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7 Mei 2002

Geagte kollega,

Ek is daarvan bewus dat u 'n baie besige program het en soms onder moeilike omstandighede moet werk. Ten spyte daarvan lê u hart in die hoër onderwys en daarom glo en vertrou ek dat u altyd 'n bydrae sal lewer om die standaard van hoër onderwys in Suid-Afrika te help verhoog.

Ek is tans besig met 'n studie aan dié Universiteit en werk aan 'n proefskrif getiteld: **Riglyne vir die effektiewe assessering van dosente in hoër-onderwys-en-opleiding binne die Nasionale Kwalifikasieraamwerk.** Hierdie navorsingsprojek het ten doel om die probleme wat dosente ervaar en hul begrip van die nuwe verwagtinge wat gestel word te identifiseer ten einde riglyne te ontwikkel wat in gedagte gehou behoort te word wanneer dosente aan assessering onderwerp word.

Deur slegs 20 minute van u tyd aan te wend wil ek u vriendelik versoek om 'n besondere bydrae te lewer deur die ingeslote vraelys wat u anonimiteit sal waarborg, in te vul en dit aan my terug te stuur voor **23 Mei 2002**. U kan die ingeslote koevert gebruik om dit per interne pos aan my terug te stuur.

Ek maak staat op u integriteit en bedank u byvoorbaat vir u wonderlike samewerking.

Vriendelike groete

Jannie Jacobsz

INLIGTING EN INSTRUKSIES

U moet asseblief nie u naam op die vraelys verstrek nie aangesien die inligting slegs vir navorsingsdoeleindes benodig word om sekere wetenskaplike afleidings te maak en nie om enige persoon te identifiseer nie.

Beantwoord asseblief die vrae in hierdie vraelys op grond van u ondervinding as dosent in die hoërondewysomgewing. Dit behoort u nie langer as 15-20 minute te neem nie.

Die doel van die vraelys is om te bepaal hoe dosente wat binne die Nasionale Kwalifikasieraamwerk moet funksioneer dit hanteer.

Daar is drie afdelings om te voltooi naamlik Afdelings A, B en C.

AFDELING A

Verstrek asseblief u antwoorde in Afdeling A deur slegs 'n kruisie in die blokkie met die betrokke kodenommer te maak.

1. Geslag:

Manlik	1.
Vroulik	2.

2. U ouderdom in voltooide jare:

20 – 29	1
30 – 39	2
40 – 49	3
50 – 59	4

3. Huistaal:

Afrikaans	1
Engels	2
Enige swart taal wat in Suid-Afrika gepraat word	3
Enige swart taal wat in ander Afrika lande gepraat word	4
Enige ander buitelandse of Europese taal	5

4. Aantal jare ervaring as dosent by 'n Universiteit- of Technikon:

Minder as een jaar	1
1 – 5 jaar	2
6 – 10 jaar	3
11 – 15 jaar	4
16 – 20 jaar	5
Meer as 20 jaar	6

5. Hoogste kwalifikasie:

Eerste graad	1
Hons. Graad	2
Magistergraad	3
Doktorsgraad	4

6. Het u enige kwalifikasies in die buiteland verwerf?

Ja	1
Nee	2

7. Taalmedium waarin u tans onderrig:

Afrikaans	1
Engels	2
Dubbelmedium	3
Parallelmedium	4
Nie van toepassing	5

8. Taalmedium waarin u navorsingsverslae, referate en publikasies voltooi:

Afrikaans (meerderheid)	1
Engels (meerderheid)	2
Afrikaans en Engels afwisselend in gelyke mate	3
Nie van toepassing	4

9. Amptelike taalmedium van die universiteit of teknikon waar u werksaam is:

Afrikaans	1
Engels	2
Dubbelmedium	3
Parallelmedium	4

10. Hoeveel uur per week spandeer u aan die werk wat u verrig vir die universiteit of teknikon?

Minder as 40 ure	1
40 – 49 ure	2
50 – 59 ure	3
59 ure en meer	4

11. Het die Nasionale Kwalifikasieraamwerk (deur die Suid-Afrikaanse Kwalifikasie-owerheid) soos geïmplementeer deur die universiteit of teknikon 'n toename in u werksure veroorsaak?

Ja	1
Nee	2
Nie seker nie	3

12. Met watter een van die volgende stellings stem u die meeste saam? Beantwoord slegs een.

Ek ag myself totaal (voldoende) bevoeg om binne die Uitkomsgerigte Onderwys- en Opleidingsparadigma te funksioneer.	1
Ek weet net genoeg van Uitkomsgerigte Onderwys- en Opleiding om oor die weg te kom.	2
Ek het nie genoeg selfvertroue om binne die Uitkomsgerigte Onderwys- en Opleidingsparadigma te funksioneer nie.	3
Ek kan glad nie binne die Uikomsgerigte Onderwys- en Opleidingsparadigma funksioneer nie.	4

13. Hoeveel ure (intensiewe) opleiding het u al gehad om te verseker dat u effektief binne die Nasionale Kwalifikasieraamwerk (en ook die Uitkomsgerigte Onderwys- en Opleidingsparadigma) kan funksioneer as dosent?

0 – 8 ure (1 dag)	1
9 – 40 ure (2 - 5 dae)	2
41 – 80 ure (6 - 10 dae)	3
81 – 120 ure (11 – 15 dae)	4
121 ure en meer (16 dae en meer)	5

14. Is u van mening dat die opleiding wat u ontvang het:

Te veel is	1
Te min is	2
Net reg is	3

15. Wat is u mening oor die kwaliteit van die opleiding wat u ontvang het:

Uitstekend	1
Goed	2
Gemiddeld	3
Swak	4

16. Is u aan assessering onderwerp na afloop van die opleiding wat u ontvang het?

Ja	1
Nee	2

17. Het u konstruktiewe en bevredigende terugvoer ontvang na afloop van die opleiding en/of assessering?

Ja	1
Nee	2

18. Meen u dat dit noodsaaklik is dat dosente se bevoegdheid, prestasie en produktiwiteit (in die algemeen) aan assessering onderwerp behoort te word?

