning must enable partnerships. - We work to enhance the curriculum. - Responding to changed profiles. - Consolidated unit is extremely functional. - Funding and a proper budget essential. - Structured management asserts control and monitoring. - Analysis and research to predict changes. - Management of unit should create an enabling environment. - Huge differences between institutions on how they respond to student needs. - Overlooking the needs of students would constitute under-preparedness on the side of the university. The unit has the role of analysing and alerting senior management.

Main themes:
- Various perspectives on the role of unit management: enabling, visionary, responsive.

Unit planning	- Plan for credit-bearing interventions. - Responsive strategic plan. - Alert to national priorities. - Buy-in from other stakeholders remains a challenge.

	- Networking and joint projects. - Implementing organisational structures after review.

Main themes:
- Responsiveness to institutional and national strategies.
- Networking and establishing an enabling environment.

Unit responsiveness	- Responsibility to alert institution to student needs. - Move towards credit-bearing offerings. - Risk-reporting. - Engage faculty. - Organisational culture. - Have to adjust and constantly respond to change in any form: student profile, strategic priorities, etc. - Growing role in advocacy.

Main theme:
- Needs to be responsive to organisational needs, changing student profile, national needs and priorities.

Unit service portfolio	- Comprehensive portfolio of services required. - Growing demand dictates service portfolio. - Curative and therapeutic along with developmental and pro-active services.

Main theme:
- Portfolio preferably consolidated and include pro-active (development) and reactive services (support)

University access and accessibility	- Access with success starts long before student registers. - Success rate analysis.

	- Formerly students accessing university were better prepared. - Post-graduate profiles also changing. - Lack of career guidance at school affects preparedness of students. - Students blindly enter system. - Preparedness of university questioned. - Schism: access vs success. - Students access higher education without a clear understanding of what is requires of them. - Implementing admissions tests. - Student application profiles differ between universities. - Alternative admissions and extended curricula (foundation) became most important strategy.

Main themes:
- Accessibility versus student preparedness.
- Diversity of student profiles.
- Under-preparedness of students.

University funding and Budget	- Underfunding possibly because of managerialism. - Dependant on grants and additional or alternative funding – very unstable situation. - Depends on how broader institutional management sees the function. - Doesn't make sense that the funding formula does not specifically provide. - Input-output thinking does not apply. - Structural positioning makes serious difference in funding. - Budgetary restrictions sometimes impact on what can be done. - If DVC understands the concept of sds funding is better. - Strategic planning and alignment important as it motivates funding. - Funding cycles (annual) makes it

	difficult to support new initiatives.

Main themes:
- Institutional perspective determines funding levels.
- Line function and support matters.
- National funding formula lacking.

University resources	- University needs to establish capacity to deliver services. - University invested a lot of money in unit. - Broader institutional management needs to buy-in and recognise the contribution.

Main theme:
- University management buy-in determines level of resourcing.

In addition to the transcripts of interviews the notes and data for reflection were also transcribed in a systematic manner. In the following report participants are identified by participant code only based on the ethical considerations of the study:

Participant IM01: reflection and notes (post-interview)

Observation(s)

Participant very confident and comes across very strong. Extremely proud of restructured and consolidated Unit.

Factors emphasised by participant

Preparedness of learners in terms of language proficiency and subject choices.

Line function of the SDS Unit structures.

the clustering of functional areas to ensure greater impact.

National agendas and student politics.

Preliminary conclusions on factors impacting

University structure and line function/ reporting line of function.

Unit structure and clustering of functional areas.

Preparedness of learners entering the University.

Participant IM02 reflex and notes (post-interview)

Observation(s)

Participant was initially hesitant and required lots of directing questioning. Later on provided information and shared views freely and even shared documents.

Factors emphasised by participant

Curriculum based and credit bearing nature of offering.

Financial factors.

National strategies (e.g. Foundation).

Preliminary conclusions on factors impacting

Student profile.

National strategies.

Line function.

Credit bearing (curriculum-based work).

Participant IM03: reflection and notes (post-interview)

Observation(s)

Very open and willing to discuss matters; well informed participant and knowledgeable of the SDS field of work.

Factors emphasised by participant

Student preparedness.

Managerialism.

Funding.

National strategies.

Curriculum: Impact of OBE + Implementation of HEQF + preparedness of lecturers.

Preliminary conclusions on factors impacting

Student preparedness.

University preparedness.

National strategies (skills development; HEQF; mergers).

Funding.

Participant IM04: reflection and notes (post-interview)

Observation(s)

Participant was very formal but willing to share knowledge and views on the topic.

Factors emphasised by participant

Student politics.

Funding.

Line functions (restructured + academic).

Preliminary conclusions on factors impacting

University structure and line function.

Student politics.

Educational technology.

Preparedness and student needs.

Participant PM01: reflection and notes (post-interview)

Observation(s)

Participant is comfortable to share knowledge and views. Not particularly informed about sds but has a good grasp of the current challenges facing higher education.

Factors emphasised by participant

Skills development imperatives (national and global)

Preparedness and access with success.

Role of the academic.

Curriculum: core business vs. support.

Funding.

Managerialism: performativity and collegiality issues.

Globalisation.

Preliminary conclusions on factors impacting

Skills development.

Student profile.

Changing role of the academic.

Curriculum design.

Funding.

Managerialism and Globalisation.

Participant PM02: reflection and notes (post-interview)

Observation(s)

Participant seemed pre-occupied with office tasks though eager to
discuss the issues. Fidgeted and moved around a lot. Difficult interview.
Very macro and national level perspectives.

Factors emphasised by participant

Curriculum design: core business and notions of skills development

Student monitoring.

National strategies, access with success.

International trends on development.

Preparedness of students.

Preparedness of Universities.

Preliminary conclusions on factors impacting

Curriculum design and definition.

National strategies.

International trends.

Preparedness of students.

Preparedness of Universities.

Participant PM03: reflection and notes (post-interview)

Observation(s)

Participant interested in topic and most willing to cooperate and share
knowledge and views.

Factors emphasised by participant

National strategies on skills development.

National politics.

Managerialism.

Preliminary conclusions on factors impacting

National strategies.

Institutional strategies.

National politics.

Managerialism.

Participant PM04: reflection and notes (post-interview)

Observation(s)

Participant slightly uncertain initially but after clarification was provided became totally willing to share knowledge and views.

Factors emphasised by participant

National strategies: Impact of mergers.

Student needs: reading and writing.

OBE.

Student needs.

Employee expectations.

Utilising educational technology.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

National strategies.

Student needs.

OBE.

Student needs.

Employee expectations.

Utilising educational technology.

Managerialism.

Participant SDSM01: reflection and notes (post-interview)

Observation(s)

Interviewee willing to share; a lot of impact from the recent merger very noticeable; high frustration level with institutional structure.

High awareness of challenges.

Factors emphasised by participant

National strategies: Impact of mergers.

Student needs: reading and writing.

Student needs counselling related.

Changing role of lecturers.

Changes in curriculum and teaching strategies.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

National strategies.

Student needs.

Finances and resources.

Employee expectations.

Institutional curriculum.

Management of the unit

Managerialism.

Participant SDSM02: reflection and notes (post-interview)

Observation(s)

Interviewee well aware and very well informed. Strong commitment and opinions on institutional matters, Knowledgeable on sds matters and national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

National strategies: Impact of mergers.

Student needs: reading and writing.

Student needs counseling related.

Changing role of lecturers.

Changes in curriculum and teaching strategies.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Managerialism.

Participant SDSM03: reflection and notes (post-interview)

Observation(s)

Interviewee well aware and very well informed. Strong commitment and opinions on institutional matters, Knowledgeable on sds matters and national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

Student needs: academic literacy.

Student needs counseling related.

Changing role of lecturers.

National strategies: Impact of mergers.

Changes in curriculum and teaching strategies.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Managerialism

Participant SDSM04: reflection and notes (post-interview)

Observation(s)

Interviewee well aware and very well informed. Macro view of unit approach. Seems secure in current context. Firm opinions about approach and student needs. Very knowledgeable on sds matters and national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

National strategies: Impact of mergers.

Changes in curriculum and teaching strategies.

Managerialism referring to academic leadership.

Student needs: academic literacy.

Changing role of lecturers.

Preliminary conclusions on factors impacting

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Managerialism.

Participant SDSM05: reflection and notes (post-interview)

    Observation(s)

Interviewee well aware and very well informed. Macro view of unit approach. Seems secure in current context. Firm opinions about approach and student needs. Very knowledgeable on sds matters and national developments and policy. Willing to share. High awareness of challenges.

    Factors emphasised by participant

National strategies: Impact of mergers.

Changes in curriculum and teaching strategies.

Managerialism referring to academic leadership.

Student needs: academic literacy.

Changing role of lecturers.

Preliminary conclusions on factors impacting

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Managerialism.

Participant SDSP01: reflection and notes (post-interview)

Observation(s)

Interviewees well informed with clear strong opinions based on practical experience. Firm opinions about required approach and student needs. Knowledgeable on sds matters and fairly well informed on national developments and policy. Willing to share. Very high awareness of challenges.

Factors emphasised by participant

Student profile and preparedness.

Student needs: counseling.

Student needs: academic literacy .

National strategies: Impact of mergers.

Changes in curriculum and teaching strategies.

Changing role of lecturers.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

Student profile and preparedness.

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Managerialism.

Participant SDSP02: reflection and notes (post-interview)

Observation(s)

Interviewees willing to participate. Heavy impact of the merger still visible. Very focused viewpoints on work and role within institution. Firm opinions about required approach and student needs. Knowledgeable on

sds matters and fairly well informed on national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

Student needs: counseling.

Student profile and preparedness.

Changes in curriculum and teaching strategies.

Student needs: academic literacy.

National strategies: Impact of mergers.

Changing role of lecturers.

Preliminary conclusions on factors impacting

Student profile and preparedness.

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Participant SDSP03: reflection and notes (post-interview)

Observation(s)

Interviewees willing to participate. Heavy impact of the merger still visible. Very focused viewpoints on work and role within institution. Demonstrated awareness of student needs with opinions about required approach. Knowledgeable on sds matters and fairly well informed on national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

Planning and resourcing.

