

5 PROGRAMMES AND QUALIFICATION FRAMEWORKS

5.1 Admission requirements

The PU for CHE is strongly in favour of the optimal development of each citizen's potential and thus wants to admit everyone who has the ability to succeed in university study and who wants to study at the PU for CHE with its unique character.

The PU for CHE does, however, have the responsibility to admit only persons who have a reasonable chance of making a success of university study.

If a student has been admitted, the PU for CHE must do everything in its power to have the student study in such a manner that he or she will be successful.

The PU for CHE has a high level of admission compared to the traditional universities. So, for example, from 1996 a student can enrol at the PU for CHE for a BA degree with an SF total of 26 in the matriculation examination (cf. Tables 8 and 9).

Table 8:

Selection model: Determining of a Swedish Formula value (SF)

SUBJECT SYMBOL	HIGHER GRADE	STANDARD GRADE
A	8	6
B	7	5
C	6	4
D	5	3
E	4	2
F	3	0

Table 9:

Admission requirements with regard to school performance at the PU for CHE.

DEGREE OR DIPLOMA	SF-TOTAL
BA.	26
B.Sc.	29
B.Com.	27
B.Proc. and B.Juris.	28
HED(S)	23
B.Eng.	32
B.Pharm.	32

The admission requirements resulted in the PU for CHE developing a teaching system in which support is given to the student in his/her studies. In view of the high cost of university education the PU for CHE must, however, still think carefully about admission requirements and quality care.

The current situation is not entirely satisfactory, as on the one hand students who do not make a success of their studies are admitted and on the other hand, possibly because of poor school education, there are individuals with potential who are not properly developed. Channels are thus created to offer these students the opportunity to develop their potential to such a level that they can be admitted to university study.

Should a person not be admitted on the basis of school performance, admission can still be obtained in the following ways as from 1996:

- Firstly applicants who does not comply with the admission requirements, can on request take an entrance examination compiled by the University, in order to try and obtain entrance in this way. In this manner potential can also contribute to admission.
- Secondly applicants who obtained exemption but does not comply with the admission requirements, can be given the opportunity to study learning contents which will facilitate adjustment at the University. The results of an examination on these contents can then provide entrance. Accessibility is facilitated through development of potential would-be students.
- Thirdly the co-operation of the technical colleges is obtained with regard to the establishment of a programme from 1996 onwards which will enable students also to work towards gaining access to the University, while obtaining technical college qualifications. In this way accessibility is extended in a meaningful and practical way, while qualifications are obtained and the technical college expands.
- In the fourth place the Admissions Screening Committee of the PU for CHE grants admission according to merit, as for example by taking other post-school qualifications into consideration.

5.2 Science policy of the PU for CHE

5.2.1 Definition

Under the **science policy** of the PU for CHE, the guidelines for the realising of the objectives of the two primary tasks of the University are understood, namely teaching and research, in keeping with the foundation of the PU for CHE, and a related service task.

Teaching at the PU for CHE is regarded as all the acts of lecturers aimed at bringing about goal-directed and efficient learning in students so that:

- students are equipped scientifically and generally formed to academic excellence, vocational fulfilment and service-rendering in which education from the Christian perspective is central;
- students are equipped with basic, underlying scientific knowledge, skills, values and attitudes;
- in this way the topical requirements of the time and of the country are met.

Research at the University, as at any other university, is concerned with the discovery of new knowledge and/or systematization of existing knowledge, and a striving towards achieving a symbiosis between teaching and research within the framework of the distinctive character of university education. At the PU for CHE particular attention is also given to research into the foundations of science and the perspectives in this regard which are yielded by prescientific premises. In this sphere the PU for CHE wishes to make a special contribution regarding the Christian world view.

Community service at the PU for CHE is service which is rendered externally on the basis of scientific excellence, skills, abilities and making available of resources.