Ja	1
Nee	2
Onseker	3

19. Dui u posisie aan:

Vakkundige	1
Senior Vakkundige	2
Junior Lektor	3
Lektor	4
Senior Lektor	5
Mede Professor	6
Professor	7
Akademiese Adviseur	8
Ander	9

20. Sou u graag wou meedoen om die kriteria te bepaal waarvolgens u bevoegdheid, prestasie en produktiwiteit aan assessering onderwerp word?

Ja	1
Nee	2
Onseker	3

21. Is u van mening dat assesseringskriteria gewysig behoort te word vir verskillende dosente afhangend van die bepaalde vakgroep en posvlak?

Ja	1
Nee	2
Onseker	3

22. Is u van mening dat daar tans te veel klem op bepaalde rolle gelê word ten koste van andere (bv. Meer op Navorsing as op Leermateriaalontwerp of andersom)?

Ja	1
Nee	2
Onseker	3

23. Watter rol is volgens u mening die noodsaaklikste rol vir u as dosent om te vervul? (Kies een).

Leerfasiliteerder	1
Assessor	2
Administrateur	3
Lewenslange leerder en navorser	4
Gemeenskapsontwikkelaar en berader	5
Leerprogram- en leermateriaalontwikkelaar	6

24. Watter rol is volgens u mening die minste noodsaaklik vir u as dosent om te vervul? (Kies een).

Leerfasiliteerder	1
Assessor	2
Administrateur	3
Lewenslange leerder en navorser	4
Gemeenskapsontwikkelaar en berader	5
Leerprogram- en leermateriaalontwikkelaar	6

25. Aan watter rol spandeer u die meeste van u tyd? (Kies een).

Leerfasiliteerder	1
Assessor	2
Administrateur	3
Lewenslange leerder en navorser	4
Gemeenskapsontwikkelaar en berader	5
Leerprogram- en leermateriaalontwikkelaar	6

26. Is u van mening dat u tyd as dosent produktief en effektief spandeer word?

Ja	1
Nee	2
Onseker	3

27. Aan watter rol spandeer u die minste van u tyd? (Kies een).

Leerfasiliteerder	1
Assessor	2
Administrateur	3
Lewenslange leerder en navorser	4
Gemeenskapsontwikkelaar en berader	5
Leerprogram- en leermateriaalontwikkelaar	6

28. Is u van mening dat u taak as dosent genoegsame fondse genereer vir u werkgewer om u 'n markverwante vergoedingspakket te betaal?

Ja	1
Nee	2
Onseker	3

29. Is u tevrede met die vergoedingspakket wat u werkgewer u betaal vir u dienste?

Ja	1
Nee	2
Onseker	3

30. Is u tevrede met die wyse waarop u bevoegdhede, vermoëns en prestasies aan assessering onderwerp word?

Ja	1
Nee	2
Onseker	3

31. Is u van mening dat indien dosente aan effektiewe assessering onderwerp word dit 'n bydrae kan lewer tot die kwaliteitversekering van hoër onderwys.

Ja	1
Nee	2
Onseker	3

32. Watter entiteite behoort deel te wees van die struktuur wat u bevoegdhede, vermoëns en prestasies behoort te assesser?(Dui die **drie** mees relevante keuses aan).

U Bestuurshoof (Direkteur, Dekaan of Vise Rektor)	1
Akademie Steundienste	2
Studente	3
Personeeldienste	4
Kollegas (Portuurgroep)	5
Professionele liggaam	6
Raad vir Hoër Onderwys (Kwaliteitversekering)	7

33. Dui aan of u enige van ondergenoemde bestuursposisies beklee: (Kies een).

Vise Rektor	1
Dekaan	2
Direkteur (Skool, Instituut, Sentrum, Fokusarea, Buro)	3
Direkteur: Akademie Steundienste of Akademie Ontwikkeling	4
Departementshoof	5
Vakhoof	6
Nie van toepassing	7

34. Dui aan in watter soort akademiese omgewing u werksaam is:

Gesondheidswetenskappe	1
Ingenieurswese	2
Opvoedingswetenskappe	3
Teologie	4
Ekonomiese-, Finansiële- en aktuariële wetenskappe	5
Geestes- of Bestuurswetenskappe	6
Regte	7
Natuurwetenskappe	8
Ander	9

35. In watter mate is u vertrouwd met (al) die beginsels van die Nasionale Kwalifikasieraamwerk?

Glad nie	1
Geringe mate	2
Redelike mate	3
Groot mate	4

AFDELING B

Verstrek asseblief u antwoorde in Afdeling B deur slegs 'n kruisie in die blokkie met die betrokke kodenommer te maak.

Maak asseblief van die volgende skaal gebruik as u elke item beantwoord.

1. Ek is glad nie daarvan oortuig nie.
2. Ek is in 'n geringe mate oortuig.
3. Ek is in 'n redelike mate oortuig.
4. Ek is in 'n groot mate oortuig.

GLAD NIE	1
GERINGE MATE	2
REDELIKE MATE	3
GROOT MATE	4

	In watter mate is u as dosent oortuig dat die Nasionale Kwalifikasieraamwerk (NKR) deur die Suid-Afrikaanse Kwalifikasie-owerheid soos geïmplementeer deur u universiteit of teknikon:	GLAD NIE	GERINGE MATE	REDELIKE MATE	GROOT MATE
1	Tot gevolg sal hê dat al die beginsels van die NKR geïmplementeer kan word in die hoërondewysomgewing.	1	2	3	4
2	Te vinnig op dosente afgedwing word.	1	2	3	4
3	Tot gevolg sal hê dat u prestasie (<i>performance</i>) nie behoorlik aan assessering onderwerp sal word nie.	1	2	3	4
4	'n Verbetering in die kwaliteit van u onderrig te weeg sal bring.	1	2	3	4
5	'n Verbetering in die kwaliteit van u navorsingsuitsette te weeg sal bring.	1	2	3	4
6	'n Verbetering in die kwaliteit van u studiemateriaal wat aan studente voorsien word te weeg sal bring	1	2	3	4
7	'n Verbetering in die bevoegdheidsvlakke van studente teweeg sal bring.	1	2	3	4
8	'n Verbetering in die assessering van studente se bevoegdhede teweeg sal bring.	1	2	3	4
9	Sal bydra daartoe dat u self by 'n lewenslange leerproses betrokke sal raak.	1	2	3	4