Student needs: academic literacy.

Student profile and preparedness.

Changes in curriculum and teaching strategies.

Student needs: counselling.

National strategies: impact of mergers.

Changing role of lecturers.

Preliminary conclusions on factors impacting

Student profile and preparedness.

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Participant SDSP04: Reflection and notes (post-interview)

Observation(s)

Interviewees initially hesitant to participate. Very focused viewpoints on work and role within institution. Demonstrated awareness of student needs with opinions about required approach. Knowledgeable on sds matters. Some awareness of challenges.

Factors emphasised by participant

Planning and resourcing.

Student needs: academic literacy.

Student profile and preparedness.

Changes in curriculum and teaching strategies.

Student needs: counseling.

National strategies: Impact of mergers.

Changing role of lecturers.

Preliminary conclusions on factors impacting

Student profile and preparedness.

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit.

Participant SDSP05: reflection and notes (post-interview)

Observation(s)

Interviewees well aware and very well informed. Macro view of unit approach. Seems secure in current context and highly satisfied with institutional structure and management approach. Firm opinions about approach and student needs. Very knowledgeable on both sds matters and national developments and policy. Willing to share. High awareness of challenges.

Factors emphasised by participant

Changes in curriculum and teaching strategies.

Student needs: counseling and academic literacy.

Institutional structures.

National strategies: Impact of mergers.

Managerialism referring to academic leadership.

Changing role of lecturers.

Preliminary conclusions on factors impacting

National strategies and skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit and Managerialism.

Participants SDSP06: reflection and notes (post-interview)

Observation(s)

Interviewees well informed with clear strong opinions based on practical experience about required approach and student needs. Knowledgeable on sds matters and fairly well informed on national developments and policy. Willing to share with high awareness of challenges.

Factors emphasised by participant

Student profile and preparedness.

Student needs: counseling and academic literacy.

National strategies: Impact of mergers and the changes in curriculum and teaching strategies.

Changing role of lecturers.

Managerialism referring to academic leadership.

Preliminary conclusions on factors impacting

Student profile and preparedness.

National strategies.

Skills needs and labour demands.

Student needs.

Finances and resources.

Institutional curriculum.

Management of the unit and Managerialism.

4.4.3 Outcome of data analysis

The data analysis produced perspectives, trends of conversation, shared views and knowledge about the management and provision of student development and support. The following section will focus these outcomes where the legend applies that:

- A quotation is a text reference to a specific issue raised
- A code is a factor indicated by participants and subsequently utilised for analysis.

4.4.3.1 Frequency of responses on the identified codes

The following table provides a summary of the frequency of responses relating to the specific codes for analysis.

Table 4.6   Response frequency per code and primary document

Codes	Primary documents																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	T
Curriculum	2	3	2	0	3	2	0	0	0	3	2	3	6	0	2	3	1	0	2	34
Economic factors	0	0	0	1	1	0	0	2	0	0	1	0	0	0	0	0	1	0	0	6
Education funding framework	0	2	3	0	4	0	0	1	0	1	3	1	0	1	0	0	0	0	2	18
Globalisation	0	0	0	0	2	0	1	1	0	1	1	0	0	0	0	0	0	0	0	6
Institutional structures	4	0	2	1	0	0	0	0	2	0	4	3	1	0	5	0	0	4	0	26
Labour and skills development	0	0	2	0	1	0	4	2	0	1	2	1	3	0	0	0	0	0	0	16
Managerialism	0	2	2	3	6	0	2	2	2	1	1	2	1	4	2	0	4	5	2	41
National education strategy	2	2	5	0	5	1	3	2	0	7	0	2	0	2	1	1	2	3	3	41
Outcomes-based education	0	1	4	0	0	0	0	1	0	0	3	0	1	4	0	0	2	0	2	18
Primary and secondary education	1	1	0	0	0	0	0	0	1	0	3	0	2	4	0	0	1	0	2	15
Role of the lecturer	0	0	6	0	2	0	1	1	0	0	1	6	3	2	0	3	3	3	6	37
Socio-political factors	1	0	0	2	0	0	0	1	0	3	2	2	0	0	1	0	2	2	1	17
Strategic planning of university	0	2	2	1	2	0	0	1	4	3	0	5	2	3	2	2	1	3	3	36
Student attitude and behaviour	0	0	0	2	0	0	0	1	0	3	0	0	0	0	0	2	3	1	0	12
Student preparedness	3	1	3	1	0	2	0	0	1	2	4	2	1	3	1	4	2	2	3	35
Student profile	2	2	1	1	1	1	0	2	2	3	5	1	1	2	4	3	4	4	1	40
Teaching strategies	0	0	1	0	0	0	0	0	0	0	1	5	3	0	0	0	0	0	2	12
Technology in education	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Unit management and approach	6	1	1	0	0	0	1	0	2	3	1	5	3	1	2	1	1	5	3	36
Unit planning	1	0	1	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	2	9

Unit responsiveness	3	1	0	0	1	0	0	0	1	0	0	0	3	2	3	3	0	3	1	21
Unit service portfolio	0	0	0	0	0	0	0	0	1	2	1	2	5	0	5	0	0	0	0	16
University access	6	1	1	2	1	0	2	1	0	2	1	2	0	5	0	0	1	1	0	26
University funding	0	2	2	1	0	0	0	0	3	1	4	2	0	3	0	1	0	0	2	21
University resources	0	1	2	1	0	0	0	0	0	1	1	2	0	0	0	1	0	0	0	9
TOTALS (per document)	31	22	40	16	29	6	14	19	20	38	42	46	36	36	29	25	28	37	37	550

The *Atlas.ti* analysis system allowed a calculation of the number of quotations (Archer, 2008). For the purpose of the study *quotations* refer to the references to factors that may impact on the provision and management of student development and support.

The table demonstrates great variance between the number of responses relevant to the study by participants during the interviews with the lowest at 6 responses and the highest at 38 responses per participant. Relevant responses are determined by the coding of quotations relevant to the analysis codes. Interview transcripts were analysed to identify references or quotations relevant to the codes or factors. A total of 550 relevant responses were registered.

The table further shows an even greater variance in the number of responses per *code* (factor). There are 23 codes for purposes of analysis and the number of relevant responses varied from only two references to the implementation of technology, as the lowest, to 41 references to both managerialism and national education strategy as the highest.

Table 4.7: Response rates for the highest factors:

National education strategy	41
Managerialism	41
Student profile	40
Role of the lecturer	37
Strategic planning of the university	36
Unit management approach	36
Student preparedness	35
Curriculum	34

Participants indicated a number of factors external to the student development and support function as relevant to the management and provision of student development and support: National strategy, the profile of students, the role of the lecturer and strategic planning within the university are factors that are not within the direct control and domain of student development and support but these factors do have high impact on the function within the university.

Table 4.8: Lowest response rates for the factors:

Technology in education	2
Globalisation	6
Economic factors	6
Unit planning	9
University resources	9

Table 4.9: Further factors also indicated as being of importance according to the response rates:

Institutional structures	26
University access	26
University funding	21
Unit responsiveness	21
Outcomes-based education	18
Education funding framework	18
Socio-political factors	17
Labour and skills development needs	16
Unit service portfolio	16
Primary and secondary education	15
Teaching strategies	12
Student attitude and behaviour	12

It is important to note that these factors were all still indicated as being of importance in the management and provision of student development and support and the analysis reported in this section only provides a framework of the number of references to the specific factors. This count may be an indicator of the importance of a specific factor as addressed by the participants.

In addition to analysing the factor or quotation count it is important to critically analyse the content of the quotations and specific references to the factor (code).

4.4.3.2 Analysis of the content of narratives

In order to gain a true and in-depth understanding of the views, knowledge imparted and true perspectives of participants, it was important to, in addition to the number of references made to the codes or factors, also to do a critical analysis of the actual statements made and the type of comments raised regarding a specific factor.

Table 4.10 provides a systematic analysis and comment and/ interpretation of the narratives referring to a specific factor:

Table 4.10: Systematic analysis, comment and/ interpretations of narratives

CODE (alphabetical order with nr of quotations)	COMMENT, ANALYSIS AND INTERPRETATION FOCUSSED ON:
Curriculum (34)	• Curriculum based approach and credit bearing offering; legitimacy. • Commitment of students. • Skills requirements of the employment sector (advisory boards). • Institutional traditions of add-on type of offerings. • Lack of understanding from students about what they need. • Curriculum has to adapt top student needs. • Change in the needs of student impacts on curriculum. • Gap between school and tertiary education. • Diversity of students and academic preparedness. • In defining core business then skills development becomes part of the curriculum.

- Mistake to separate student development and support and the curriculum.
- Extended curricula for access.
- Some issues regarded as separate generic skills.
  DoE stipulated that life skills must be part of the formal curriculum.

Comment and interpretation of the issues on curriculum that was raised:
- Strong arguments for student development and support interventions to be part of a formal, mainstream or core curriculum of the university with credit-bearing status.
- Extended curricula for foundation provisions.
- Student needs and preparedness impacts on the curriculum as they require development and interventions in many areas.

Economic factors (6)	- Financial difficulties of students. - Practitioners faced with cases where students are underprivileged or with serious financial needs. - Relevance of qualifications for the economy. - Historical reasons for academic development. - Challenges and requirements of the workplace and expectations of employers.

Comment and interpretation on the issue of economic factors, raised
- Needs of the country and economy and the relevance of qualifications.
- Expectations of employers in terms of the specific skills of graduates.
- Financial needs and/ impoverished background of students has implications.

Education funding framework (18)	- National policy requires increased throughput rate but funding strategy is not adjusted accordingly. - Student development and support units operating from external funding and third stream income (grants and donations). - Line function within the university. - Institutional priority required for funding of these functions. - Current funding formula not providing. - Mega-issue: subsidy not increased; NSFAS has but need quadrupled. - Larger section of population accessing higher education because of funding options. - Funding formula should align to aspects of the HEQF and quality improvement. - Student profile requires more preparatory work that needs to be funded.