5.2.2 Relationships between academic freedom and science

The primary functions of a university are the practising of science in all its branches through research, teaching, training and education of its students and the supply of expert services externally. It develops its students by also preparing them for societal and cultural life so as to be well-equipped citizens. If it offers an academic curriculum as a prerequisite for some profession, it also instructs its students in this career without simply coaching them for the profession or other occupation. It offers its excellence externally in the interest of the development of particular services to the advantage of itself and the community, also for the upliftment of the latter through addressing community problematics and empowering the community with knowledge, development and skills. Finally the university is scientifically critical and socially sensitive to social and community issues. In this regard the university is a self-reliant, free and independent practitioner of its functions, and its products are well-equipped scientists (although on different levels, depending on the advanced nature of their study), developed cultural beings and good citizens of the state.

The importance of particular qualities like autonomy and academic freedom of a university and its academics (its personnel and students) is situated in the fact that the university cannot execute its scientific duty properly without it. According to this the university must be academically effective and administratively and economically efficient. It is academically effective if it allows the academic values of rationality and objectivity, free and critical dialogue, openness with regard to alternative viewpoints, the honest consideration of all available evidence, founded judgements and inter-subjective control of ideas and findings. It is administratively and economically efficient when the society of academic thinkers themselves perform quality control on its production processes and products and decide on the management and administration of the academic and other functions of the institution.

Within the context of academic freedom, the University implies the right and freedom of academics and students to perform academic functions in a responsible way, according to their intellectual abilities and standards - including teaching, research and community service (as may be applicable); viewpoints, to express ideas and thoughts on it to colleagues, students and to each other and to publish these; to establish scientist societies, belonging to it and participating in its activities and to be scientifically critical and take a position on community and social issues including political currents, economical life, religious and other relevant matters.

On the basis of defined legal principles as contained in the South African Constitution, the division and harmonising of the University's autonomy in relation to academic matters and the academic freedom of academics and students take place on the basis of reasonableness and fairness, so that the exercising of the particular freedom and right by one party does not undermine the essential content of the other party's right.

In the light of this the University declares that the framework, boundaries or limitations imposed on the academic freedom of lecturers and students, are determined by two particular factors, namely

- scientific professionalism and
- the reasonable and fair exercising of the academic autonomy of the University.

Both these factors place particular responsibilities on academics and students as the obverse of their right to academic freedom:

In the first place the responsibility to act scientifically and professionally in following the rules and principles as determined by science in general and by the particular subject itself, and which includes a professional approach to teaching and education.

Secondly the responsibility towards the University to exercise academic freedom with the reasonable limits set. These reasonable limits are linked to the autonomous right of the University to lay down rules and principles on matters such as the composition of curricula, the content of subjects, teaching methods, evaluation, admission requirements, academic standards, procedures and disciplinary procedures and all related academic matters.

In this regard the policy on the maintaining of the character of the University, including its fundamental values, its language policy and cultural activities applies. This framework, which

exists and has been created for the academic freedom of academics, imposes a duty and responsibility on the University itself, its academic administrators, other academic colleagues (also heads of departments, deans, etc.), but also on persons or institutions from outside (including the church, state and other communities), to acknowledge this academic freedom in this framework and to respect the arrangement created for it within the institutional framework.

It is further the position of the University that academic freedom applies also to other matters than the academic work of a lecturer and a student, but then only if these other matters **have a bearing on the being and functions of the university**, as defined, and also if they are extended to community development and community involvement. Likewise this facet of the freedom of the academic is limited by the principles of professional practising of science and by the reasonable exercising of the academic autonomy of the University. The condition which still applies is that academics must always act scientifically and responsibly in the exercising of this academic freedom.

Within the framework of the above-mentioned starting-point of the University on institutional autonomy and academic freedom, the science policy of the PU for CHE rests on the Christian foundation as contained in its Private Act.

The Christian foundation of the University is finally expressed on two levels:

- the personal level dealing with the practising of the Christian principles and values in the way in which the staff and students associate and work together, and,
- the practising of science from a Christian perspective.