	In watter mate is u as dosent oortuig dat die Nasionale Kwalifikasieraamwerk (NKR) deur die Suid-Afrikaanse Kwalifikasie-owerheid soos geïmplementeer deur u universiteit of teknikon:	GLAD NIE	GERINGE MATE	REDELIKE MATE	GROOT MATE
10	Veroorsaak dat uself moontlik op 'n deurlopende basis na u eie vermoëns, vaardighede, bevoegdhede, kapasiteit- en prestasievlakke sal moet let.	1	2	3	4
11	Tot gevolg het dat die metode(s) waaraan uself aan bevoegdheid- en prestasie-assessering onderwerp word hersien behoort te word.	1	2	3	4
12	Sal lei tot 'n verbetering in die produktiwiteit van afgestudeerde studente.	1	2	3	4
13	Sal lei tot 'n groter aanvraag na studente deur moontlike werkgewers.	1	2	3	4
14	Veroorsaak het dat u addisionele rolle moet vervul om aan al die verwagtinge wat aan u gestel word te voldoen.	1	2	3	4
15	Tot gevolg het dat daar duidelik onderskeid getref moet word tussen u vermoëns, vaardighede, bevoegdhede, kapasiteit en prestasievlakke.	1	2	3	4
16	Tot gevolg het dat u vermoëns, vaardighede, bevoegdhede, kapasiteit en prestasievlakke as dosent elk individueel beoordeel (assesseer) moet word.	1	2	3	4
17	Sal vereis dat u in die rol as bekwame leerfasiliteerder moet kan funksioneer.	1	2	3	4
18	Sal vereis dat u in die rol as bekwame assessor moet kan funksioneer.	1	2	3	4
19	Sal vereis dat u in die rol as bekwame administrateur moet kan funksioneer.	1	2	3	4
20	Sal vereis dat u in die rol as bekwame lewenslange leerder en navorser moet kan funksioneer.	1	2	3	4
21	Sal vereis dat u in die rol as bekwame berader en gemeenskapsontwikkelaar hulp aan individuele leerders sal kan verleen.	1	2	3	4
22	Sal vereis dat u in die rol as bekwame leerprogramontwikkelaar moet kan funksioneer.	1	2	3	4
23	Sal vereis dat u in die rol as bekwame leermateriaalontwikkelaar moet kan funksioneer.	1	2	3	4

	In watter mate is u as dosent oortuig dat die Nasionale Kwalifikasieraamwerk (NKR) deur die Suid-Afrikaanse Kwalifikasie-owerheid soos geïmplementeer deur u universiteit of teknikon:	GLAD NIE	GERINGE MATE	REDELIKE MATE	GROOT MATE
24	Tot gevolg het dat daar van u as dosent verwag word om rolle te vervul waarvoor u nie doeltreffend opgelei en as bevoeg gesertifiseer is nie.	1	2	3	4
25	Tot gevolg het dat daar 'n toename in u hoeveelheid werk sal wees.	1	2	3	4
26	Tot gevolg het dat u minder tyd aan navorsing sal moet afstaan as in die verlede.	1	2	3	4
27	Tot gevolg het dat u minder tyd aan buitelandse besoeke en nasionale- en internasionale kongresse en konferensies sal moet afstaan.	1	2	3	4
28	Tot gevolg het dat u meer tyd aan assessering van studente sal moet afstaan as in die verlede.	1	2	3	4
29	Tot gevolg het dat u minder tyd aan die ontwikkeling van u vakgebied kan spandeer as in die verlede.	1	2	3	4
30	Tot gevolg het dat u meer tyd aan program- en leermateriaalontwikkeling spandeer as in die verlede	1	2	3	4
31	Tot gevolg het dat u meer tyd aan individuele studente se probleme skenk as in die verlede.	1	2	3	4
32	Sal vereis dat u meer skakeling moet bewerkstellig met potensiële werkgewers van studente.	1	2	3	4
33	Sal vereis dat u in u betrokke vakgebied meer navorsing sal moet doen.	1	2	3	4
34	Tot gevolg het dat u meer verantwoordelikheid het, maar nie noodwendig dat meer vergoeding daarvoor ontvang word nie.	1	2	3	4
35	Tot gevolg het dat u minder tyd aan die skryf van artikels en/of boeke kan spandeer.	1	2	3	4

AFDELING C

Verstrek asseblief u antwoorde in Afdeling C deur slegs 'n kruisie in die blokkie met die betrokke kodenommer te maak.

Maak asseblief van die volgende skaal gebruik as u elke item beantwoord.

1. Ek is **glad nie** daarvan oortuig nie.
2. Ek is in 'n **geringe mate** oortuig.
3. Ek is in 'n **redelike mate** oortuig.
4. Ek is in 'n **groot mate** oortuig.

GLAD NIE	1
GERINGE MATE	2
REDELIKE MATE	3
GROOT MATE	4

Dui aan tot watter mate u die volgende stellings as 'n probleem ervaar deur 'n kruis in die toepaslike blok aan te bring.