- Leaves you vulnerable.
- Holistic development requires a funding strategy.

Comment and interpretation on the issues raised regarding the national funding framework:
- Funding formula does not provide explicitly for student development and support.
- Increased throughput, student need and preparedness require purposeful interventions that should be funded.
- Institutional priorities and management plays a critical role in allocating funding – no national guideline or priority.

Globalisation (6)	• Global university concepts of academic freedom and autonomy. • Corporate universities. • Responsiveness and development of global citizens. • Internationalising the university.

Comment and interpretation on the issues raised regarding globalisation:
- University responding to the globalisation effect and demands.
- Greater competition as more providers enter the higher education scene.
- Internationalisation has consequences for the curriculum and institutional priorities.

Institutional structures (26)	• Trends of consolidating functions that belong together for holistic development. • Student profile and size of institution also determine appropriate structure. • Structural positioning and line function is critical. • Line function determines funding and budget. • Core business and academic reporting line. • Positioning determines if seen as core business. • Correct positioning is essential to address.

Comment and interpretation on the issues raised regarding institutional structures:
- Institutional structure dictates the functioning student development and support units.
- Increasing trend to cluster related functions in one unit.
- Line-function and alignment with academia is critical.
- Structuring determines if function is seen as core business or not.

Labour and skills development (16)	• More than one primary department concerned with training and skills development. • The need for students to be trained in so called soft skills. • Employment sector expects graduates to have specific skills. • Impact and implication for the curriculum. • National Qualifications Framework consolidates the skills development agenda. • Rise of corporate universities and other competitors for public higher education. • Relates to the purpose of higher education.

Comment and interpretation on the issues raised regarding labour and skills development:
- Employment sector expectations
- Additional skills development needs to be accommodated in curriculum

Managerialism (41)	• DoE focussed on sustainability, effectiveness, quality assurance, etc. • Potentially detrimental effect on academic freedom and creativity. • Academic management vs academic leadership. • Creates business like focus at the cost of education. • Performance management and measurables not always relevant. • Principles of adding value. • Positive impact on effectiveness and productivity. • Over emphasis on quantity at the cost of quality. • Increased accountability is good. • Production thinking not relevant. • Requires careful balance. • Resistance from academics because of the changes it effects in the role of the lecturer. • Managerialism vs collegial decision making. • Caused by the political pressure to be accommodating and business imperative to address throughput. • Risk of compliance as opposed to true quality. • Related to issues of funding. • The planning system allows for individuals to understand their specific role. • Causes an exaggerated focus on operational procedures and neglect real academic debate on matters. • Consequence of globalisation.

Comment and interpretation on the issues raised regarding managerialism
- Very acute awareness amongst participants of the issue of managerialism within their respective institutions.
- Pointed out both positive and negative consequences.
- Uneasiness with the impact on academic freedom and collegiality.
- Positive impact in planning and structuring the activities of the university.
- Negative impact when the focus shifts to the detriment of academic debate and tradition.

National education strategies (41)	• Quality assurance strategy within higher education.
	• Impact of the transformation of the HE landscape strategy after the merger: mostly negative and serious concerns about institutional functioning and effectivity.
	• For student development and support the National Plan for Higher Education focussed some attention on these functions within the university.
	• Government steers the performance and functioning of public higher education through policies on access, enrolment, funding and others.
	• National agenda of access with success sets enormous challenge for higher education.
	• Overlap in agendas between Departments of Education, Labour and Science and Technology.
	• Impact of foundation funding strategy.
	• Quality agenda has placed renewed focus on the critical contribution of student development and support in the university.
	• High emphasis on access and participation in higher education causes a lot of pressure for institutions.
	• The newly promulgated HEQF as a consequence of the NQF has high impact.
	• Serious gaps between secondary and tertiary education.

Comment and interpretation on the issues raised regarding national strategy and policy
- High impact of the national quality assurance agenda and quality audits.
- Awareness of government steering through policies in guidelines: policy making participants of the opinion that it is not a state-control approach while practitioners and institutional managers mostly experience the opposite.
- New qualification structure/framework to be implemented with an OBE approach impacts on the student needs and profile.
- National policy often impacts heavily on the institutional operations and focus of the

services offered.
- Other national strategies and policies in addition to education also impact directly in the university and ultimately on the student development and support function. Examples mentioned are skills development imperatives and initiatives from various sectors.

Outcomes-based education (18)	• Integration of developmental outcomes into the curriculum is very important. • Educational-diversity of cohorts coming into the institutions poses a challenge. • Higher education not necessarily ready to accommodate learners from an outcomes based learning schooling system. • When certain aspects of the schooling curriculum comes to full fruition it will impact on the types of life orientation and skills development programmes offered at university level. • Universities are currently battling with the under-preparedness of learners entering the system. • Lack of equality in secondary schooling system: many learners never exposed to career guidance or skills development activities. • University programmes are not transformed (sometimes only in name but practices are not transformed to true OBE).

Comment and interpretation on the issues raised regarding outcomes-based education
- Under-preparedness of learners is an increasing problem for the institutions.
- Three main aspects highlighted: firstly the implementation of OBE at secondary school level not very successful yet and secondly the transformation of higher education curricula not achieved and thirdly the skills/preparedness of lecturing staff to facilitate proper outcomes based teaching and learning in higher education are questionable.
- Expected gradual improvement of OBE at schooling level and specifically the effective facilitation of life orientation outcomes will impact directly on the content and approach of the student development and support programmes and services.

Primary and secondary education (15)	• Study guidance and academic literacy content: perception that it is not being implemented or facilitated properly. • Mother tongue education in early primary education phases considered very important. • Perceived and experienced gap between secondary schooling and higher education. • Cohorts entering the higher education institutions are very diverse in terms of preparedness and quality of schooling

backgrounds.
- Skills levels of educators facilitating the learning field life orientation considered questionable.
- Different schooling curriculum impacts directly on career counselling needs and services.
- Quality of education reflects poorly in the learners entering higher education institutions.

Comment and interpretation on the issues raised regarding primary and secondary education
- Again the concerns about the actual implementation of the life orientation learning area content.
- General quality of secondary education questioned.
- Impact of learners coming from an outcomes-based education system into the higher education system that may not be truly outcomes-based yet.
- Serious concerns expressed regarding the ability, skills and preparedness of university educators (lecturers) to facilitate outcomes-based curricula.
- Serious impact for the role and function of the lecturer.

Role of the lecturer (37)	• Lecturers have heightened emphasis on partnering with student development and support practitioners. • New challenges in terms of assessment of outcomes. • Academics resisting the change in their role. • Student centered teaching is not a new concept but lecturers are experiencing overload because of all other demands. • Faced with change upon change (change fatigue). • Now with the HEQF curriculum development became important part of the tasks of a lecturer. • As with all change serious resistance. • Lecturers faced with underprepared students that require extra support and help and turns to student development and support. • Increased referrals. • Faculty staff doing development work outside of their subject expertise. • Pockets of absolute resistance and refusal. • Pressures of success rates and throughput goals. • Changing needs of students is a major factor and poses new challenges and demands for the lecturer. • Employment sector communicates clear demands on what is required of a lecturer and it translates into specific

	challenges for the curriculum and the lecturer.
	• Emphasis shifting from the preparedness of students to preparedness of the lecturer.

Comment and interpretation on the issues raised regarding the role of the lecturer in higher education
- Shift from being subject specialist to being educator with many roles and demands.
- Changing role relates directly to the increased managerialism in higher education.
- Increased need for partnership between lecturers and student development and support specialists.
- Student preparedness: strong views that students are increasingly under-prepared.
- Varied responses from lecturers: some respond by shifting role and even partnering with student development and support while some are resistant to the pressure for change.

Socio-political (17)	• "Disadvantaged" rhetoric seems persistent.
	• Student politics reflect national socio-political issues.
	• Identities and feeding areas of transformed universities have changed and subsequently the student profile and student needs changed.
	• Pressure for accessibility for socio-political reasons.
	• Phenomenon of first generation students; the lack of social support systems for those entering higher education and even trend of acculturation has very immediate consequences for the student development and support functions in the university.
	• Internationalisation has a socio-political impact on campuses.
	• Globalisation sets new demands for student skills development.
	• Socio-political factors impact directly and influences the service portfolio of the unit.
	• Financial needs of students are mostly linked to socio-political factors.

Comment and interpretation on the issues raised regarding socio-political factors.
- Participants identified local, national and international socio-political factors impacting on the university and the student development and support functions.
- Related factors are the preparedness or under-preparedness of students entering the system; financial factors; national agenda and pressure for access to higher education.

Strategic planning	• Persistently strong views on the importance of

and management of the university (36)	organisational structure. • Specific line function, e.g. academic versus non-academic deemed to be very important. • Buy-in from all stakeholders very important for the student development and support environment. • Student development and support type interventions need to be integrated and even part of the curriculum. • Impact of risk-management and quality audits are positive in that it is highlighting the importance of the student development and support functions within the university. • Professionalisation of the student development and support function is essential. • Commitment to student support and development by the senior management is essential for the function to have impact and achieve any success. • Representation on critical academic forums is essential for the student development and support manager. • Funding strategy is a very sensitive matter as these functions are not funded directly by the government funding framework and requires steps like top slicing and similar.

Comment and interpretation on the issues raised regarding strategic planning and management of the university:
- Very firm opinions regarding the impact of the strategic plan and management style of the university.
- Very firm and almost unified opinions regarding the importance and benefit of an academic line-function for the student development and support function.
- Debate about drawing student development and support type interventions into the main curriculum and moving away from the traditional add-on or peripheral functioning.
- Increased managerialism, implementation of the HEQF, risk-management and quality auditing can be utilised as opportunities by the student development and support practitioners in order to bring the function to the core of the university business.

Student attitude and behaviour (12)	• Perception that students are not really motivated to attend workshops and sessions for development. • Risk that staff may start to take too much responsibility for the success of the student. • Students changed: perspectives and needs. • Mass events and interventions not too successful anymore; stronger focus on individual needs. • Differences between resident and non-resident students. • Students very much focussed on immediate needs.