5.2.3 Philosophy of Science within the Christian context

Science is the systematic-theoretical description, explication and understanding of the orderly and coherent nature of phenomena and different fields of study from a particular interpretational framework or scientific paradigm. At this University the philosophical essence is a perspective on science from a Christian framework of thought. Within science in general and within the different subjects the work of the Christian scholar is thus, among other things, focused on determining which philosophy forms the basis of a particular scientific theory and to assess this theory and its manifestation from a Christian perspective.

Some of the most basic pre-scientific decisions with which a scientist is confronted, is religion or faith. Faith is not merely a compartment, a purely personal and a private matter; it reaches out to embrace the basic facts of life, the foundation of human life. Faith is therefore not a scientific question, but clearly pre-scientific. It is the thorough belief of the Christian scholar or academic that nothing is excluded from the jurisdiction and authority of God - neither the university nor science. Therefore the autonomy of a university and academic or scientist freedom is relative, because only God is sovereign in the absolute sense of the word.

Where all scholarship is, among other things concerned with the critical assessment of philosophical and scientific-theoretical assumptions and supposition of the existing theories within a scientific field of study, Christian scholarship thus differentiates itself in that it:

- evaluates and judges the assumptions and theories from its Christian perspective, and
- attempts to develop academically sound scientific theories about phenomena and the respective fields of study from Christian frame of interpretation.

5.2.4 Aim of the policy

The aim of the policy is to promote high quality teaching and research through:

- the establishing of guidelines for the realising of the foundation of the PU for CHE in the practising of science;
- the establishing of guidelines for high quality teaching and research;
- the establishing of organizational structures and an infrastructure which supports the scientific work of the University; and
- the establishing of guidelines for the rendering of service to the external community.

5.2.5 The symbiosis between education, research and community service

The university is an institution where, apart from higher education, advanced research is undertaken. Because higher education at the university includes the education of researchers, research must be done at the university. In this process new scientific and technological knowledge is also developed. It is thus essential for research to be done in every department where postgraduate courses are offered. The head of department must plan the research in such a way that adequate research is done in the department to attain the postgraduate instruction objectives and research objectives. Although not every student at the University is trained to follow an academic or research career, teaching must include thorough schooling in the methodology of research so that the student is shaped in the practising of the science. The teaching and research function of the University also enables it to make its excellence available to the external community, addressing of community problems, development of people through capacity-building programmes and in general by being involved in the community.

5.3 Teaching policy of the PU for CHE

5.3.1 Points of departure

5.3.1.1 The lecturers and researchers

The University considers the lecturer as a scientist, authority and educator, manager and facilitator with a calling, who must guide the students with regard to the acquisition of critical and practical subject knowledge and insight into reality.

Concerning the appointment of personnel, section 25 of the University's Private Act reads as follows:

"25. (1) The Council must take care in the appointment of academic and non-academic staff that the Christian historical character of the University is maintained: On condition that no test concerning membership of a particular church is applied to anyone as condition for becoming or remaining an academic or non-academic member of staff at the University or for filling a position or receiving remuneration or to exercise a privilege."

In its interpretation and application of this section the University requires:

- that all academic and support staff must recognize and respect the Christian foundation of the University;
- that academic personnel are appointed on the basis of scholarship and scientific merit, which also includes the competence and readiness of the member of staff with regard to the practising of science and the conveying of the applicable principles to students in accordance with the Christian foundation of the University.

The University furthermore offers an extensive staff-development programme. For the academic staff, this is offered by the University's Bureau for Academic Support Services. The programme includes all aspects of the academic and educational involvement of the staff and is aimed to equip the staff with the necessary academic expertise for their educational task, personal development as an academic and for Christian scholarship. All newly-appointed lecturers are compelled to follow such a course on a part-time basis, over part of an academic year. The successful completion of this training course is a condition for their permanent appointment after their probational year.

