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APPENDIX 1  RESEARCH QUESTIONNAIRE
IN-SERVICE EDUCATION AND TRAINING (INSET) OF UNIVERSITY LECTURERS

Questionnaire number

Please answer all questions

Supply your answer by circling an appropriate number in a shaded area or by writing on shaded block

SECTION A: PERSONAL PARTICULARS

1. Please describe your position, rank or status.

<table>
<thead>
<tr>
<th>Rank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>1</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>3</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
</tr>
<tr>
<td>Head of Department/ School/ Unit</td>
<td>6</td>
</tr>
<tr>
<td>Professor</td>
<td>7</td>
</tr>
<tr>
<td>Vice/ Deputy Dean</td>
<td>8</td>
</tr>
<tr>
<td>Dean</td>
<td>9</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>10</td>
</tr>
</tbody>
</table>

2. What is your age in completed years?

3. What is your gender?

Male 1  Female 2

4. What is your marital status? (Choose one answer only)

<table>
<thead>
<tr>
<th>Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>1</td>
</tr>
<tr>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>Widow/widower</td>
<td>3</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
</tr>
</tbody>
</table>
RESEARCH QUESTIONNAIRE
IN-SERVICE EDUCATION AND TRAINING (INSET) OF UNIVERSITY LECTURERS

Questionnaire number

Please answer all questions

Supply your answer by circling an appropriate number in a shaded area or by writing on shaded block

SECTION A: PERSONAL PARTICULARS

1. Please describe your position, rank or status.

<table>
<thead>
<tr>
<th>Position/Status</th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>1</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer</td>
<td>3</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
</tr>
<tr>
<td>Head of Department/School/Unit</td>
<td>6</td>
</tr>
<tr>
<td>Professor</td>
<td>7</td>
</tr>
<tr>
<td>Vice/Deputy Dean</td>
<td>8</td>
</tr>
<tr>
<td>Dean</td>
<td>9</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

2. What is your age in completed years?

3. What is your gender?

   Male 1
   Female 2

4. What is your marital status? (Choose one answer only)

   Single 1
   Married 2
   Widow/widower 3
   Divorced 4
5. What is your actual teaching experience at university in years?

<table>
<thead>
<tr>
<th>Years</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>1</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
</tr>
<tr>
<td>21-25</td>
<td>5</td>
</tr>
<tr>
<td>25+</td>
<td>6</td>
</tr>
</tbody>
</table>

6. What is the name of your University?

7. What is the name of your Faculty?

8. What is the name of your Department / School?

9. What is the nature of appointment?

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>1</td>
</tr>
<tr>
<td>Temporary</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td>3</td>
</tr>
<tr>
<td>Contractual</td>
<td>4</td>
</tr>
</tbody>
</table>

10. Qualifications

10.1. What is your highest Academic Qualification?

10.2. What is your Highest Professional Qualification?

11. Are you currently studying to improve your academic / professional qualifications?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

11.1 If your answer is yes to Question 11, please indicate below:

11.1.1 Degree / Diploma / Certificate / Course / etc.
11.1.2 Duration of Degree / Diploma / Certificate / Course

11.1.3 Institution at which you are studying

<table>
<thead>
<tr>
<th>University</th>
<th>Technicon</th>
<th>Other (State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Are you studying?

- Full-time
- Part-time
- Distance Education

13. Indicate the course(s) / subject(s) / module(s) you are responsible for:

1
2
3
4
5

14. If you are continuing your formal qualifications...

14.1. Is(Are) the course(s) / subject(s) / module(s) which you lecture related to what you are studying?

Yes 1
No 2

14.2. If you are continuing your formal qualifications and the course(s) / subject(s) / module(s) which you lecture is (are) not related to the course which you are studying explain briefly your choice of study:
15. With respect to your university...

15.1 Indicate the total number of lecturing staff.

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100</td>
<td>1</td>
</tr>
<tr>
<td>101-500</td>
<td>2</td>
</tr>
<tr>
<td>501-1000</td>
<td>3</td>
</tr>
<tr>
<td>1001-1100</td>
<td>4</td>
</tr>
<tr>
<td>1101-2000</td>
<td>5</td>
</tr>
<tr>
<td>2000+</td>
<td>6</td>
</tr>
</tbody>
</table>

15.2 Indicate the total number of lecturing staff in your faculty

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td></td>
</tr>
<tr>
<td>10-15</td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td></td>
</tr>
<tr>
<td>More than 20</td>
<td></td>
</tr>
</tbody>
</table>