	• Statement that maturation levels are very low.

Comment and interpretation on the issues raised regarding student attitudes
- Participants had certain views on student attitude and behaviour but generally found it difficult to formulate the views.
- Awareness of certain risks in intervening to the level where students do not take responsibility for their own success any more.
- Matter for general concern is the motivation and commitment of students,

Student preparedness (35)	• Experience and research on the needs of incoming students indicate lower levels of preparedness for higher education. • Consistent views expressed regarding: - poor language proficiency of students - academic literacy needs of students - Impact of the lack of career guidance. • Socio-economic profile of students has changed. • Diversity of student profile. • High risk students require intensive and comprehensive interventions. • Impact on unit in terms of the range of expertise available. • Increased application of admission tests. • In addition to English proficiency the reading levels of students is an area of serious concern. • Levels of maturity often impacts on willingness to participate in developmental programmes and other interventions. • Institutions are implementing risk profiling type strategies for early identification of academic risk factors. • Preparedness of lecturers to accommodate needs and adjust teaching approach is an important factor. • Gap between secondary and tertiary education is very big. • Question the quality of secondary education. • Agenda to increase access contributed to the problem of under-preparedness as more students are entering the system and some should perhaps not be in higher education. • The institution is under-prepared in many ways.

Comment and interpretation on the issues raised regarding the preparedness of students
- Student under-preparedness generally acknowledged.
- Universities are implementing admissions testing and risk-profiling to identify areas of under-preparedness.
- Quality of secondary education questioned: learners manifests very poor language

proficiency; reading abilities and also generally poor academic literacy and subject knowledge.
- The under-preparedness of students challenges the student development and support unit(s) in terms of the range and scope of services and expertise required.
- Personal consequences of wrong career choices (lack of career guidance) are serious.
- Universities can now be considered under-prepared as a result of the challenges posed to them on how to deal with under-prepared learners.

Student profile (40)	• Internal person-profile had changed as a result of the social environment and therefore the student profile has also changed. • Lack of social and family support has impact on the academic level and ultimately bears consequence for the student development and support function. • Learners find the paradigm shift from secondary to higher education very hard. • Increased pressure to mainstream student development and support interventions. • Success rate analysis still indicates that discrepancies between the performance rates of black and white students remain. • Higher education has to compensate for deficits in the secondary schooling system. • Racial profile of the student population has changed dramatically and it has serious implications for the student development and support environment in order to deal with greater diversity of culture and needs. • Implementation of OBE at schooling level has definite impact.

Comment and interpretation on the issues raised regarding student profiles
- Majority of participants acknowledged a change in student profiles in terms of race and gender.
- Other changes reported related to preparedness and academic literacy levels.
- Changes in student profile also impacts on teaching strategies and approaches.
- Universities are battling with being prepared for the changed profile of students.
- Shift required from student deficit thinking to teaching deficit thinking.
- Implementation of OBE plays a role.
- Impact for student development and support on the levels of the service portfolio and the range of expertise.

Teaching strategies (12)	• Increased consciousness of teaching and learning issues. • Diversity of students and academic preparedness places demand on teaching. • Shift required: Stop looking at the deficit in students and start looking at the deficit in teaching. • Curriculum development and staff development cannot be separated. • Problems of teaching and learning are not just problems that arose because of students. • Teaching strategy has to be tackled at various levels from student development and support units but also from lecturers and curriculum. • Practitioners experience that issues are not only about skills deficits but also about teaching. • International notion that skills development is something separate from the curriculum but it is not. • Changing needs of students remains a major factor.

Comment and interpretation on the issues raised regarding teaching strategies
- Issues about teaching strategies do impact directly on student development and support.
- This issue relates very close to the changing curriculum for higher education.
- Changes in student profile and specifically academic preparedness a critical factor.

Technology in education (2)	• Growing demand for time and space independent services. • Growing focus on post-graduate, experiential learning and on-line programmes. • Student development and support now has access to a variety of education technologies.

Comment and interpretation on the issues raised regarding technology in education
- Participants mostly indicated positive expectations about the impact of technology.
- The access to technology can potentially enhance service delivery of the student development and support environment.

Unit management approach (36)	• Reflective practices are making a positive contribution. • Difficult to separate functions into various line functions. • Structure with two foci: the development of staff and the development of students. • Focus: we work with the curriculum. • Unit management has to constantly adjust operations to

institutional change and respond effectively to new challenges.
- Focus: consolidated all services in one strategically focussed unit.
- Focus: separated services between academic and student affairs line functions; academics just do their own thing.
- More structured management not negative as it improves control and monitoring.
- If effective unit management can start to participate in university management e.g. risk reporting.
- Huge differences in the unit management approaches across institutions.
- Forms part of a bigger strategic value chain.
- Overlooking and not responding to the needs of students would constitute under-preparedness of the institution.
- Units need to have strong full-time staff components and not depend on part time staff.
- Institutional mistake to separate student development and support issues from the curriculum.
- Focus: devolution model (with the risk that the services become almost invisible).
- An academic line function is very functional.
- Partnerships between the student development and support environment and academic departments are very important.
- Responsive and aligned strategic plan required.
- Organisational culture also impacts on unit management.

Comment and interpretation on the issues raised regarding the student development and support unit management:
- Improved management strategies include reflective practice and participative management.
- Participants consider it essential that unit management would need to be alert and responsive to changing needs of the student, the university or on national level.
- Various focuses or approaches mentioned namely: centralised, consolidated or devolutionised approach. General consensus that the consolidated approach is the most effective.
- Strategic alignment of unit with university goals and objectives important.

| Unit planning (9) | • Changing school curriculum (with life orientation as a learning area) should have medium term effect and direct impact on student development and support functions in terms of what is required. |
| | • How student development and support is positioned and presented in a University is an important factor that |

	determines if it is still seen in the historical context of upliftment. • Government (national) strategy has direct impact and must be accommodated in the planning of unit work. • Buy-in and commitment of critical stakeholders essential but still difficult. • Unit planning and synergy with organisational planning and structures essential; cannot afford to function in isolation any more.

Comment and interpretation on the issues raised regarding student development and support unit planning
- Most issues raised are related to the previous issue on unit management.
- Planning needs to accommodate student needs but also national and university strategy and goals.
- Unit planning cannot be done in isolation but needs to be in synergy with larger organisational plan and purposefully address institutional goals and objectives.

Unit responsiveness (21)	• Student development and support environment needs to ensure that the institution is prepared in terms of the challenges posed by students and their needs. • Pragmatic approach required. • SDS Practitioner needs to partner with academic colleagues. • Lecturers have a heightened awareness of student needs. • Organisational culture also determines if unit can effectively respond to changes and challenges. • Response is linked to student learning.

Comment and interpretation on the issues raised regarding unit responsiveness:
- Strong views regarding the need for partnerships between academic colleagues (lecturers) and the SDS practitioner.
- Lecturers are increasingly aware of the issues and it creates a window of opportunity for the practitioners.
- Responsiveness is essential for the unit to remain relevant.

Unit service portfolio (16)	• Observation that there is a reasonable consistency in service portfolios. • Increasingly curriculum based interventions. • Paradigm of upliftment needs to be replaced with a paradigm of equipping students with skills. • Curative and therapeutic role will never disappear but there is a trend to do more developmental and pro-active work.

	• Service portfolio changes with changes in core business. • Credit bearing, i.e.. curriculum-based provisions are critical. • Students are under-prepared and it creates an imperative to respond with relevant interventions. • Student profile is diversifying – service portfolio must respond. • Leadership and line-function matters. • Scope of support required increased. • Foundation strategy from DoE has impact. • In structures where services are not consolidated overlaps or gaps cause problems.

Comment and interpretation on the issues raised regarding the unit service portfolio:
- Service portfolio is a direct reflection of planning and responsiveness.
- Student needs is central to determining unit service portfolio.
- Integrated and consolidated service units required to offer a comprehensive service portfolio.
- National and institutional level strategies have direct impact on service portfolio.
- Line-function and positioning most important to enable unit to have a relevant service portfolio.
- Trend: interventions and development programmes to be part of programme curricula/ credit bearing.

University access (26)	• Access or massification is a national agenda driven by the DoE. • Access starts during the recruitment phase. • Inequality of schooling systems very diverse and subsequently the quality and preparedness of students coming into the system is problematic. • Learners are not exposed to career counselling or guidance • University access agenda allows students into the system that should actually not be at university. • Post-graduate profile is changing rapidly changing. • Because of the impact of increased accessibility you cannot have an add-on approach to student development and support any more. • Universities developed a new admission model and approach including admissions testing. • The system is taking in students that are not prepared and the failure often destroys the individual.

Comment and interpretation on the issues raised regarding university access and accessibility
- National agenda and subsequent pressures have impact on success rates.
- Legacy of inequality at school level causes variance in the preparedness of students entering the university.

	- Lack of career counselling at school levels has dire consequences for all.
University funding and resources (21)	- We experience that within the institution we don't get the funding that we need. - It depends very much on how the institutional management view student development and support and it determines what kind of budget is allocated. - The fact that the funding formula doesn't provide at all for the specific function all does not make any sense. - Resourcing depends on what management sees as important. - Structural positioning determines the kind of budget we receive. - There is much research that makes the learner profile and the needs of students a fact. The funding formula should be adjusted to provide. - Theory and policy may be there but in practice it is not funded by the DoE. - Buy-in and commitment by university managers are very important. - The funding situation makes us very vulnerable. - The numbers of students that are serviced justifies a proper funding formula.

Comment and interpretation on the issues raised regarding university funding and resources
- Organisational structuring and line-function of the function is important as it impacts on the resource allocation.
- The absence of specific funding categories in the funding formula for higher education.
- Perceptions, attitude and commitment of university management is important as it determines funding. Some participants indicated that what they are doing is well endorsed by management while some report the opposite.
- Units depend on top-slicing, grants and similar and the fact that there is no pre-determined portion of the budget in the funding formula leaves the function very vulnerable.
- An academic line-function seems to be more viable in terms of funding and budget allocations.
- The stability of funding impacts on the stability of service delivery.