	Ek as dosent:	GLAD NIE	GERINGE MATE	REDELIKE MATE	GROOT MATE
C1	Vind dit moeilik om by die nuwe werksomgewing (in hoër onderwys) aan te pas.	1	2	3	4
C2	Vind dit moeilik om presies te weet hoe ek deur my bestuurders assessee word.	1	2	3	4
C3	Vind dit moeilik om al my werk by die universiteit of teknikon te hanteer.	1	2	3	4
C4	Vind dit moeilik om aan al die verwagtinge wat aan my gestel word deur die universiteit of teknikon, te voldoen.	1	2	3	4
C5	Ervaar nie my werk as uitdagend en interessant nie.	1	2	3	4
C6	Het te min interaksie met kundiges om 'n sinvolle bydrae te lewer met die implimentering van die Nasionale Kwalifikasieraamwerk.	1	2	3	4
C7	Ervaar nie 'n sterk vertrouensverhouding met my bestuurders nie.	1	2	3	4
C8	Ervaar dat die wyse waarop ek aan assessering onderwerp word nie effektief is nie.	1	2	3	4
C9	Ervaar dat daar nie sinvol aan my ontwikkelingsbehoefte aandag gegee word nie.	1	2	3	4

	Ek as dosent:	GLAD NIE	GERINGE MATE	REDELIKE MATE	GROOT MATE
C10	Ervaar dat daar nie 'n behoorlike analise gedoen word om te bepaal waarin dosente opgelei behoort te word nie.	1	2	3	4
C11	Ervaar dat die implimentering van uitkomsgerigte onderwys en opleiding in hoër onderwys nie effektief plaasvind nie	1	2	3	4
C12	Ervaar 'n tekort aan voldoende fisiese fasiliteite om van . uitkomsgerigte onderwys en opleiding 'n sukses te maak.	1	2	3	4
C13	Vind dit moeilik om presies te weet wat van my verwag word binne die uitkomsgerigte onderwys en opleidingsparadigma.	1	2	3	4
C14	Ervaar dat die Implimentering van die uitkomsgerigte onderwys en opleiding nog geen verskil in my rol as dosent teweeg gebring het nie.	1	2	3	4
C15	Ervaar onsekerheid met betrekking tot die voortbestaan van my pos agv die implimentering van die Nasionale Kwalifikasieraamwerk.	1	2	3	4



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7 May 2002

Dear Colleague,

I am aware that you are very busy and sometimes have to work under difficult circumstances. However I know that you are heart and soul part of the Higher Education environment. I am therefor convinced that you will make a contribution to elevate the standard of Higher Education in South Africa.

At present I am busy with a study at the Potchefstroom University working on a dissertation entitled: **Guidelines for the effective assessment of lecturers in Higher Education and Training within the National Qualifications Framework**. This research project aims at identifying the problems that are being experienced by lecturers and to determine their interpretation with regard to all the new expectations that are coming to the fore on a daily basis. This information will be utilised to develop some guidelines that should be taken into account when assessing lecturers.

By only spending 20 minutes of your time you can make a considerate contribution by completing the attached questionnaire and by sending it back to the Academic Development Department before **16 May 2002**. I can assure you that your anonymity will be guaranteed. You may use the enclosed envelope to return the questionnaire.

I rely on your integrity and thank you in advance for your much-valued contribution.

Yours sincerely

Jannie Jacobsz

INFORMATION AND INSTRUCTIONS

Please do not put your name on the questionnaire because the information is needed purely for research purposes to make certain scientific deductions and not to identify any person.

Please answer the questions in this questionnaire on the basis of your experience as lecturer in the Higher Education environment. It should not take you more than 15-20 minutes.

The purpose of the questionnaire is to determine how lecturers that function within the National Qualification Framework (NQF) handle it.

There are three divisions to complete namely Divisions A, B and C.

DIVISION A

Please give your answers in Division A by making a cross in the appropriate square with the code number concerned.

1. Gender:

Male	1.
Female	2.

2. Your age in completed years:

20 – 29	1
30 – 39	2
40 – 49	3
50 – 59	4

3. Home language:

Afrikaans	1
English	2
Any black language spoken in South Africa	3
Any black language spoken in other African countries	4
Any other foreign or European language	5

4. Number of years experience as lecturer at a University or Technikon:

Less than one year	1
1 – 5 years	2
6 – 10 years	3
11 – 15 years	4
16 – 20 years	5
More than 20 years	6

5. Highest qualification:

First Degree	1
Hon. Degree	2
Master's Degree	3
Doctor's Degree	4

6. Did you obtain any qualifications abroad?

Yes	1
No	2

7. Language medium in which you presently teach:

Afrikaans	1
English	2
Double medium	3
Parallel medium	4
Not applicable	5

8. Language medium in which you complete your research reports, papers and publications:

Afrikaans (majority)	1
English (majority)	2
Both Afrikaans and English in equal measures	3
Not applicable	4

9. Official language medium of the University or Technikon where you are employed:

Afrikaans	1
English	2
Double medium	3
Parallel medium	4

10. How many hours per week do you spend on the work you do for the University or Technikon?

Less than 40 hours	1
40 – 49 hours	2
50 – 59 hours	3
59 hours and more	4

11. Did the National Qualifications Framework (by the South African Qualification Authority) as implemented by the University or Technikon cause an increase in your working hours?

Yes	1
No	2
Not sure	3

12. Which of the following statements do you agree with most? Answer only one.

I consider myself totally competent to function within the Outcomes-Based Education and Training paradigm.	1
I only have sufficient knowledge of Outcomes-Based Education and Training to get by.	2
I do not have sufficient self-confidence to function within the Outcomes-Based Education and Training paradigm.	3
I cannot function within the Outcomes-Based Education and Training paradigm.	4

13. How many hours' (intensive) training have you had to ensure that you could function effectively as lecturer within the National Qualification Framework (and therefore the Outcomes-Based Education and Training paradigm)?

0 – 8 hours (1 day)	1
9 – 40 hours (2 - 5 days)	2
41 – 80 hours (6 - 10 days)	3
81 – 120 hours (11 – 15 days)	4
121 hours and more (16 days and more)	5

14. Are you of the opinion that the training you have received was?

Too much	1
Too little	2
Just right	3

15. What is your opinion with regard to the training you have received?

Excellent	1
Good	2
Average	3
Poor	4

16. Were you subjected to assessment after the training you have received?

Yes	1
No	2

17. Did you receive constructive and satisfactory feedback after the training and/or assessment?

Yes	1
No	2

18. Is it your opinion that lecturers' competency, performance and productivity (in general) ought to be subjected to assessment?