16. How would you rate yourself at present on a scale of 1 to 5 on the following items?

Note that the rating scale is provided

16.1 Professional competencies

<table>
<thead>
<tr>
<th>Professional competency</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of subject matter.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Understanding the major objectives and outcome of the teaching field of my subject.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Possess a broad grasp of my subject and related fields.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Have a good knowledge of the programme or course goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Possess ability to organise the lecture room for learning and priorities of my role function.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Seek to enrich the learning environment of my students by supplementing materials and experiences whenever needed or appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

16.2 Effectiveness of interaction between lecturer and student

<table>
<thead>
<tr>
<th>Interaction aspect</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have made a conscious effort to learn more about each of my students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I have given students a range of experiences to help them to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I make an effort to involve students in planning when appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I treat each of my students in terms of his / her uniqueness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am positive in my attitude and approach when interacting with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

16.3 In-service Education and Training (INSET)

<table>
<thead>
<tr>
<th>Education and Training aspect</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to the advancement of education</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am always making an effort to improve my teaching performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am always making an effort to improve my research performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I am always making an effort to improve my community outreach service</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I participate in independent professional reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
SECTION B: INSET NEEDS FOR LECTURERS

1. In your role as lecturer, how important do you consider formal, award bearing INSET?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2. In your role as lecturer, how important do you consider non-formal, non-award bearing INSET?

<table>
<thead>
<tr>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3. Do you discuss INSET needs with colleagues?

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. How are your INSET needs mainly determined in your university?

<table>
<thead>
<tr>
<th>Self</th>
<th>Colleagues</th>
<th>Management</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

5. Does your university provide INSET programmes for university lecturers?

Yes [1]    No [2]

6. If yes, how would you describe the provision of the programmes?

<table>
<thead>
<tr>
<th>More than adequate</th>
<th>Adequate</th>
<th>Less than adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

7. Do you think the university authorities should allow for release time for INSET?

Yes [1]    No [2]

8. If release time for INSET was available, which of the following would you prefer?

1. A single block of one term or longer? [1]  
3. One day release? [3]  
5. Full time study leave with pay? [5]
9. Rank your reasons for INSET from 1 - 5 where 1 is the lowest and 5 is the highest.

1. Career promotion
2. Keep abreast with developments in your subject
3. Improve competency in research
4. Improve competency in teaching
5. Improve competency in community outreach activities

10. How would you rate the pass rate of the students you teach?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Grossly inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11. What kind of INSET course(s) would you prefer? Rank your preference from 1 - 9 where 1 is the lowest and 9 is the highest.

1. A prescribed course of study over a period of time, say one term, full time.
2. A one day course with an outside facilitator
3. Courses of more than one day up to a week or so
4. The pursuit by your own study research of a topic of your own choice—self directed for personal development
5. Distance Education courses for Improved Qualifications
6. Work within a group of lectures/seminars/workshops on a problem of professional interest, e.g. writing research articles for the purpose of publication.
7. INSET course(s) facilitated by an outside facilitator.
8. INSET courses that are mainly offered during working hours.
9. INSET courses that are mainly offered after working hours.

12. Which of the following providing agencies would you prefer to conduct INSET programmes? Rank your preference from 1 - 5 where 1 is the lowest and 5 the highest

1. Personnel from your own university
2. Personnel from other universities
3. Consultants from outside your university
4. Personnel from government departments.
5. Personnel from Non-Governmental Organisations (NGO's)

13. In your own view, Should INSET be

<table>
<thead>
<tr>
<th>Voluntary?</th>
<th>Mandatory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

14. Do you attend conferences, seminars or workshops voluntarily?

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
15. Do you attend conferences, seminars or workshops by instruction?

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

16. When do you think INSET should be mainly offered?

<table>
<thead>
<tr>
<th>During working hours</th>
<th>After working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

17. If after working hours, should it be offered

<table>
<thead>
<tr>
<th>Over weekends?</th>
<th>Afternoons/evenings?</th>
<th>During vacations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

18. Does your university have

18.1 A clearly articulated policy document for INSET?

Yes 1 No 2

18.2 A person(s) designated for INSET of lecturing staff?

Yes 1 No 2

18.3 Suitable accommodation and facilities for INSET?

Yes 1 No 2

18.4 Procedure(s) for regular evaluation of INSET programmes?

Yes 1 No 2

18.5 Access to outside consultants

Yes 1 No 2

18.6 Do you participate in decision making with respect to INSET in your university?

Yes 1 No 2

19. How supportive is your university management staff for INSET programmes?

<table>
<thead>
<tr>
<th>Very supportive</th>
<th>Occasionally supportive</th>
<th>Never supportive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

V86 103 V87 104 V88 105 V89 106 V90 107 V91 108 V92 109 V93 110 V94 111 V95 112
20. Who should pay for INSET activities?