4.4.3.3 Analysis of the relationships between identified factors

The following spider-gram (figure 4.6) indicates intricate and multilevel relationships between the various factors that were indicated by the participants.
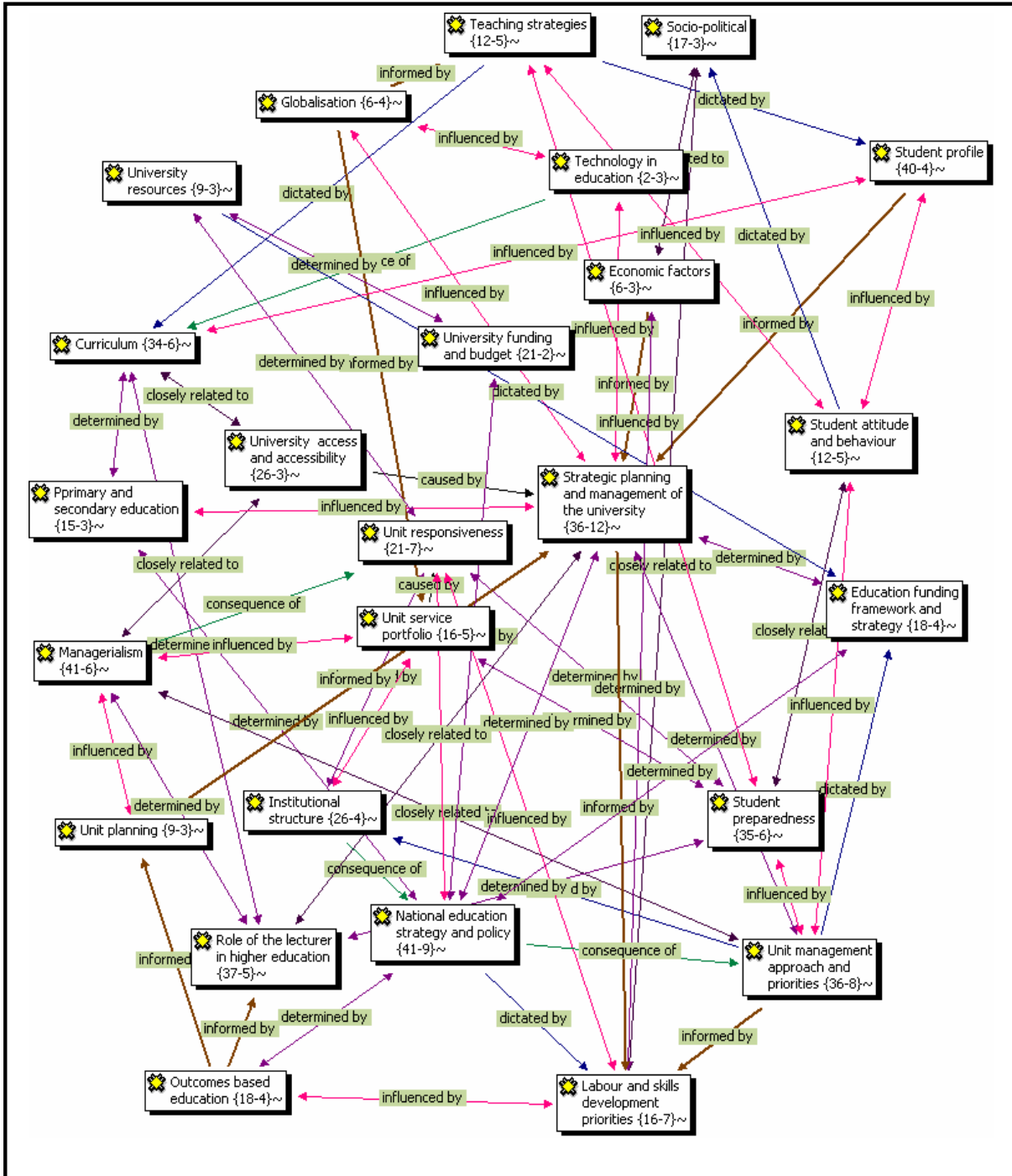
Figure 4.6: Diagrammatic representation of the relationships between the factors impacting on the provision and management of student development and support in HE

During the interviews it became increasingly evident that the factors that participants identified were not singular factors but they are interrelated. The data-analysis confirmed the trend that was initially observed. I proceeded to identify specific relationships and constructed a relationship-scale that indicates different levels of intensity and interrelatedness:

- Factor at the base of the arrow is dictated by the factor at the arrow point.
- Consequence of means that the factor at the base of the arrow evolves as a result of the factor at the arrow point.
- Determined by means that the factor at the arrow point is pertinently determined by the factor at the start of the arrow.
- Influenced by means that the two linked factors have influence on each by each other.
- Informed by: means that the factor at the base of the arrow is strongly informed - though not determined - by the factor at the arrow point.
- Closely related to means that the two factors are interlinked and recursive to some degree.

The relationships indicate that not one of the factors identified by participants are isolated or stand alone factors. The relationships again serve to demonstrate the complexity of factors impacting on the managing and provisioning of student development and support in higher education in a developing country.

Section 4.5 is a critical review of the research process and actions with focus on issues of reliability, objectivity on the process followed to ensure a reasonable triangulation of findings.

4.5 Review of issues of trustworthiness, credibility and triangulation of data and findings

By nature of the research problem the ultimate relevance and value of the study depends largely on trustworthy and credible methods and actions during the research process.

I maintain that the internal validity of the qualitative design of this study is promoted by extensive planning and application of the multi-methods of questionnaire, extended interviews and interview reflection phases and notes. The various methods of data collection allowed verification and cross checking of interpretations by me. The interview schedule not only gave structure and focus to the process of interviewing and discussion but also provided a means of verification of interview or discussion outcomes. It was possible to compare the initial text analysis and observation notes on factors identified with findings of the interview to determine the codes (factors) for further analysis in the *Atlas.ti* text analysis system.

The continuous reporting and reflexive mode of data analysis allowed thorough analysis and early identification of any biases that may have existed.

Five specific strategies enhanced the validity of the study:

- Application of multi-methods in data collection;
- verbatim data (audio recordings and transcribed interviews);
- prolonged and persistent field work (recursive work);
- triangulation of data and findings;
- continuous reflection on the research process.

Figure 4.7 demonstrates the cycle of data collection and the impact of continuous reflection in this study
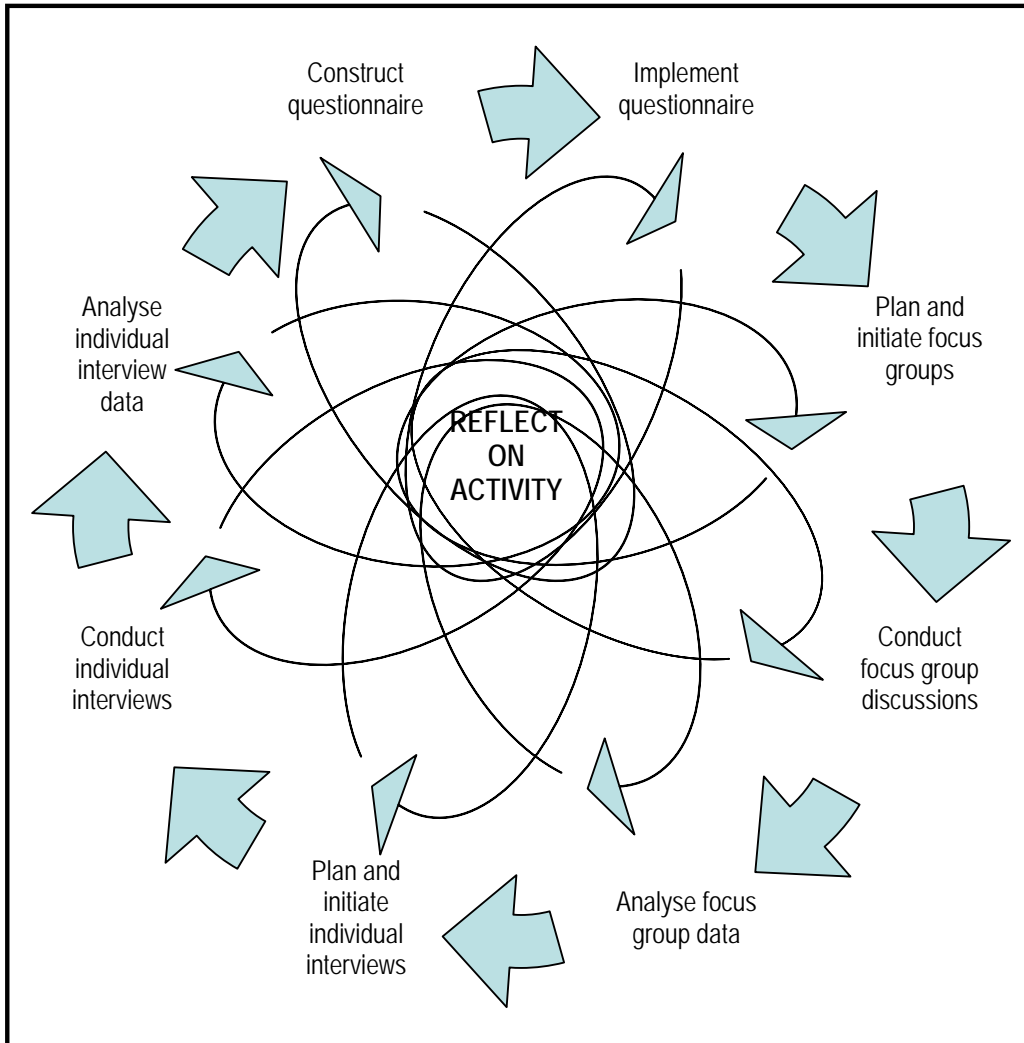
Figure 4.7: Continued reflection on the research process

The graph depicts a process wherein the reflection indicated essential in order to review questionnaire items, verify perspectives and interpretations with participants of groups and individual interviews the process was flexible and the required adaptations were made. The cyclical review and reflexive procedure also facilitated immediate review of data and early verification of interpretations where required. The strong focus on triangulation facilitated quality of outcomes and enhanced the trustworthiness and credibility of the final results.