Yes	1
No	2
Unsure	3

19. Indicate your position:

Subject specialist	1
Senior Subject Specialist	2
Junior Lecturer	3
Lecturer	4
Senior Lecturer	5
Associate Professor	6
Professor	7
Academic Advisor	8
Other	9

20. Would you like to take part in determining the criteria according to which your competency, performance and productivity are subjected to assessment?

Yes	1
No	2
Unsure	3

21. Are you of the opinion that assessment criteria ought to be adapted for different lecturers depending on the particular subject group and position level?

Yes	1
No	2
Unsure	3

22. Are you of the opinion that too much emphasis is placed on particular roles at the expense of others (e.g. more on Research than on Learning Material Design and vice versa)?

Yes	1
No	2
Unsure	3

23. Which role in your opinion is the most essential role for you as lecturer to fulfil?

(Select one)

Learning Facilitator	1
Assessor	2
Administrator	3
Life-long learner and Researcher	4
Community Developer and Counsellor	5
Learning Programme- and Learning Material Developer	6

24. Which role in your opinion is the least essential role for you as lecturer to fulfil?

(Select one)

Learning Facilitator	1
Assessor	2
Administrator	3
Life-long learner and Researcher	4
Community Developer and Counsellor	5
Learning Programme and Learning Material Developer	6

25. Which role do you spend most of your time on? (Select one)

Learning Facilitator	1
Assessor	2
Administrator	3
Life-long learner and Researcher	4
Community Developer and Counsellor	5
Learning Programme and Learning Material Developer	6

26. Are you of the opinion that your time as lecturer is spent productively and effectively?

Yes	1
No	2
Unsure	3

27. Which role do you spend least of your time on? (Select one)

Learning Facilitator	1
Assessor	2
Administrator	3
Life-long learner and Researcher	4
Community Developer and Counsellor	5
Learning Programme and Learning Material Developer	6

28. Are you of the opinion that your task as lecturer generates sufficient funds for your employer to pay you a market-related remuneration package?

Yes	1
No	2
Unsure	3

29. Are you satisfied with the remuneration package your employer pays you?

Yes	1
No	2
Unsure	3

30. Are you satisfied with the way in which your competencies, abilities and performance are subjected to assessment?

Yes	1
No	2
Unsure	3

31. Are you of the opinion that if lecturers are subjected to effective assessment it could contribute towards the quality assurance of Higher Education?

Yes	1
No	2
Unsure	3

32. Which entities ought to be part of the structure that ought to assess your competencies, abilities and performance? (Indicate the **three** most relevant choices)

Your Chief Executive (Director, Dean or Vice-Rector)	1
Academic Support Services/ Academic Development Department	2
Students	3
Personnel Services	4
Colleagues (Peer group)	5
Professional body	6
Council for Higher Education (Quality Assurance)	7

33. Indicate if you occupy one of the following managerial positions: (Select one)

Vice-Rector	1
Dean	2
Director (School, Institute, Centre, Focus Area, Bureau)	3
Director: Academic Support Services or Academic Development	4
Head of Department	5
Subject head	6
Not applicable	7

34. Indicate in which type of academic environment you are working:

Health Sciences	1
Engineering	2
Educational Sciences	3
Theology	4
Economical, Financial and Actuarial Sciences	5
Human or Management Sciences	6
Law	7
Natural Sciences	8
Other	9

35. To what extent are you familiar with the principles of the National Qualification Framework?

Not at all	1
To a small extent	2
To a reasonable extent	3
To a large extent	4

DIVISION B

Please give your answers in Division B by making a cross in the appropriate square with the code number concerned.

In each of the items that you answer, make use of the following scale:

- 1 I am not convinced at all.
- 2 I am convinced to a small extent.
- 3 I am reasonably convinced.
- 4 I am convinced to a large extent.

NOT AT ALL	1
SMALL EXTENT	2
REASONABLE EXTENT	3
LARGE EXTENT	4

	To what extent are you as lecturer convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASONA- BLE EXTENT	LARGE EXTENT
1	Will have as result that all the principles of the NQF can be implemented in the Higher Education environment.	1	2	3	4
2	Are forced down on lecturers too soon.	1	2	3	4
3	Will have as result that your performance would not be subjected to thorough assessment.	1	2	3	4
4	Will effect an improvement in the quality of your tuition.	1	2	3	4
5	Will effect an improvement in the quality of your research "output"	1	2	3	4
6	Will effect an improvement in the quality of your study material that is provided to students.	1	2	3	4
7	Will effect an improvement in the levels of competence of students.	1	2	3	4
8	Will effect and improvement in the assessment of students' competencies.	1	2	3	4
9	Will contribute towards you becoming involved in a life-long learning process.	1	2	3	4
10	Will cause that you possibly have to pay closer attention to your own abilities, skills, competency, capacity and performance levels on a continuous basis.	1	2	3	4

	To what extent are you as lecturer convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASON- ABLE EXTENT	LARGE EXTENT
11	Will have as result that the method(s) of competency and performance assessment to which you are subjected ought to be revised.	1	2	3	4
12	Will lead to an improvement in the productivity of graduated students.	1	2	3	4
13	Will lead to a greater demand for students by possible employers.	1	2	3	4
14	Caused that you have to fulfil additional roles to comply with all the expectations put to you.	1	2	3	4
15	Have as result that there has to be clearly distinguished between your abilities, skills, competency, capacity and performance levels.	1	2	3	4
16	Have as result that your abilities, skills, competency, capacity and performance levels as lecturer each has to be individually assessed.	1	2	3	4
17	Will require of you to be able to function in the role as competent learning facilitator.	1	2	3	4
18	Will require of you to be able to function in the role as competent assessor.	1	2	3	4
19	Will require of you to be able to function in the role as competent administrator.	1	2	3	4
20	Will require of you to be able to function in the role as competent life-long learner and researcher.	1	2	3	4
21	Will require that you have to be able to render assistance to individual learners in your role as competent community developer and counsellor.	1	2	3	4
22	Will require of you to be able to function in the role as competent learning programme developer.	1	2	3	4
23	Will require of you to be able to function in the role as competent learning material developer.	1	2	3	4
24	Have as result that there is expected of you as lecturer to fulfil roles in which you are not effectively trained and certified as competent.	1	2	3	4
25	Have as result that you will experience an increase in your amount of work.	1	2	3	4