<table>
<thead>
<tr>
<th>The university</th>
<th>Participants</th>
<th>Providing agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

21. Would you be prepared to attend INSET activities at your own costs?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

22. When should INSET programmes be evaluated?

<table>
<thead>
<tr>
<th>During the INSET programme</th>
<th>At the conclusion of the programme</th>
<th>At some other time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

23. Who should evaluate the INSET programmes?

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Consultants from outside the university</th>
<th>University staff development unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

24. For each item below, circle an appropriate number in a shaded area which best describes the level of guidance you need in your task as lecturer, using the following scale:

1 = High Need    2 = Some Need    3 = No Need

24.1 RESEARCH

1. Ability to search for and locate literature in your subject area
   1 2 3

2. Upgrading your technical skills. Eg. computer literacy
   1 2 3

3. Writing proposals for research grants / funding
   1 2 3

4. Writing a dissertation / thesis
   1 2 3

24.2 TEACHING AND LEARNING TECHNIQUES

1. Developing learning / teaching techniques
   1 2 3

2. Multi-cultural teaching and training
   1 2 3

3. Teaching for transfer of training— ensuring that classroom teaching is appropriate for implementation in the work environment
   1 2 3

4. Implementation of theories for teaching and learning in the classroom
   1 2 3

5. Use of multiple (integrated) teaching / training methods and techniques
   1 2 3

6. Guidance and Counseling techniques for students in need of assistance
   1 2 3

7. Motivational techniques for learning
   1 2 3

8. Assessment of students’ performance
   1 2 3

9. Constructing relevant test items
   1 2 3

10. Developing opinion, interest and / or attitude questionnaires
    1 2 3
1. Conducting needs analyses to determine community needs
2. Developing, implementing and evaluating relevant community-based programmes
3. Establishing self-help programmes for the community

26. Mention any other needs not previously addressed in this questionnaire regarding:

26.1 Research

26.2 Teaching and Training techniques

26.3 Community service and outreach programmes

Thank you for your co-operation

Please return your completed questionnaire to: Mr. L. E. Mofokeng
P.O. Box 5102
THERONVILLE
9702
The Head of Academic Division / Staff Development Unit  
University of .................................................  
Private Bag.................................................  
.................................................................  
Dear sir / Madam

Ph. D research questionnaire on “In-service Education and Training (INSET) for university lecturers.

I am engaged in investigating the In-service education and training (INSET) of university lecturers in South Africa. In order to ensure that the research is representative of a broad spectrum of lecturers, universities have been selected in terms of the random sampling procedure so that all universities had a chance to be included.

Your institution has been selected for inclusion in the study. You are therefore humbly requested to distribute the enclosed questionnaires to all tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching heads of departments / schools and teaching vice or deputy deans and deans. You are also requested to provide any policy document that may throw some light on INSET activities in your institution.
The responses of the above mentioned academic staff as well as the requested policy documents will enable me to

• study the current provision and delivery systems of INSET for university lecturers.
• identify the INSET needs of university lecturers with regard to teaching, research and community outreach activities.
• investigate the management or supervision of INSET courses and related activities in South African universities.
• make appropriate recommendations for the future design and planning of INSET courses and related activities for both lecturers and INSET management or supervisory staff.

As I am fully aware of your crowded programme, I make a special appeal to you to distribute the enclosed questionnaires and provide me with a copy of INSET policy document(s). The questionnaire responses will be treated with utmost confidentiality and no reference by name will be made to your institution when the research results are reported.

Thanking you in advance for your cooperation

Yours sincerely

L E Mofokeng
Dear colleague

Ph. D research questionnaire on “In-service Education and Training (INSET) for university lecturers.”

The head of Academic Division or Staff Development Unit in your institution is aware that I am involved with investigating the In-service Education and Training (INSET) of university lecturers. This investigation forms part of my study for Ph. D degree at the University of Pretoria.

Currently there is an increasing awareness for improved INSET programmes for university lecturers all over the world. University lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills. This becomes patently clear when it is realised that rapid and continuing change is taking place as a consequence of innovations from outside the university system and the demands imposed by national interests as well as those emanating from educational research and development.

Consequently, I would like to research the possible INSET needs of lecturers in our universities. To this end, I am sending a questionnaire to selected universities. The opinions of lecturers (that is, tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching heads of departments / schools as well as teaching deans / vice deans) will be critical in informing this research. Your responses will enable me to:

• study the current provision and delivery systems of INSET for university lecturers.
• identify the INSET needs of university lecturers with regard to teaching, research and community-outreach activities.
• investigate the management or supervision of INSET courses and related activities in South African universities.
• make appropriate recommendations for the future design and planning of INSET courses and related activities for both lecturers and INSET management or supervisory staff.

INSET has been defined in various ways. However, in this particular research, INSET is regarded as everything that happens to the lecturers from the day they are appointed until they retire which contributes directly or indirectly to the way in which they execute their professional duties (Henderson, 1977: 193).