5.3.1.2 The student

Every student has an unique individuality and, a need to be equipped and formed with a view to vocational fulfilment and servitude. The student is also co-responsible to be a critical participant in the academic formative process.

Where academic freedom at **institutions of higher education** is acknowledged in the Constitution, and these fundamental rights are linked to the university itself and also to the academic on the basis of his service relationship with the university, it is inevitably also applicable to the student at the institution for higher education (like the university). The student is also in a particular relation to it due to or on account of his registration at the institution of higher education. His registration which in essence creates a particular

contractual relationship between him and the university, grants him certain rights and obligations, especially in academic regard.

From the nature of the matter the academic freedom of the student is more limited than the academic autonomy of the university. He is the student, the junior academic partner who is trained and educated and who, in this way, is an important object in academic regard. He remains a partner, although a junior associate, and therefore he has certain basic rights in this regard.

Although the student is not at first completely scientific yet, he is involved in science from the beginning and develops as he achieves seniority in his scientific schooling. Therefore the call for him to **act scientifically** in the practising of his academic freedom remains from the beginning. Only in this content of academic freedom does he have the freedoms and rights and does he enjoy this protection.

The aim of university education and teaching is to enable the student to assume its full responsibility as a scholarly citizen in life, which includes the responsibility to choose and to make decisions. With regard to the Christian perspective, the task of teaching and education is to acquaint the students with basic life issues and value systems and to equip them to have the necessary critical skills to evaluate these. Prospective students are familiar with the educational policy of the University and is expected to accept and respect it within the context of the value system and culture of teaching and learning of this University. The University furthermore acknowledges the religious freedom of its students. Section 25(2) of the Private Act (Act 80 of 1993) expresses it as follows:

"Nobody shall be prevented from becoming or from remaining a student at the University on the basis of his religious conviction or to the obtain or keep a degree or diploma".

In the University's policy document on the place and role of the student at the University, detailed attention is given to the position of the student at the University with regard to

- their relationships with other articulations of the University, including membership of the management bodies of the university;
- the academic activities at the university;
- organized student life;
- the foundational principles of the university;
- campus residence life.

The university's acknowledgement of the principle of religious freedom of its students and the accompanying claim for religious tolerance towards the students are emphasized in this policy document. However, the university also has its particular Christian character which is legally entrenched, and the university thus has to promote and maintain this foundation. As the university is a social structure based on free association, the student and student leader is expected to respect the Christian character, the foundation, objectives and identity of the university in all actions and not to compromise it.

5.3.1.3 Admission to the University

The present Constitution only grants citizens a right to basic education but no such rights to higher education exist. The Constitution does, however, determine that persons shall have equal access to higher education.

Therefore the University asserts that all persons who comply with the admission requirements (which might be set nationally and which authorize the University by virtue of its institutional autonomy to determine admission on the grounds of academic considerations) will gain entrance to the University.

The further admission requirements which may be set by the University on academic grounds will also be related to the personpower required for training and the infrastructure which enables the University to provide - in accordance with the capacity which its finances will allow.

5.3.2 Educational objectives

5.3.2.1 At the end of his undergraduate study at the PU for CHE the student must be equipped with the following:

- **Knowledge**
- Each student must have knowledge in a certain field or fields of study. Apart from factual knowledge this knowledge must particularly include knowledge of structures, procedures, concepts, theories, principles and research methods.
- The student must also have knowledge of, and insight into, the encyclopaedia and coherence of science.
- **Skills**
- Each student must be able to:
- access knowledge independently (including by means of computer), be empowered to, apply, analyze, integrate and evaluate critically;
- communicate knowledge scientifically in different media, including by computer (the student must thus have listening, reading, writing, speaking, argumentative and computer skills);
- perform research and develop knowledge in a limited way;
- think, act critically and creatively in terms of problem-solving and act as an entrepreneur;
- function in a group and fulfil a leading role;
- implement acquired subject-related skills in a working environment.
- **Values, attitudes and dispositions**
- Although difficult to measure, each graduate must:
- have knowledge of the University's stance on vocational fulfilment, service-rendering and practising of science;
- have respect for fellow human beings, creation and authority;
- think in a principled way, which is also manifested in principled adaptability;
- be a life-long learner who always remains aware of the social, economical, moral and religious problems of the day;
- have integrity;
- be meticulous and exact;
- and have perseverance.