This process of continuous triangulation as part of the reflexive approach, assisted me as a novice qualitative-researcher to identify potential contradictions and continuously identify trends in the discourse. In my experience I became acutely aware of how the reflection and triangulation forced me to frequently test my own views and assumptions on the various factors and made it easier to monitor and control the impact of such presumptions in the interviews.

Since the study culminates in comments and recommendations to the Government and higher education sector, the credibility of the research had to be ensured by all possible means.

4.6 Summary of findings: factors impacting on the provisioning and management of student development and support in higher education

In summary the following most critical factors were identified as having impact on the management and provisioning of student development and support in higher education in a developing country:

- University strategic management: referring to the priorities and strategic goals and objectives of the university. Also relating to the specific organisational structure and specific line function of the student development and support services with high emphasis on consolidated services and an academic line function.

- Unit management: referring to the style and approach of the unit management and ability of management to be responsive and align functions with the university strategic direction.

- Student preparedness and student profile: referring to the shift in student profiles and the subsequent shift in student needs as well as the growing academic under-preparedness of students entering the

university sector. The latter aspect also related closely to the problems at primary and secondary schooling levels.

- University and national funding mechanisms: referring to the lack of specific provisioning within the national higher education funding framework and formula and subsequent vulnerability and dependence on university management goodwill to provide for the specific functions.

I found no marked difference in the views of policy makers, university strategic managers, student development and support managers or practitioners. All participants highlighted similar factors as indicated above with only the policy makers indicating a slightly lower awareness of the impact of their own national strategies on this specific function within the university.

4.7   Closing

The data collection unfolded over an extended period with intensive interviews with a range of participants. Participants were identified based on their relevant position or background and their potential ability to provide relevant information towards identifying factors impacting on the management and provisioning of student development and support in higher education.

Although I initially drew a list of ideal participants and acquired interviews with 75% of these participants there were also a few targeted individuals, especially those in very senior positions that did not participate. The research was nevertheless extensive and a range of very senior officials on government, university management, unit management and a large number of practitioners participated in the study. Valuable insight was gained from the perspectives and honest opinions that were shared with me as the interviewer. The ethical clearance and reassurances provided by me consistently set a platform for open and frank discussion and

sharing of views. The pre-prepared ethical statements and written confirmation of confidentiality to participants were extremely valuable and facilitated productive interviewing.

The training in qualitative procedures and the *Atlas.ti* software system enriched my perspectives and ability and skill to mine the data and get the best possible information for the texts of interviews.

The trends in factors identified by participants became very prominent and the process of reflection highlighted the specific factors fairly early in the study. It posed a challenge in that I had to avoid focussing on only those prominent factors. This awareness and imposed control ensured that additional factors were also identified and confirmed and the interviews proceeded.

The research ultimately successfully identified specific factors that could now be used for further research and analysis.

Chapter 5 provides a summary of the analysis and findings as well as specific recommendations to the bodies of governance and the higher education sector based on findings regarding factors impacting on the management and provisioning of student development and support in higher education while considering the context of a developing country.

CHAPTER 5

SYNTHESIS OF RESEARCH OUTCOMES AND RECOMMENDATIONS OF THE STUDY

5.1   Introduction

The study on factors impacting on the management and provisioning of student development and support in higher education in a developing country was conducted with a qualitative approach and a focus on acquiring an in depth knowledge and understanding of the phenomenon. To achieve this, a qualitative data collection and analysis approach was followed with only a slight mixing of methods through the utilisation of an interview questionnaire. The interviewing – as the main source of data collection – proceeded only after extensive literature review and analysis.

The following section provides a review of the research aim and secondary research questions with a critical assessment of the achievement or not of the aims of the study.

5.2   Review of the research aim and secondary research questions

The main research question for the study was: How can student development and support be provided for and managed to have strategic value for higher education in a developing country?

I made an attempt to answer this question through a qualitative study with the purpose to gain new insight into the factors impacting on the management and provisioning of student development and support.

As the study proceeded the main research question (problem) was posed to all participants and their views, knowledge and experiences were recorded for analysis. For the purpose of this study the literature

review did not only provide a theoretical framework for the research and new data collected but provided data towards determining the factors impacting on the management and provisioning of student development and support.

The literature review indicated a number of critical factors that are impacting heavily on student development and support. It already became clear from the literature review that there are factors on the international, national and institutional levels. The literature review extended to the fields of education, education management, education policy, national policy, socio-political and economic domain as well as aspects of management and finances.

I was able to postulate the following table of factors emanating from the extensive literature review:

Table 5.1: Factors postulated to have an impact on the provision and management of student development and support in higher education in a developing country

Macro-level impact: National policy and strategy

- National Plan for Higher Education
- Higher Education Act 101 of 1997
- Funding Framework for Higher Education
- Student Enrolment Strategy
- Programme and Qualification Mix Strategy
- Research imperatives and niche areas identified by research funding bodies (National Research Foundation)

Meso-level impact: Institutional policy and strategy

- Institutional Strategic Plan
- Three year rolling plans (required by Department of Education)
- Institutional Operating Plans
- Financial planning, strategy and allocations

- Resource and physical infrastructure policy
- Institutional responses to regional needs and priorities
- Inputs and needs from industry

Micro-level impact: Intra-institutional policy, strategy and approaches
- Student development and support strategy of the institution
- Strategic thinking and management of units
- Unit structures and line functions
- Unit budget administration
- Service portfolio in SDSS

The above framework informed the lines of questioning during the interviews. It was a challenge to not be restricted to the factors pre-identified in the literature review and I had to remain aware of the risk throughout.

The main research aim was to focus on the identification of factors that may impact on the providing for and managing student development and support in higher education in a developing country. A number of secondary research questions were also posed.

The following table provides a summary of the secondary research questions and subsequent answers or findings.

Table 5.2: Secondary research questions and research objectives

Secondary question	Research objective achieved?
i. Tracing the existing range and the scope of student development and support services in higher education.	Through varied discussions and accessing participants across multiple institutions I was able to identify more closely, the range and scope of student development

	and support activity in higher education. The finding is a diversified and non-unified approach across the university sector with an increasing trend of
	a) Consolidating the multiple functions of counselling and academic support related services
	b) Positioning the functions within academic line management structures.
ii. Determining how national policy and legislation have effect on the provision and management of student development and support services in higher education.	Through discussion with the spectrum of policy-makers to practitioners I was able to identify the specific national and institutional strategies and policies that impact directly on SDSS:
iii. Investigating how institutional policies and strategic plans have effect on SDSS in higher education.	a) National Plan for Higher Education
	b) Enrolment planning strategies
	c) Institutional planning and priorities
	d) Funding framework for higher education
	e) Unit planning and management approaches
	f) Primary and secondary education systems.
	g) Increasing managerialism in higher education
iv. Exploring existing national and international benchmarks and	Specific benchmarks – as current trends – can be identified that

frameworks to indicate good practice for student development and support in higher education.	indicate good practice for SDSS: a) Consolidating the multiple functions of counselling and academic support related services. b) Positioning the functions within academic line management structures. c) Optimal responsiveness to national and institutional challenges to ensure a relevant service portfolio. d) Participative and pro-active management style within units.
v. Identifying some of the critical provision and management factors for an effective SDSS.	The study produced a list of critical management and provision factors for effective SDSS. As reported in detail.

The following is a summary of factors identified towards addressing the main research question:

Table 5.3: Factors, in order of priority, as identified by the interviews and triangulated by the interview questionnaires and literature review

National education strategy
Managerialism
Student profile
Role of the lecturer
Strategic planning of the university
Unit management approach
Student preparedness
Curriculum
Institutional structures
University access
University funding
Unit responsiveness

Outcomes-based education
Education funding framework
Socio-political factors
Labour and skills development needs
Unit service portfolio
Primary and secondary education
Teaching strategies
Student attitude and behaviour
Technology in education
Globalisation
Economic factors
Unit planning
University resources

The above findings confirm 80% of the factors that were postulated after the literature review. However, a number of new or additional factors were highlighted by participants. The table indicates the original (as from literature) and newly identified factors (as from interviews and questionnaires).

Table 5.4: Original factors (as from literature) and newly identified factors (as from interviews and questionnaires)

Factor	Literature review	Interviews and questionnaires
National education strategy	●	●
Managerialism	●	●
Student profile	●	●
Role of the lecturer		●
Strategic planning of the university		●
Unit management approach		●
Student preparedness		●
Curriculum	●	●
Institutional structures		●
University access	●	●
University funding	●	●
Unit responsiveness		●
Outcomes-based education	●	●
Education funding framework	●	●
Socio-political factors	●	●
Labour and skills development	●	●

needs		
Unit service portfolio		●
Primary and secondary education	●	●
Teaching strategies	●	●
Student attitude and behaviour		●
Technology in education	●	●
Globalisation	●	●
Economic factors	●	●
Unit planning		●
University resources		●

The table indicates:

a) Confirmation of factors identified in literature

b) Additional factors highlighted by participants

In further analysis of the factors it is evident that participant views and experiences pertaining to higher education institutions on both the strategic and operational levels as well as experiences with students elicited the identification of additional factors impacting on student development and support, namely institutional strategy and priorities; management approach within a student development and support service unit; university priorities in allocating resources and student attitude and behaviour.