As I am fully aware of your tight schedule, I make a special appeal to you to fill in the attached questionnaire fully. The questionnaire is completely anonymous. Personal details required are integral to the research and affect the special circumstances of lecturers such as the following categories:

• women lecturers because they have special requirements in terms of the course timing and attendance.
• young or beginning lecturers because they differ from experienced lecturers with regard to needs.

Thank you for your cooperation.

Sincerely yours,

LE Mofokeng (Mr)
### GLOSSARY OF TERMS USED IN THE QUESTIONNAIRE

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<tr>
<th>Term</th>
<th>Definition</th>
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<td><strong>Release time</strong></td>
<td>The time during which a lecturer is deemed to be on duty and on full pay.</td>
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<td>Relevant to but not necessarily involved with your role function.</td>
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<td><strong>Consultant</strong></td>
<td>Person with expertise in a specified body of knowledge outside of your institution generally.</td>
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<td><strong>INSET</strong></td>
<td>In-service Education and Training-activities that include courses and programmes for continuing education and professional development of lecturers.</td>
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<td>Tutors / junior lecturers / senior lecturers / associate professors / professors / teaching heads of departments or schools / teaching vice or deputy deans and deans.</td>
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<td><strong>Award-bearing course:</strong></td>
<td>A course or programme of studies which results in a formal certificated qualification. e.g. certificate, diploma or degree.</td>
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<td><strong>Management team</strong></td>
<td>those personnel involved in administration. E.g. head of department or school, executive director, registrar, head of staff development unit, rector.</td>
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<td><strong>Community-service</strong></td>
<td>Programmes linked to higher education which involve participants in activities designed to deliver social benefit to a particular community and which teach the participants to work jointly towards the achievement of the common goal. Participation in community-service usually involves a degree of personal sacrifice in terms of time, remuneration and convenience.</td>
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QUESTIONNAIRE FOR CURTIN UNIVERSITY OF TECHNOLOGY ACADEMICS

The context in which Professional Development Programmes (PDPs) in a developing country (South Africa) has been outlined for you in this seminar. The aim of the presentation was to:

- Outline the current provision and delivery systems of PDP for academics in South Africa.
- Provide information on the management or supervision of Professional Development courses and related activities in South African universities.

Given the background concerning the provision of PDPs in the developing country as well as tapping from your expertise and experience as an academic in the developed country, what would you regard as the priority needs of South African academics if they were to perform their tasks more effectively and efficiently in the following categories?

Teaching tasks


Research tasks


Please note that this questionnaire is completely anonymous and that all responses will be treated with utmost confidentiality. Thank you for your time and co-operation.

Sincerely yours

LE Mofokeng
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<td>Dong</td>
<td>Qing Tan</td>
<td>Applied Geology</td>
<td><a href="mailto:cang@upnaway.com">cang@upnaway.com</a></td>
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<td>57</td>
<td>Steve</td>
<td>Reddy</td>
<td>Applied Geology</td>
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<td>Leonie</td>
<td>Renni</td>
<td>SMEC</td>
<td><a href="mailto:iranni@info.curtin.edu.au">iranni@info.curtin.edu.au</a></td>
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<td>Spatial Sciences</td>
<td><a href="mailto:ssng1006@holmail.com">ssng1006@holmail.com</a></td>
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<td>Mike</td>
<td>Stewart</td>
<td>Murdoch</td>
<td><a href="mailto:stewart@vesta.curtin.edu.au">stewart@vesta.curtin.edu.au</a></td>
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<td>Thorpe</td>
<td>Chemical Engineering</td>
<td><a href="mailto:thorpern@ubs.curtin.edu.au">thorpern@ubs.curtin.edu.au</a></td>
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<td>66</td>
<td>Yu-Chu</td>
<td>Tian</td>
<td>Architecture Construction &amp; Plann</td>
<td><a href="mailto:tiany@che.curtin.edu.au">tiany@che.curtin.edu.au</a></td>
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<td>Reena</td>
<td>Tiwari</td>
<td>SMEC</td>
<td><a href="mailto:j.watkins@smec.curtin.edu.au">j.watkins@smec.curtin.edu.au</a></td>
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<td>Watkins</td>
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<td>Yatawara</td>
<td>Design</td>
<td><a href="mailto:eyesdrr@ibm.net">eyesdrr@ibm.net</a></td>
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<td>Ellen</td>
<td>Young</td>
<td>Applied Physics</td>
<td><a href="mailto:m.zadniki@oc.curtin.edu.au">m.zadniki@oc.curtin.edu.au</a></td>
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INTERVIEW SCHEDULE FOR UNIVERSITY LECTURERS IN SOUTH AFRICA