5.3.2.2 On postgraduate level such knowledge, skills, values and attitudes are developed further, but with increasing emphasis on that which is related to research.

On Master's level the student must at least prove that he or she is acquainted with the method of research, while the student on D-level must make a definite contribution to the knowledge of and insight into a field of study through research.

5.3.2.3 Teaching approach

The teaching approach at the PU for CHE is that of guided, independent study. According to this approach the lecturer guides the student to realize teaching and learning objectives through personal activity. The lecturer acts as manager of the student's studies. In this guiding the student receives a study guide in each course unit and also gets regular feedback on his or her study progress by means of class tests, teaching tests, evaluation of assignments etc.

5.3.2.4 Realization

5.3.2.4.1 Council and Senate must:

- revise the vision, mission and scientific policy of the university frequently;
- provide and maintain suitable lecturers, facilities, administration and management; and
- create mechanisms and structures which take care of support for teaching, students, teaching development and the maintaining of academic standards.

5.3.2.4.2 Faculties must:

- compile a curriculum document for the faculty
- formulate a teaching policy for the faculty within the framework of the University;
- appoint a teaching committee for the faculty to constantly advise the faculty on teaching in faculty context; and
- take care that a structure for organisation and accommodation of Christian scientific practice exists in the faculty.

5.3.2.4.3 Departments must:

- compile a departmental teaching policy within the framework of the faculty teaching policy which forms part of the departmental policy and procedures document;
- compile a departmental syllabus document and frequently revise it;
- perform departmental self-evaluation on a regular basis and participate in the University's departmental evaluation programme; and
- take care that all decisions on teaching made by senate and faculty board are executed.

5.3.2.4.4 Lecturers must:

- take care that the vision, mission and teaching policy of the University as well as the teaching policy of the faculty and department are executed; and
- continually remain students in their fields of study but also in the field of tertiary didactics.

5.3.2.4.5 Students must:

- study purposefully according to the study guides and through regular class attendance and make use of study facilities.

5.3.2.4.6 The Bureau for Academic Support Services must:

- support and develop lecturers in the performance of their teaching task. It particularly involves the establishing of excellence, skills, attitudes and means for high quality teaching by lecturers with a view to efficient learning by students.

5.3.2.4.7 The Senate Committee for Christian Scholarship must:

- promote Christian scientific practice in the field of education through like-minded collegial liaison via invitations of visiting lecturers, exchange programmes and co-operation with similar institutions;
- as far as possible contribute to exposing students to subject-scientific, subject-philosophical, scientific-theoretical and philosophical shaping and teaching from a Christian perspective; and
- contribute to the training and shaping of lecturing and research staff in the basic principles of Christian scientific practice.

5.4 Structures and academic programmes

5.4.1 Faculties and departments

The University's academic activities are spread organisationally over two campuses and nine faculties. The Potchefstroom Campus consists of the faculties of Arts, Theology, Education, Economic and Management Sciences, Law, Natural Sciences, Engineering and Pharmacy. The ninth faculty is the Inter-faculty Academic Board which forms the home for the four sub-faculties (Arts, Natural Sciences, Economic and Management sciences and Education) of the Vaal Triangle Campus.

During the rationalization project which stretched from 1991 to the end of 1995, a number of academic departments were phased out and different smaller departments were also joined. In a more recent reconstruction action the upgrading of departmental structures in the faculties, which offer vocationally directed training, and the stronger organization of the academic activities in schools and programmes were initiated.