	To what extent are you as lecturer convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
26	Have as result that you will have to relinquish less time to research than in the past.	1	2	3	4
27	Have as result that you will have to relinquish less time to foreign visits and national and international congresses and conferences.	1	2	3	4
28	Have as result that you will have to relinquish more time to assessment of students than in the past.	1	2	3	4
29	Have as result that you have less time to spend on the development of your field of study than in the past.	1	2	3	4
30	Have as result that you spend more time on programme and learning material development than in the past.	1	2	3	4
31	Have as result that you spend more time on individual students' problems than in the past.	1	2	3	4
32	Will require that you have to effect more contact with potential employers of students.	1	2	3	4
33	Will require that you will have to do more research in your particular field of study.	1	2	3	4
34	Have as result that you have more responsibility but do not necessarily receive more compensation for it.	1	2	3	4
35	Have as result that you have less time to spend on the writing of articles and / or books.	1	2	3	4

See next page for Division C.

DIVISION C

Please give your answers in Division C by making a cross in the appropriate square with the code number concerned.

In each of the items that you answer, make use of the following scale:

- 1 I am not convinced at all.
- 2 I am convinced to a small extent.
- 3 I am reasonably convinced.
- 4 I am convinced to a large extent.

NOT AT ALL	1
SMALL EXTENT	2
REASONABLE EXTENT	3
LARGE EXTENT	4

Indicate to what extent you experience the following statements as a problem by making a cross in the appropriate square with the code number concerned.

	I, as lecturer:	NOT AT ALL	SMALL EXTENT	REASONAB LE EXTENT	LARGE EXTENT
C1	Find it difficult to adapt to the new work environment (in Higher Education).	1	2	3	4
C2	Find it difficult to know exactly how my managers assess me.	1	2	3	4
C3	Find it difficult to handle all my work at the University or Technikon.	1	2	3	4
C4	Find it difficult to comply with all the expectations put to me by the University or Technikon.	1	2	3	4
C5	Do not experience my work as challenging and interesting.	1	2	3	4
C6	Have too little interaction with experts to make a meaningful contribution towards the implementation of the National Qualification Framework.	1	2	3	4
C7	Do not experience a strong relationship of trust with my managers.	1	2	3	4
C8	Experience that the way in which I am subjected to assessment is not effective.	1	2	3	4
C9	Experience that no meaningful attention is given to my development needs.	1	2	3	4

	I, as lecturer:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
C10	Experience that a proper analysis is not being done to determine in which direction lecturers ought to be trained.	1	2	3	4
C11	Experience that the implementation of Outcomes-Based Education and Training in Higher Education does not take place effectively.	1	2	3	4
C12	Experience a lack of physical facilities to make a success of Outcomes-Based Education and Training.	1	2	3	4
C13	Find it difficult to know what exactly is expected of me within the Outcomes-Based Education and Training paradigm.	1	2	3	4
C14	Experience that the implementation of Outcomes-Based Education and Training has made no difference in my role as lecturer.	1	2	3	4
C15	Experience uncertainty with reference to the continued existence of my position as a result of the implementation of the National Qualification Framework.	1	2	3	4

My sincere thanks and appreciation to you for completing this questionnaire. In doing so you have made an enormous contribution to this research project. Please send the questionnaire back before **17 May 2002**.



Potchefstroomse Universiteit vir Christelike Hoër Onderwys

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27 May 2002

Dear Colleague

As representative in a managerial position at your institution I am aware that you are very busy and sometimes have to work under difficult circumstances. However I know that you are heart and soul part of the Higher Education environment. I am therefore convinced that you will make a contribution to elevate the standard of Higher Education in South Africa.

At present I am busy with a study at the Potchefstroom University working on a dissertation entitled: **Guidelines for the effective assessment of lecturers in Higher Education and Training within the National Qualifications Framework**. This research project aims at identifying some problems that are being experienced by lecturers and to determine their interpretation with regard to all the new expectations that are coming to the fore on a daily basis. This information will be utilised to develop some guidelines that should be taken into account when assessing lecturers.

By only spending 20 minutes of your time you can make a considerable contribution by completing the attached questionnaire and by sending it back to me before **19 June 2002**. I can assure you that your anonymity will be guaranteed. You may use the enclosed envelope to return the questionnaire.

I rely on your integrity and thank you in advance for your much-valued contribution.

Yours sincerely

Jannie Jacobsz

INFORMATION AND INSTRUCTIONS

Please do not put your name on the questionnaire because the information is needed purely for research purposes to make certain scientific deductions and not to identify any person.

Please answer the questions in this questionnaire on the basis of your experience as lecturer in the Higher Education environment. It should not take you more than 15-20 minutes.

The purpose of the questionnaire is to determine how Academic Development Practitioners (*who assist in the development of lecturers*) experience lecturers' functionality and opinions within the National Qualification Framework.

There are three divisions to complete namely Divisions A, B and C.

DIVISION A

Please give your answers in Division A by making a cross in the appropriate square with the code number concerned.

1. Gender:

Male	1.
Female	2.

2. **Your** age in completed years:

20 – 29	1
30 – 39	2
40 – 49	3
50 – 59	4

3. Home language:

Afrikaans	1
English	2
Any black language spoken in South Africa	3
Any black language spoken in other African countries	4
Any other foreign or European language	5

4. Number of years experience as lecturer at a University or Technikon:

Less than one year	1
1 – 5 years	2
6 – 10 years	3
11 – 15 years	4
16 – 20 years	5
More than 20 years	6

5. Highest qualification:

First Degree	1
Hon. Degree	2
Master's Degree	3
Doctor's Degree	4

6. Did **you** obtain any qualifications abroad?

Yes	1
No	2

7. Language medium in which the majority of **lecturers** at your institution presently teach:

Afrikaans	1
English	2
Double medium	3
Parallel medium	4
Not applicable	5

8. Language medium in which the majority of **lecturers** complete their research reports, papers and publications:

Afrikaans (majority)	1
English (majority)	2
Both Afrikaans and English in equal measures	3
Not applicable	4

9. Official language medium of the University or Technikon where **you** are employed:

Afrikaans	1
English	2
Double medium	3
Parallel medium	4

10. How many hours per week (average) do **you** think **lecturers** spend on the work they do for the University or Technikon?