I am investigating the In-Service education and Training (INSET) of university lecturers in South Africa. This research forms part of study for Ph.D degree at the university of Pretoria. I would like to have your honest views about INSET and commit myself to treating the information which you will provide with utmost confidentiality. Could you please respond to the following questions:

1. How is INSET provided in your university, that is, is it formal or informal or both?
2. How would you like to be assisted with your teaching functions?
3. How would you like to be assisted with your research functions?
4. How would you like to be assisted with your community-service functions?
5. In general, what would you like the university management to do in order to facilitate your professional development?
6. Analysing the current design, planning, implementation and evaluation of INSET activities in your university, which things would you like to be done differently in future?
7. Would you like to comment on anything regarding your own professional development?
From: Mr L E Letsie <letsie@uniqwa.ac.za>
To: murray@muresk.curtin.edu.au <murray@muresk.curtin.edu.au>
Date: 29 June 2000 10:55
Subject: STUDY VISIT

Telephone : ( 058 ) 3038914 P.O. Box 5102
Fax : ( 058 ) 7130156 THERONVILLE

BETHLEHEM
FREE STATE PROVINCE
9702
SOUTH AFRICA
19 June 2000
Prof. Murray McGregor
Director Muresk Institute of Agriculture
Professor of Agribusiness
Northam 6401
Western Australia
Fax ( 08 ) 96901500

Dear sir,

REQUEST FOR SUPPORT DURING STUDY VISIT IN AUSTRALIA

I am a lecturer at the University of the North (Qwa-Qwa Campus) employed in the School of Educational Management and Leadership. Our university is situated in the North Eastern part of the Free State province, South Africa. Our Campus Principal, Professor O.O. Dipeolu provided me with your particulars and assured me that you could assist me.

I would like to visit Australia at any time which will be convenient for you in July 2000 for a period of a week. Currently there is an increasing awareness for improved In-service Education and Training (INSET) of university lecturers in South Africa. The rapid and continuing change which is taking place as a consequence of innovations from outside our

02/01/24
university system and the demands imposed by national interests as well as those emanating from educational research and development have particular challenges for academic staff. As a result of these changes, university lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills.

As part of my studies for Ph D degree with the University of Pretoria, I am investigating INSET needs of South African university lecturers. Australia is one of the developed countries which have been selected for inclusion in this study as it is hoped that the programmes that are offered there can significantly enhance the quality of my research. When in Australia, I would like to

- study the current provision and delivery systems of professional development for academics
- have an idea of the professional needs of academics with regard to teaching, research and community-outreach activities.
- investigate the management or supervision of professional development courses or related activities.

The above information will enable me to make appropriate recommendations for the future design and planning of professional development courses and related activities for both academics and personnel charged with the management or supervisory responsibility these activities.

I have never had an opportunity to visit Australia before. Consequently, I do not have any contacts except you and a few others that our principal has mentioned to me. Being fully thoughtful of your tight schedule, I appeal to you to assist me with the following arrangements:

- organizing and coordinating a one week programme which can assist me to attain the above objectives,
- arranging transport and accommodation facilities for me during my stay in Australia.

If it is possible, I would also like, within this one week, spend a day or two at Griffith University. If it fits your schedule, I would liaise with professor George E. Kearney of the School of Human sciences to make the necessary arrangements.

I have been granted a research grant of about R 20 000, 00 ( Twenty thousand rand ) by our University Research Grant Senate Committee).

I hope to hear from you very soon so that I can make the necessary traveling arrangements.

I thank you for your time and support

Sincerely yours

Lenka Mofokeng ( Mr )
Dear Mr Mofokeng, I have referred your letter to one of my colleagues for her response. I would certainly like to facilitate the project that you have expressed an interest in, but that might not be possible because of staffing movements that will impact upon the Centre for Educational Advancement from August. I will get back to you again shortly in that regard.

I note that you also want to squeeze a visit to Griffith U into your program. Griffith is a very long way from Curtin. You would need to allow a full day's travel time to get from Perth to Brisbane. If your total time in Australia is restricted to a single week, you could find yourself with very little time to get more than a superficial impression of the matters you wish to explore.

I expect to write to you again early next week. In the meantime, all best wishes.

Will Christensen
Deputy Director
Centre for Educational Advancement
Dear Mr Mofokeng

Dr Will Christensen is very supportive of your visit and asked me to respond to your fax.

I have had a meeting with my colleague A/Prof Alex Radloff to discuss how we could assist you. We feel that your time frame does not really allow a visit to Queensland. It is a full day's trip away from Perth. The second issue is that air travel between Australian cities is very expensive given how huge our country is. We note that you have R15,000 to support your trip. R15,000 is about $3,700 Australian dollars. Once Rand is converted to dollars things become quite expensive. I am not sure if you know Prof Bojuwoye from your institution. He undertook a similar trip last year and can give you an idea of what is involved in travelling to Queensland, as well as general costs in Australia.