If the above findings from the interviews and questionnaires are compared with the initial framework of factors that was developed after the literature review, the final result is as follows:

Table 5.5: Categorisation of factors impacting on student development and support

CATEGORISATION OF IMPACTING FACTORS		
Macro-level factors	**Meso-level factors**	**Micro-level factors**
These factors relate primarily to *international* trends and challenges facing higher education.	These factors relate primarily to the *national* changes and challenges for higher education.	These factors relate primarily to *institutional* realities.
Factors identified after literature review:	**Factors identified after literature review:**	**Factors identified after literature review:**
• Globalisation and marketisation. • Developing countries: specific dynamics in education. • Managerialism. • Quality assurance in higher education.	• National economic status. • National labour agenda (skills development needs). • Transformation of the HE landscape and mergers. • Implementation of a national qualifications framework. • Implementation of outcomes-based education model. • Implementation of a new funding framework. • Government policy	• Institutional histories: HBI versus HWI phenomenon. Institutional responses to transformation. • Strategic management and priorities within institutions. • Effective management. • Accountability, quality orientation. • Academic relevance and positioning. • Student needs.
Factors identified and confirmed after interviews and questionnaires:		**Factors identified**
• Managerialism. • Globalisation and marketisation.		

development and control, accountability measures.

Factors identified and confirmed after interviews and questionnaires:

- National education strategy.
- National funding framework for higher education.
- Labour skills needs and development strategies.
- Implementation of an outcomes based approach in all education sectors.
- Economic factors.
- Socio-political factors.

and confirmed after interviews and questionnaires:

- Curriculum factors.
- Changing role of lecturers.
- Student preparedness.
- Student profile and needs.
- University management, strategy and priorities.
- University funding priorities.
- Unit management and planning.
- Unit responsiveness.
- Unit service portfolio.
- Student attitude and behaviour.
- University resource allocation.
- Teaching strategies.

The above indicates that the factors identified through the literature survey were confirmed and extended by the factors as identified through the interviews with the interviews identifying further factors. Both these sets of factors were again ratified by the outcomes of the interview

questionnaire and may be considered the final list of factors to be impacting on the management and provisioning of student development and support in higher education within the context of a developing country.

The subsequent conclusions and directed recommendations based on the outcomes of the study, follows.

5.3   Conclusions and recommendations

The data analysis process highlighted a broad range of factors impacting on student development and support. The diversity in interpretations and experiences of policy-makers, institutional managers, student development and support managers and student development and support practitioners were evident as the study progressed. At the same time however it became equally evident that there are indeed common factors highlighted by the participants. These were generally expressed through statements of concerns and challenges that the participants conversed.

The main finding is presented in the following sections as a final conclusion to the study.

5.3.1 The context of a developing country

Through the literature review aspects of the context of a specific developing country were highlighted and compared to some noted experiences in developing countries. It became clear that within the context of a developing country the volatile economic, social and political environment has serious impact on the education sector in general and higher education in particular. In the case of South Africa, as an example of a developing country, very similar but also specific dynamics were identified.   During the interviews the participants strongly

emphasised issues relating to the context of a developing country, namely:

- socio-political factors (impact of social change and political agendas on transformation and change);

- economic changes and growth (including the tensions between remaining poverty; limited resources and growing expectations that higher education should make a positive difference in the economic status of the country by producing skilled workers);

- changing education strategies (for example implementation of outcomes-based education);

- shifts in the approach and relationship between government and higher education (debate on high state-control versus state-facilitation approaches);

- labour agenda and high expectation of labour and skills development.

It is my view as the researcher that ultimately, the context of a developing country has both negative and positive impact. While participants demonstrated extreme unease with the consequences of transformation and reform of the higher education landscape, economic pressures and labour and skills demands of the economy, it was also evident that at the same time these dramatic impacts also seemed to energise the sector. Dealing with institutional mergers, general transformational issues, financial pressures and constraints, shifting government goals and guidelines stimulates renewed thinking and generates new perspectives on the strategic role and purpose of student development and support.   There is also evidence of a renewed discourse on the purpose of a university (within the context of a

developing country) and the impact of globalisation and managerialism on the traditional view of the purpose of a university.

5.3.2 The context of higher education

Higher education in South Africa is experiencing a phase of radical change and reconfiguration affecting its very nature, purpose and approach. It was evident from the discussions with participants that government policy and strategy has a profound impact on higher education. Some factors in this regard can be mentioned:

- The National Plan for Higher Education (Department of Education South Africa, 2001a) and subsequent transformation of the higher education landscape.

- The promulgation of a new national qualification framework (Department of Education South Africa, 2003a).

- The implementation of an outcomes-based approach in all sectors of education (primary, secondary and higher education).

- The impact of the Labour agenda and economy-based skills development initiatives and priorities (also considering how this agenda impacts on national decision making on educational matters, e.g. determining priority areas and a weighted funding).

- Implementation of a new funding framework (Department of Education South Africa, 2004).

All of the above and other factors impacted heavily on the higher education institutions and brought about dramatic change within the sector. While many of these national level strategies brought about positive change and renewed thinking about the strategic purpose and alignment of the university, its role within society and the economy of university business there was also weariness for all the changes and all

participants indicated a need for stability and consolidation. The most critical factor for the student development and support manager to take cognisance of is possibly the changing role of the lecturer with the dramatic implications for the role of the student development and support function in the university. The lecturer increasingly has to be subject specialist, educationalist, counsellor and mentor and learning manager. This is a scope of skill and expertise that very few academics have and in some cases academics are just not comfortable with dealing with all of these aspects. The opportunity is further emphasised by the experiences of student under-preparedness and the difficulties lecturers experience in this regard. The scenario creates a critical window of opportunity for the student development and support function to re-invent and re-align itself within the university to become a strategic role player.

5.3.3 The student development and support function

The findings on factors impacting on the management and provision of student development and support were the primary focus of this study. The outcomes of the literature review, interviews and interview schedule indicate that many of the issues are however related to broader issues that higher education is dealing with.

All of the factors that were identified are not isolated and particular to the student development and support environment only but are interrelated with issues that the university is dealing with or in context of the current issues in higher education (also discussed in chapter 4).

It is evident based on the findings of this study that although all the factors identified are critical and important for the student development and support management to take cognisance of, there are a few factors that may be critical for student development and support to attend to:

a) Lobbying for structured and more determined funding mechanisms in countering the lack of purposeful provisioning through the funding framework.

b) Promoting the expert role of the student development and support practitioner in partnering with the lecturer when addressing teaching and learning challenges.

c) Redefining and re-aligning the function to the core-business of the university. This implies an academic line-function and consolidated services.

Table 5.6 provides a summary and final conclusion of the main factors found to be critical considering all the sources and triangulated data.

Table 5.6: Summary of the factors found to be critical for the provision and management of the student development and support function in higher education in a developing country

Factor impacting on the management and provisioning of student development and support	Description and specific relevance for SDSS
Curriculum	Referring to the renewed emphasis in curriculum design and the inclusion of learning outcomes additional to subject knowledge and skills to also facilitate skills development requirements. The implementation of an outcomes-based approach also requires for the critical cross field outcomes to be accommodated in all curricula. The implementation of the Higher Education Qualification Framework (Department of Education, 2007) and subsequent re-curriculation of all academic programmes creates an opportunity for SDSS to establish many interventions as part of the curriculum and credit-bearing.
Student-preparedness, student needs and student profile	Referring to the profile and academic preparedness of students entering the university. The perceived and proven under-preparedness of first time entering

	students determine the role of the SDSS environment within the university. It also creates an opportunity for partnerships and curriculum-based interventions. The Units need to be extremely alert and responsive with a relevant service portfolio.
University strategic management and priorities and organisational structure	Referring to the approach of university management and the strategic role afforded to the SDSS environment within the university strategy, goals and objectives. The consensus view is that if a proper alignment can be established on this level the Unit(s) is/are well empowered to play out a potential differentiating role within the university. The consolidation of related services within an academic line function was indicated as a critical factor for success.
Increased managerialism	Referring to the impact of the international trend of increased managerialism. This trend was also found evident in all of the institutions of participants to the study – including a traditional universities and universities of technology. The general experience seems to be that managerialism – as expressed through financial and budgeting systems, quality assurance and productivity measurements – has a positive effect but also poses a threat to the educational business of the university if management does not find the subtle balance.
University access and accessibility	Referring to the national strategy to make university education accessible and the impact thereof. This strategy allows for more students to access higher education

	and is seen to inflate the student under-preparedness problem. For student development and support management it implies that the trends must be researched and monitored and strategic responses must be put in place in partnership with the academic environment. On another level accessibility priorities also allows the unit(s) to promote foundational type provisions and play a leading role in this area.
Funding framework and resourcing	Referring firstly to the national funding framework and the non-provision of a funding factor for this element of university business despite its growing importance within the university. Participants had consensus that additional grant funding provides relief but still leaves the unit(s) financially vulnerable as it not an assured income. General approach and resourcing priority within the university was also identified a critical factor.
Role of the lecturer	Referring to the changing role of the lecturer within the university. Lecturers are no longer just bearers of knowledge but have to facilitate learning in the broadest sense. For this they require a strong partnership with the SDSS practitioners in the university. This creates a large window of opportunity for practitioners to access students and work increasingly pro-active in terms of skills development and empowerment.
Unit management	Referring to the specific style and approach of managers within the SDSS Unit(s). This was also identified as a critical factor as the credibility of managers, representation on university forums, communication skills and related aspects will impact directly on the

	standing of the unit(s) and subsequently on the potential impact and role and effectiveness within the university.

The following section is a critical review of the research and will address the process, possible short-comings with recommendation where relevant.

5.4 Limitations of the study and subsequent recommendations

The qualitative approach to the study seems to have been very relevant as it is a fairly new area of research and I set out to:

a) gain insight and understanding of the phenomenon
b) establish a basis for further investigation.

However the risk of subjectivity and the role of my own experiences had to be managed throughout.

5.4.1 Critical review of the research design

The planning for a multi-method approach in this study was relevant and proved successful. The use of both an interview and a complementary interview schedule per participant provided a means to verify outcomes. In addition the social networking approach in sampling participants were found to be the only manner in which to access as many as possible of the identified categories of participants. The cyclical research process with reflection was critical to the qualitative process and I found the post-interview notes and reflection most helpful as it assisted in the process. Saturation of data became evident when the interviews started to yield the same information from participants and a pattern evolved where the same factors were consistently highlighted by the participants.