Less than 40 hours	1
40 – 49 hours	2
50 – 59 hours	3
59 hours and more	4

11. Are **you** of the opinion that the National Qualifications Framework (*by the South African Qualification Authority*) as implemented by **your** University or Technikon caused an increase in the working hours of **lecturers**?

Yes	1
No	2
Not sure	3

12. Which of the following statements do **you** agree with most? Answer only one.

I consider lecturers competent to function within the Outcomes-Based Education and Training paradigm.	1
I think lecturers only have sufficient knowledge of Outcomes-Based Education and Training to get by.	2
I do not think that lecturers have sufficient self-confidence to function within the Outcomes-Based Education and Training paradigm.	3
I think that lecturers cannot function within the Outcomes-Based Education and Training paradigm.	4

13. How many hours' intensive training (average) have **lecturers** at **your** institution had to ensure that they could function effectively within the National Qualification Framework (and therefore the Outcomes-Based Education and Training paradigm)?

0 – 8 hours (1 day)	1
9 – 40 hours (2 - 5 days)	2
41 – 80 hours (6 - 10 days)	3
81 – 120 hours (11 – 15 days)	4
121 hours and more (16 days and more)	5

14. Are **you** of the opinion that the training they have received was?

Too much	1
Too little	2
Just right	3

15. What is **your** opinion with regard to the training they have received?

Excellent	1
Good	2
Average	3
Poor	4

16. Were **they** (*lecturers*) subjected to assessment after the training they have received?

Yes	1
No	2

17. Did **they** (*lecturers*) receive constructive and satisfactory feedback after the training and/or assessment?

Yes	1
No	2

18. Is it **your** opinion that lecturers' competency, performance and productivity (in general) ought to be subjected to assessment?

Yes	1
No	2
Unsure	3

19. Indicate **your** position:

Subject specialist	1
Senior Subject Specialist	2
Junior Lecturer	3
Lecturer	4
Senior Lecturer	5
Fellow Professor	6
Professor	7
Academic Dev. Advisor	8
Other	9

20. Are **you** of the opinion that lecturers would like to take part in determining the criteria according to which their competency, performance and productivity are subjected to?

Yes	1
No	2
Unsure	3

21. Are **you** of the opinion that lecturers would like assessment criteria to be adapted for different lecturers depending on their particular subject group and position level?

Yes	1
No	2
Unsure	3

22. Are **you** of the opinion that lecturers believe that too much emphasis is placed on particular roles at the expense of others (e.g. more on Research than on Learning Material Design and vice versa)?

Yes	1
No	2
Unsure	3

23. Which role in **your** opinion is regarded by lecturers the most essential role to fulfil? (Select one)

Learning facilitator	1
Assessor	2
Administrator	3
Life-long learner and Researcher	4
Community Developer and Counsellor	5
Learning programme- and learning material developer	6

24. Which role in **your** opinion is regarded by lecturers the least essential role to fulfil? (Select one)

Learning facilitator	1
Assessor	2
Administrator	3
Life-long learner and researcher	4
Community developer and counsellor	5
Learning programme and learning material developer	6

25. Which role in **your** opinion is regarded by lecturers to be spend most of their time on? (Select one)

Learning facilitator	1
Assessor	2
Administrator	3
Life-long learner and researcher	4
Community developer and counsellor	5
Learning programme and learning material developer	6

26. Are **you** of the opinion that lecturers are of the opinion that their time is spent productively and effectively?

Yes	1
No	2
Unsure	3

27. Which role in **your** opinion is been regarded by lecturers to be spend least of their time on? (Select one)

Learning facilitator	1
Assessor	2
Administrator	3
Life-long learner and researcher	4
Community developer and counsellor	5
Learning programme and learning material developer	6

28. Are **you** of the opinion that lecturers are of the opinion that their tasks as lecturers generates sufficient funds for your employer to pay them a market-related remuneration package?

Yes	1
No	2
Unsure	3

29. Do **you** think that lecturers are satisfied with the remuneration packages your employer pays them?

Yes	1
No	2
Unsure	3

30. Are **you** of the opinion that lecturers are satisfied with the way in which their competency, abilities and performance is subjected to assessment?

Yes	1
No	2
Unsure	3

31. Are **you** of the opinion that lecturers believe that if they are subjected to effective assessment it could contribute towards the quality assurance of Higher Education?

Yes	1
No	2
Unsure	3

32. Which entities do **you** think are been regarded by lecturers to be part of the structure that ought to assess their competencies, abilities and performance?
(Indicate the **three** most relevant choices)

Chief Executive (Director, Dean or Vice-Rector)	1
Academic Support Services	2
Students	3
Personnel Services	4
Colleagues (Peer group)	5
Professional body	6
Council for Higher Education (Quality Assurance)	7

33. Indicate if you occupy one of the following managerial positions: (Select one)

Vice-Rector	1
Dean	2
Director (School, Institute, Centre, Focus Area, Bureau)	3
Director: Academic Support Services or Academic Development	4
Head of Department	5
Subject head	6
Not applicable	7

34. Indicate in which type of academic environment you are working:

Health Sciences	1
Engineering	2
Educational Sciences	3
Theology	4
Economical, Financial and Actuarial Sciences	5
Human or Management Sciences	6
Law	7
Natural Sciences	8
Other	9

35. To what extent are **you** of the opinion that lecturers are familiar with the principles of the National Qualification Framework?