The result is that 54 academic departments and schools will exist on the Potchefstroom Campus and 18 academic departments at the Vaal Triangle Campus at the beginning of 1996. On account of the size of the University and for the sake of the most effective utilization of resources, these developments were appropriate and cost-effectiveness should be improved.

5.4.2 Structure and content of the academic programmes

5.4.2.1 Guidelines for academic programmes

- the academic programmes must comply with the broad guidelines for universities as stated in the policy document on qualification structures;
- the different course units in an academic programme must reveal a coherence;
- curriculum must be aimed at engendering and promoting schooling in the basic principles of scientific thinking and working methods;
- account must be taken of the manpower requirements of the country;
- degrees and diplomas must link up with each other sensibly and particularly realise university training to the highest level;
- the nature and composition of the curricula of degrees and diplomas must to a reasonable degree correspond with those offered at other universities nationally and internationally;
- every curriculum must be evaluated against the primary aim of university teaching to arrive at the compilation of a limited but meaningful number of courses from which the students can choose;
- concerning vocationally directed degrees, the minimum requirements set by the career councils must be complied with while the primary requirements for scientific schooling must also be considered;
- the moulding or forming of a student involves the necessity for the student to develop a vision and to be able to take a position on matters such as the unity of science, the nature of scientific knowledge, scientific methodology, boundaries and purpose of science and ethical issues. The content and meaning of courses in Subject philosophy, Ethics and Philosophy should thus have a meaningful manifestation in all curricula or courses.

5.4.2.2 Structural elements of the academic programmes

The academic programmes comply with the following structural elements:

- All courses are semester courses, and all are equivalent to half of a year course.
- A uniform time-table exists for the entire University. Each course unit receives 3 (or maximum 4) periods of 50 minutes each per week plus a 3-hour period for practical work/tutorials. In most cases this results in a contact time of 150 minutes per week,

which implies that students have to work more independently and must make more use of study guides.

- A system of continuous evaluation by means of weekly class tests to determine whether the students study persistently and to motivate them to do this. In addition a test week is scheduled in each of the two semesters, shortly after the mid-semester, for the taking of written tests of reasonable length. The semester examinations are in June and November, and the uniform time-table makes an uncomplicated examination and test time-table possible and for the examination to be completed over a short period of time.
- Re-examination awarded by the examination committees as well as special examinations, take place at the beginning of the following semester.
- Curricula and subject packages are compiled beforehand and form part of the academic regulations. In this thorough account is taken of the distinction between basic, contextually basic and applied subject contents and the corresponding requirements in SAPSE-116. Each curriculum has a fixed content, and a student can only change from one curriculum to another with permission. All course units in a curriculum must be passed. The possibility does exist for a student to compile a personal, motivated curriculum, but this is subject to approval.
- All test and examination marks are entered continually. Consequently trends such as the performance of the first-year students can be monitored on a central marks system. The system eliminates the handling of mark sheets in paper format.

5.4.2.3 Programme presentations and subject packages

Programmes are offered in eight different categories at the PU for CHE, namely

- undergraduate diplomas
- general degrees
- professional degrees
- postgraduate diplomas
- postgraduate bachelor's degrees
- honours degrees
- master's degrees
- doctoral degrees.

The number of programme presentations in each of the categories is explained in Table 10. According to that the following emerges:

- a small number of undergraduate diplomas;
- on the basis of the number of programmes offered, the vocationally directed training, namely under- and postgraduate diplomas, professional and postgraduate bachelor's degrees (54 programmes in total) still form an important group of presentations;
- the distribution and extent of master's and doctoral training.