We suggest a program in Western Australia along the following lines:

(3 days)
Curtin (Centre for Educational Advancement) - Meetings with Alex Radloff, Barbara de la Harpe, Tina Kulski, Bob Fox, & Des Thornton to provide general information about their various areas in professional development. In addition you would have access to relevant Uni policy relating to Professional development. You could also attend any professional development workshops that are on offer during the time you are here.

Curtin (Office of Teaching and Learning) - Meetings with Library and Information Staff, Anne Butorac (especially regarding accreditation issues) and Jennifer Weir co-ordinator of the Africa Teaching and Research Group

Curtin (Vice-Chancellor) - Barbara Groombridge (Leadership program) and Colleen Liston, (Director, Quality Office)

Learning Effectiveness Alliance Program project co-ordinators eg. Rob Baker, Ian Lee, and Linda Portsmouth

Office of Research & Development

1 day
Outside visits (University of Western Australia, Murdoch & Edith Cowan University) Visits to their respective staff development units.

1 day

7/24/00
From: Mr L E Letsie <letsie@uniqwa.ac.za>
To: Will Christensen <W.Christensen@curtin.edu.au>
Date: 15 August 2000 12:13
Subject: Re: Visiting fellowship, Centre for Educational Advancement, Curtin University of Technology

Dear prof. Christensen,

Thank you for all the plans that you have already put in place for my visit. I am confirming the following:

1. I will depart from South Africa on the 19 August (Saturday) at 19h15 and arrive in Perth on 20 August (Sunday) at 10h10.
2. I will depart from Perth for South Africa on 03 September (Sunday).
3. Please book me at Windsor Lodge where I will do my own cooking.

I apologise for the delay in confirming the dates and times. Since I have already purchased the air ticket, I am now looking forward to meeting you.

Once more, thank you so much for your incredible support.

Lenka Mofokeng

-----Original Message-----
From: Will Christensen <W.Christensen@curtin.edu.au>
To: Letsie@uniqwa.ac.za <Letsie@uniqwa.ac.za>
Cc: Bev Priest <priestb@cc.curtin.edu.au>
Date: Thursday, August 10, 2000 5:24 AM
Subject: Visiting fellowship, Centre for Educational Advancement, Curtin University of Technology

>Dear Mr Mofokeng, I am pleased to invite you to Curtin for a two week period. >in connection with your planned project. The Centre for Educational >Advancement will be delighted to have you associated with us as an visiting >fellow. We will provide you with an office, telephone, computer facilities >and library access during this period, and will assist with your travel to >and from the campus. I will ask my secretary to write to you directly with >estimated accommodation costs at a place readily accessible to the campus. >
>My staff are looking forward to your visit and have put together a >provisional itinerary to help ensure that you derive maximum benefit from >the short time you will spend with us.
>
>All best wishes
>
>Will Christensen

02/01/24
From: Mr L E Letsie <letsie@uniqwa.ac.za>
To: Will Christensen <w.christensen@curtin.edu.au>
Date: 27 July 2000 10:08
Subject: Re: Proposed visit

Dear Dr Christensen

Thank you for the message regarding my visit to Australia. I appreciate your understanding of my request and the efforts you have already made. In the light of Griffith University being quite far away from your institution, I would not mind spending the rest of my stay in and around your place. I also understand your concern that one week will not be enough to accomplish the purpose of the research project. I would like to suggest that my schedule can go up to two weeks if it is convenient for the people coordinating my visit.

Once more thank you very much. I am looking forward to hearing from you next week. In the mean time, I have already communicated with Jennifer Weir, the Research Associate to the Deputy Chancellor.

Sincerely yours,
Lenka.

----Original Message-----
From: Will Christensen <w.christensen@curtin.edu.au>
To: Letsie@uniqwa.ac.za <Letsie@uniqwa.ac.za>
Date: Friday, July 21, 2000 10:02 AM
Subject: Proposed visit

>Dear Mr Mofokeng, I have referred your letter to one of my colleagues for
>her response. I would certainly like to facilitate the project that you
>have expressed an interest in, but that might not be possible because of
>staffing movements that will impact upon the Centre for Educational
>Advancement from August. I will get back to you again shortly in that
>regard:
>
> I note that you also want to squeeze a visit to Griffith U into your
>program. Griffith is a very long way from Curtin. You would need to allow a
>full day's travel time to get from Perth to Brisbane. If your total time in
>Australia is restricted to a single week, you could find yourself with very
>little time to get more than a superficial impression of the matters you
>wish to explore.
>
> I expect to write to you again early next week. In the meantime, all best
>wishes,
>
>Will Christensen
>Deputy Director

02/01/24
REQUEST FOR LOGISTICAL SUPPORT

I am a lecturer at the University of the North (Qwa-Qwa Campus) employed in the School of Educational Management and Leadership. Our university is situated in the North Eastern part of the Free State province, South Africa. Our Campus Principal, Professor O.O. Dipeolu provided me with your particulars and assured me that you could assist me.