Not at all	1
To a small extent	2
To a reasonable extent	3
To a large extent	4

DIVISION B

Please give your answers in Division B by making a cross in the appropriate square with the code number concerned.

In each of the items that you answer, make use of the following scale:

1. I am not convinced at all.
2. I am convinced to a small extent.
3. I am reasonably convinced.
4. I am convinced to a large extent.

NOT AT ALL	1
SMALL EXTENT	2
REASONABLE EXTENT	3
LARGE EXTENT	4

	To what extent are you of the opinion that lecturers are convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
1	Will have as result that all the principles of the NQF can be implemented in the Higher Education environment.	1	2	3	4
2	Are forced down on lecturers too soon.	1	2	3	4
3	Will have as result that their performance would not be subjected to thorough assessment.	1	2	3	4
4	Will effect an improvement in the quality of their tuition.	1	2	3	4
5	Will effect an improvement in the quality of their research "output"	1	2	3	4
6	Will effect an improvement in the quality of their study material that is provided to students.	1	2	3	4
7	Will effect an improvement in the levels of competence of students.	1	2	3	4
8	Will effect and improvement in the assessment of students' competencies.	1	2	3	4
9	Will contribute towards them becoming involved in a life-long learning process.	1	2	3	4
10	Will cause that they possibly have to pay closer attention to their own abilities, skills, competency, capacity and performance levels on a continuous basis.	1	2	3	4
11	Will have as result that the method(s) of competency and performance assessment to which they are subjected ought to be revised.	1	2	3	4

	To what extent are you of the opinion that lecturers are convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
12	Will lead to an improvement in the productivity of graduated students.	1	2	3	4
13	Will lead to a greater demand for students by possible employers.	1	2	3	4
14	Caused that they have to fulfil additional roles to comply with all the expectations put to them.	1	2	3	4
15	Have as result that there has to be clearly distinguished between their abilities, skills, competency, capacity and performance levels.	1	2	3	4
16	Have as result that their abilities, skills, competency, capacity and performance levels as lecturers each has to be individually assessed.	1	2	3	4
17	Will require of them to be able to function in the role as competent learning facilitator.	1	2	3	4
18	Will require of them to be able to function in the role as competent assessor.	1	2	3	4
19	Will require of them to be able to function in the role as competent administrator.	1	2	3	4
20	Will require of them to be able to function in the role as competent life-long learner and researcher.	1	2	3	4
21	Will require that they have to be able to render assistance to individual learners in their role as competent community developer and counsellor.	1	2	3	4
22	Will require of them to be able to function in the role as competent learning programme developer.	1	2	3	4
23	Will require of them to be able to function in the role as competent learning material developer.	1	2	3	4
24	Have as result that there is expected of them as lecturers to fulfil roles in which they are not effectively trained and certified as competent.	1	2	3	4
25	Have as result that they will experience an increase in their amount of work.	1	2	3	4
26	Have as result that they will have to relinquish less time to research than in the past.	1	2	3	4

	To what extent are you of the opinion that lecturers are convinced that the National Qualification Framework (NQF) as implemented by your University or Technikon:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
27	Have as result that they will have to relinquish less time to foreign visits and national and international congresses and conferences.	1	2	3	4
28	Have as result that they will have to relinquish more time to assessment of students than in the past.	1	2	3	4
29	Have as result that they have less time to spend on the development of your field of study than in the past.	1	2	3	4
30	Have as result that they spend more time on programme and learning material development than in the past.	1	2	3	4
31	Have as result that they spend more time on individual students' problems than in the past.	1	2	3	4
32	Will require that they have to effect more contact with potential employers of students.	1	2	3	4
33	Will require that they will have to do more research in their particular fields of study.	1	2	3	4
34	Have as result that they have more responsibility but do not necessarily receive more compensation for it.	1	2	3	4
35	Have as result that they have less time to spend on the writing of articles and / or books.	1	2	3	4

DIVISION C

Please give your answers in Division C by making a cross in the appropriate square with the code number concerned.

In each of the items that you answer, make use of the following scale:

1. I am not convinced at all.
2. I am convinced to a small extent.
3. I am reasonably convinced.
4. I am convinced to a large extent.

NOT AT ALL	1
SMALL EXTENT	2
REASONABLE EXTENT	3
LARGE EXTENT	4

Indicate to what extent you believe that lecturers experience the following statements as a problem by making a cross in the appropriate square with the applicable number.

	I am of the opinion that lecturers:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
C1	Find it difficult to adapt to the new work environment (in Higher Education).	1	2	3	4
C2	Find it difficult to know exactly how their managers assess them.	1	2	3	4
C3	Find it difficult to handle all their work at the University or Technikon.	1	2	3	4
C4	Find it difficult to comply with all the expectations put to them by the University or Technikon.	1	2	3	4
C5	Do not experience their work as challenging and interesting.	1	2	3	4
C6	Have too little interaction with experts to make a meaningful contribution towards the implementation of the National Qualification Framework.	1	2	3	4
C7	Do not experience a strong relationship of trust with their managers.	1	2	3	4
C8	Experience that the way in which I am subjected to assessment is not effective.	1	2	3	4
C9	Experience that no meaningful attention is given to their development needs.	1	2	3	4

	I am of the opinion that lecturers:	NOT AT ALL	SMALL EXTENT	REASONABLE EXTENT	LARGE EXTENT
C10	Experience that a proper analysis is not being done to determine in which direction lecturers ought to be trained.	1	2	3	4
C11	Experience that the implementation of Outcomes-Based Education and Training in Higher Education does not take place effectively.	1	2	3	4
C12	Experience a lack of physical facilities to make a success of Outcomes-Based Education and Training.	1	2	3	4
C13	Find it difficult to know what exactly is expected of them within the Outcomes-Based Education and Training paradigm.	1	2	3	4
C14	Experience that the implementation of the Outcomes-Based Education and Training has affected no difference in their role as lecturers.	1	2	3	4
C15	Experience uncertainty with reference to the continued existence of their position as a result of the implementation of the National Qualification Framework.	1	2	3	4