5.4.2 Critical review of the literature review process and outcome

Whereas I initially viewed the literature review as a background exercise it became clear as the process unfolded that the literature will provide a valuable component to the research outcome.

The literature review was extensive and as the process unfolded the review extended to more fields and beyond educational literature. It eventually became a challenge for me to determine boundaries for this research as the reading branched deeper and deeper into management, education governance and the labour and political domains.

The nature of the study however required a comprehensive review and the documented reading and analysis covers a relevant range of topics related to the study. This confirms that a multidisciplinary approach to researching a complex phenomenon such as student development and support is essential.

It was difficult to find a balance between the broad scope of factors and fields relevant to the topic; a cryptic review of relevant issues and properly documenting the relevant issues. It is my position that the review – though comprehensive and covering many areas – were fruitful and produced a solid framework of factors to proceed with the gathering of data. The comprehensive reading and literature-review provided a good foundation for me during the interviews.

5.4.3 Critical review of the qualitative data collection and analysis approach

The data collection via interviews and interview schedule followed according to plan. It was however a major obstacle to secure and schedule interviews with the high profile and high level individuals that would be relevant for the purpose of the study.

I experienced the following challenges:

a) Time-consuming scheduling and liaison processes.

b) All participants cooperated and participated enthusiastically and I was able to elicit valuable data from every interview.

c) A few participants were not well informed on the specific focus of the study and I had to refrain from influencing the responses by guiding inputs and questions.

d) The electronic recording and transcribing of interviews were an essential task. I would have lost valuable insight if the transcription was assigned to an assistant. It was as if the process of transcribing added another layer to the data collection and analysis process and additional understanding and insight to participant responses were gained.

e) I learned from intently listening to the initial interviews (when transcribing) and was able to also improve interviewing technique and style.

f) The qualitative approach was relevant to the topic of this study.

The value of the clear and well defined ethical considerations became very clear during the initial liaison and final interaction with participants. The ethical guidelines that were established provided clear borders for questioning and guided me in many ways to ensure an objective and true outcome to the interviews.

5.5 Conclusion and future research recommendations

As a final conclusion the following may be topics or areas for further research relating to the factors impacting on the management and provision of student development and support in higher education in a developing country:

- Aspects of student-preparedness versus university-preparedness.

- Strategic steps towards making the university prepared to deal with the under-prepared student in dealing with increased participation and university access.

- Organisational strategy and alignment of student development and support functions in organisational structure.

- Determining a comprehensive but relevant student development and support service portfolio for higher education.

- The role and impact of managerialism.

- The role and impact of national strategy and policy.

CHAPTER 6

CRITICAL REFLECTION ON THE PhD-STUDY EXPERIENCE

6.1 Prologue

It was an eager and easy decision to start this study. Student development and support is a passion and life time work orientation for me. In looking back I guess this is what I was born and raised to do.

Born into a middle class family and brought up in a loving supportive Christian home made me a "middle of the road person" in my time. As an only child in an otherwise small family I was often left to my own devices to entertain myself and play. In so doing I devised many a simple game for one. Though I had many friends and a welcoming home I was equally happy to teach the flowers. Looking back at my childhood I realise that protective caring parents and a nurturing adoring grandmother made me grow in self-esteem and I cemented two critical core beliefs namely that "I can" and "I am a good and decent person" that since then directs most of my life story.

In high school I established a firm platform for my spiritual life and dedicated my life to the Lord. This brought a sense of purpose and a determination to find my calling. It was only many years later that I actually realised that it was in those days already that my natural inclination to be reflective was nurtured. I became increasingly emotionally independent - mostly because I questioned myself, constantly evaluated my own performance, set goals and determined progress and always had this sense of meta-awareness about what I was doing and to what end. I became most aware of how I impacted on others and how they impacted on me. I suppose this made me naturally gravitate towards a career in education and psychology.   Eventually during the second year of undergraduate studies I was exposed to aspects of educational psychology and my fate was sealed.

Later in my career as an educational psychologist and student counsellor I felt that I was getting to know the university through the hearts of people. The counselling and educational work exposed me to all forms of hardship and difficulty experienced by students in the emotional, spiritual and physical domain. Becoming a wife and mother gave new life perspectives but ultimately also intensified my awareness and sensitised me even more to what happens to students throughout the higher education experience.

Over two decades I experienced the shift in need and dilemmas and specifically also how higher education constantly grapples with the dilemma. The persistent question in me was always: "What are we doing?" with all the logical secondary questions of "is it working", "is it organised well" and "does it have impact"?

It was indeed an eager and easy decision to start this study even despite the restrictions imposed by life and work. Student development and support is a passion and part of who I am. Delving into this issue in scientific structured manner, asking the questions and attempting to find substantiated reasonable answers was inevitable.

6.2   Epilogue

6.2.1   What is happening? - reflection during the study

In thinking critically about the processes during the study there were many thoughts, emotions and insights that can be named.

The white-water swim

The initial stage (proposal writing) was an intense and draining period of sifting through confusion and steadfastly seeking clarity. Some of the PhD programme sessions energised and motivated while others overwhelmed. For me, getting to a final proposal was like swimming the white-waters determinedly and believing the embankment is most definitely coming up. It was most honestly a phase where I eventually experienced a severe crisis in confidence

and my belief in my own ability was seriously challenged. Though looking back I realised I did indeed have difficulty in dealing with criticism and negative feedback and that was probably the most difficult to overcome.

The toy room

The reading and literature review was like going into a room full of new exciting toys. The topic of the study justified reading in various disciplines including psychology, education, higher education, economy, sociology, I quickly created order and system as the volume of literature was so much and implemented a star-grading system for all articles and books. Once this was in place and reading became more focussed and structured and gradually a pattern of relevant literature and background emerged. I became intrigued with the – for me – new areas of insight on managerialism; the impact of labour and unionism on higher education and also the new paradigms in psychology. This multidisciplinary theoretical framework confirmed my years of professional experience of the SDSS context as being multidimensional. It was at this stage that I also found peripheral value in the study as my knowledge and understanding of current issues in the broader higher education sector grew.

It was at this stage that I again became confident about my ability to do this and proceeded with vigour. Work made it impossible to commit to reading and writing for extended periods and though I progressed well and eventually yearned to get out of the toy room.

Walking the parted sea: courage and determination

Preparations for the field work initially made me anxious as I had to adjust some plans and some of the initial thinking about how to go about it. When setting up appointments for interviews went smoothly I was encouraged.

My first university visit, with two individual interviews and one focus group interview was critical. It was easy enough to engage with participants conduct

the interview and ask the targeted questions but in reflecting and pausing afterwards I realised that my challenge is to:

- Not participate in (as opposed to facilitate) the discussions and remain in a neutral researcher role (my passion for the topic had to be controlled)
- To be extremely careful not to ask leading questions and even refrain from leading the answers.

The above reflection that took place made me become acutely aware of my role as the researcher. It became personal and more than just an academic principle.

Interviewing was less stressful from there on and I found myself relaxing more and listening better. I was constantly amazed about how eagerly participants shared information and more specifically their personal perspectives, experiences and views.

As the field work progressed I found my own understanding of the issues was growing. It already became clear that there were recurring topics and sensitivities.

As the opportunity arose I wrote an article on the preliminary findings of the study and going through this almost untimely exercise again gave me a critical academic look at what I was doing and whether it was leading to the planned outcome. Writing the article was an enriching experience towards critical review of my own work.

6.2.2 What happened? – reflection after the study

I started out with the intention (perhaps typical?) to uncover and expose, to make a contribution to the body of knowledge. Yet now, looking back and considering what happened I guess the chief outcome was that I actually changed, I grew as a professional, as a researcher and I now have a much

greater understanding and grasp of the topic. The contribution may be there but I know that that judgement is not mine. I am surely different and I know this because I am more confident to ask the critical questions.

The qualitative approach suited me well and I learned a tremendous amount about how to actually go about a qualitative study.

...... I think I've actually become a researcher.... I at least, for the first time ever started to seriously think of myself as one!!

APPENDICES

Appendix A: List of terminologies used in the study

The following terminologies are used in congruence with the South African educational landscape and related documentation in higher education:

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

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.

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

Funding framework: The specific framework with formula's that are being used to determine the annual income (subsidy) of the higher education institution.

Programme and Qualification mix: The pre-approved range of academic programmes and/ qualifications that the Council for Higher Education approves and which the specific university may offer.

Outcomes-based education: The educational approach that focuses on the achievement of specific pre-determined outcomes relating to knowledge, skill and competence.

Service portfolio: the combination, range and scope of services offered by the student development and support unit(s) on campus.

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

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.

Appendix B: 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

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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 not 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 ch ange a nd stop loo king fo r the d eficit 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 cor e bus iness 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 sh ould not be seen as s eparate things. An integrated kind of approach is for me what wo rks becaus e it hel ps 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 syst em 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 th e fa ct th at … ok ma ybe on the other side i t can be uhm ... th e hu man 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 th ink i t is fu ndamental. In fa ct the CHE pres ented a c onference on st udent access and success and inst itutional culture and t he whole i dea t here w as that you can 't – an d I thin k thi s i s co ming through from th e f oundation work and programme which is essentially an academic development approach – but it was clear that you can' t have the add-on approach w here y ou hav e a lay er of students coming in and put them in a sepa rate 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 Afri kaans, English and Is i-Xhosa, document design, language services an d the writing laboratory. The la tter is a walk-in service fo r stu dents bu t t hey now als o w ork w ith lect urers t o pr esent wr iting-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 that 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 af fects us on a f inancial lev el i n 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, we've got dem and on t he res ources, we'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 i n 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 because I think that there is more and more aw areness about the need to go 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 made option for every typoe of student. Now wit h more and more students from previously disadvantaged 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 formula 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 think those 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 probably 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 change 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 general 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 external to the curriculum. That's why the DoE won't give money for such 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 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".

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, 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 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 this may be for the institutions 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 organi-sational 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 that 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

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".

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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

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, range 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