I would like to visit Australia and especially your Centre for Educational Advancement any time which will be convenient for you from around 12 June 2000 to around 30 June 2000, that is for a period of about two weeks. Currently there is an increasing awareness for improved In-service Education and Training (INSET) of university lecturers in South Africa. The rapid and continuing change which is taking place as a consequence of innovations from outside our university system and the demands imposed by national interests as well as those emanating from educational research and
development have particular challenges for academic staff. As a result of these changes, university lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills.

As part of my studies for a Ph.D. degree with the University of Pretoria, I am investigating INSET needs of South African university lecturers. Australia is one of the developed countries which have been selected for inclusion in this study as it is hoped that the programmes that are offered there can significantly enhance the quality of my research. When in Australia, I would like to

- study the current provision and delivery systems of formal, non-formal and informal professional development for academics,
- have an idea of the professional needs of academics with regard to teaching, research and community-outreach activities,
- investigate the management or supervision of professional development courses or related activities,
- know how quality of professional development programmes is assured.

The above information will enable me to make appropriate recommendations for the future design and planning of professional development courses and related activities for both academics and the personnel charged with the responsibility of managing or supervising these activities.

I have never had an opportunity to visit Australia before. Consequently, I do not have any contacts except you and a few others that our principal has mentioned to me. Being fully thoughtful of your tight schedule, I appeal to you to assist me with the following arrangements:

- organizing and coordinating a two-week programme which can assist me to attain the above objectives,
- arranging transport and accommodation facilities for me during my stay in Australia.

If it is possible, I would also like, within these two weeks to spend a day or two at Griffith University. If it fits your schedule, I would liaise with professor George E. Kearney of the School of Human sciences to make the necessary arrangements.
I have been granted a research grant of about R 25 000, 00 (Twenty five thousand rand) by our University Research Grant Senate Committee.

I hope to hear from you very soon so that I can make the necessary traveling arrangements. Unfortunately, I do not have any e-mail facilities at home because I am presently on study leave and quite a distance from the university campus.

I thank you for your time and support

Sincerely yours

Lenka Mofokeng (Mr)
Mr LE Mofokeng  
School of Education Research and Methodology

Dear Mr Mofokeng,

APPLICATION FOR SENATE RESEARCH GRANT

Your application for a Senate Research Grant has been approved by the Research Executive. The amount of R30 000.00 will be made available to you. The money will be transferred to your account no. (to be allocated).

Please submit (i) all claims against this award, and (ii) a six-monthly progress report to my office.

Yours sincerely,

Prof AS Luyt  
Director of Research

cc.: Mr N Masulubele
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<tr>
<th>TOPIC</th>
<th>PRESENTER(S)</th>
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<th>DATE/TIME VENUE</th>
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<tr>
<td><strong>STRATEGIC PLANNING</strong></td>
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<tr>
<td>Strategic Plan and Process: Update on implementation of Curtin’s new Strategic Plan</td>
<td>Director: Planning Framework Project: Ms Robyn Adams</td>
<td>Lunch information session</td>
<td>October 19 12-2pm OTL meeting room</td>
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<td><strong>RESOURCE MANAGEMENT</strong></td>
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<td>Financial Management in a University Environment Modules 5/6 Budgets &amp; Monthly Reports</td>
<td>Ms Pick Oo, Mr John Neilson</td>
<td>Workshops 3 hours each module</td>
<td>August 17 9-12 noon Sch of Acc Bldg 407:312</td>
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<td>Ms Jocelyn Gant</td>
<td>Workshop</td>
<td>August 31 12-1pm OTL meeting room?</td>
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<td><strong>FINANCIAL MANAGEMENT</strong></td>
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<td>Financial Management in a University Environment Module 8 Overseas Programs.</td>
<td>A/P Jeanette Hacket, Mr Richard Nowak Ms Pick Oo</td>
<td>Workshop</td>
<td>Sept 21 9-12 noon Sch of Acc Bldg 407:312</td>
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<td>Time Management</td>
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<td>Workshop</td>
<td>November?</td>
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<td><strong>CAREER PLANNING</strong></td>
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<td>Women’s career development: Using career stories as a process for examining and developing career moves.</td>
<td>Dr Margaret Ross &amp; Ms Barbara Groomebridge</td>
<td>Presentation on themes from project</td>
<td>October</td>
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<tr>
<td>Snakes and ladders, planning your work and career</td>
<td>Ms Vicki Ward</td>
<td>Workshop Curtin Women’s Program</td>
<td>Curtin University Club Meeting Room 1</td>
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<tr>
<td>Being taken seriously: Communication skills for women.</td>
<td>Ms Rachel Green</td>
<td>Workshop</td>
<td>August 10 9-4pm Curtin Club</td>
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<tr>
<td>The art of chat</td>
<td>Ms Rachel Green</td>
<td>Workshop</td>
<td>September 14 9-4 Curtin Club</td>
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</table>
From: Mr L E Letsie <ietsie@uniqwa.ac.za>
To: Jennifer Weir <j.weir@info.curtin.edu.au>
Date: Thursday, August 17, 2000 11:41 AM
Subject: Re: program for Mr Mofokeng

Dear Jennifer

Thank you for your e-mail. Unfortunately it was not possible for my computer to open the attached programme. I will see the programme on my arrival on Monday. I do not think I will have any problems with the way it has been arranged. I would however appreciate it very much if you could give me an opportunity to make a presentation on "The context of professional development of academics in South Africa."

Thank you so much for your trouble. I am looking forward to meeting you on Monday.

Lenka Mofokeng

-----Original Message-----
From: Jennifer Weir <j.weir@info.curtin.edu.au>
To: letsie@uniqwa.ac.za <ietsie@uniqwa.ac.za>
Date: Thursday, August 17, 2000 10:49 AM
Subject: program for Mr Mofokeng

> Dear Lenka
> We have arranged a program for the first week of your visit. You will notice that along with meetings with various staff members, it also includes some seminars that we thought you may find useful. I hope the program is in line with what you would like from your visit. Please let me know as soon as possible if you would like to make any changes.
>
> I understand that Will Christensen will be collecting you from the airport.
> I will collect you from the Windsor Lodge in Como on Monday morning at about 8:20 am and bring you to the CEA. As I am often very rushed on Monday mornings it would probably be a good idea to give me a call at about 8am to remind me. My telephone number is 9368 2768.
>
> I look forward to meeting you on Monday. I hope you have an enjoyable flight.
>
> Regards
> Jennifer
>
8/17/00
Thanks for your attendance at this morning's Module.

If you have not returned your feedback sheets, could you endeavour to get them back as soon as possible, if you do not want to send the hardcopy you can always fill them out via our website here:


and of course all the modules and conversations are listed there as well if you need to look them up at any stage.

Also I would like to sincerely thank Lenka Mofokeng from University of Qwa Qwa, Africa for his attendance at the Module this morning and especially for his valuable feedback.

Kirsty

Networking is both a feminist practice and a multinational corporate strategy - weaving is for oppositional cyborgs.

Donna Haraway 1991
# Time Table

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<tr>
<th>Event</th>
<th>Date</th>
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<td>Welcoming Morning Tea</td>
<td>Monday 21 Aug</td>
<td>10.30am</td>
<td>B105 Level 1 Atrium</td>
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<tr>
<td>Teaching &amp; Learning at Curtin Seminar</td>
<td>Monday 21 Aug</td>
<td>12 noon to 2.00pm</td>
<td>B105 Level 1 CEA Seminar Room 153</td>
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<tr>
<td>Assoc Prof Alex Radloff</td>
<td>Monday 21 Aug</td>
<td>2.30pm to 3.30pm</td>
<td>B105 Level 1</td>
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<tr>
<td>Barbara Groombridge</td>
<td>Tuesday 22 Aug</td>
<td>11.00am to 12 noon</td>
<td>B100 Level 4</td>
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<tr>
<td>Bob Fox</td>
<td>Wednesday 23 Aug</td>
<td>2.00pm to 3.00pm</td>
<td>B105 Level 1</td>
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<td>Des Thornton</td>
<td>Thursday 24 Aug</td>
<td>9.00am to 10.00am</td>
<td>B105 Level 5</td>
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<td>Curtin Leadership Seminar</td>
<td>Thursday 24 Aug</td>
<td>10.00am to 3.00pm</td>
<td>Curtin Club, Meeting Rm 1</td>
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<tr>
<td>Leith Sly Research Seminar</td>
<td>Friday 25 Aug</td>
<td>12 noon</td>
<td>B105 Level 1 CEA Seminar Room 153</td>
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<tr>
<td>Barney Glover, R &amp; D</td>
<td>Monday 28 Aug</td>
<td>3.30pm to 4.00pm</td>
<td>B100, Level 1 R &amp; D Office</td>
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<td>Second Week to be arranged including other Universities in Perth</td>
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