TABLE 10

PROGRAMME PRESENTATIONS: POTCHEFSTROOM CAMPUS

Faculty	Undergraduate Diplomas	General Degrees	Professional Degrees	Postgraduate Diplomas	Postgraduate Baccalaureus	Honours	Master's	Doctoral
Arts	2	6	9	5	---	3	6	4
Natural Sciences	---	6	5	1	---	2	2	2
Theology	---	---	---	---	2	---	1	1
Education	5	---	1	6	1	---	1	2
Economics	---	3	2	---	---	1	2	4
Law	---	1	1	1	1	---	1	1
Engineering	---	---	4	---	---	---	1	1
Pharmacy	---	---	1	---	---	1	2	3
Sub-total	7	16	23	13	4	7	16	18

PROGRAMME PRESENTATIONS: INTER-FACULTY ACADEMIC COUNCIL, VAAL TRIANGLE CAMPUS

Arts	---	1	---	---	---	1	1	3
Natural Sciences	---	1	---	---	---	1	1	1
Education	3	---	1	2	1	---	1	1
Economics	---	1	---	---	---	1	2	3
Sub-total	3	3	1	2	1	3	5	8
TOTAL	10	19	24	15	5	10	21	26

5.4.3 Professional directed training

According to the data in Table 10, 24 professionally directed programmes are offered at the PU for CHE. All programmes leading to a particular formal qualification were taken into account and include the following:

Faculty of Arts

Librarians and Information Studies; Business Communications; Sports scientists; Musicians, Social Workers; Clinical and Counselling psychologists; Recreational officials; City and Regional planners; Nurses.

Faculty of Theology

Ministers

Faculty of Education

Teachers

Faculty of Economic and Management Sciences

Accountants

Business and management accountants

Management personnel

Industrial psychologists

Faculty of Law

Attorneys and advocates

Faculty of Natural Sciences

Dieticians

Home Economists

Soil scientists

Computer scientists

Biokineticians

Faculty of Engineering

Engineers

Faculty of Pharmacy

Pharmacists

5.4.4 After-hours teaching

The influence of various factors contributes to the increasing importance of after-hours study for a university qualification in South Africa. Among the factors which are of particular importance are the increasing cost of full-time university study, the growing need to upgrade skills, and the shortage in adequate opportunities for full-time study.

In the case of the PU for CHE the expectation is that the demand for after-hours study at the Vaal Triangle Campus will grow particularly strongly. With a view to providing for the expected increase with regard to this demand more effectively, the campus has already started implementing the flexi-teaching approach. Since 1992 particular subjects have been offered according to the flexi approach as well as in English as medium of instruction. This implies that more complete educational material (study guides, diktate (study manuals), audio tapes, etc.) are made available and compulsory class attendance is decreased considerably. It is planned to offer the entire after-hours programme of the Vaal Triangle Campus (thus subjects in Arts, Economic and Management Sciences, Education and Natural Sciences) on a flexi-basis.

On the Potchefstroom Campus the after-hours teaching programme was changed to teaching through medium English from 1995 to increase the University's accessibility to its immediate surroundings.

5.4.5 Decentralized campus system

The PU for CHE has historically followed a development through which a decentralized campus system was established. In addition to the Potchefstroom Campus the Vaal Triangle Campus has become established strongly since the mid-sixties. Motives for these developments are mainly situated in the desire to make university training according to the differentiated needs of the particular communities accessible to these communities.

5.4.5.1 Potchefstroom Campus

The existing infrastructure on the Potchefstroom Campus has more or less achieved an optimal size for the number of students trained here.

The academic activities are established, and it has already been indicated that rationalization was introduced here to properly address structural problems. Vacancies will, among other things, be filled only to replace indispensable staff and to appoint truly expert personnel.

The offering of after-hours courses will still have to be investigated critically to attempt to establish a more cost-effective presentation.

5.4.5.2 Vaal Triangle Campus

The policy with regard to the offering of programmes on the Vaal Triangle Campus is that they must not unnecessarily overlap with the presentations on the Potchefstroom campus. Encouraging developments in different respects indicate the progress made with the differentiation. Examples are the institution of a Unit for Quality and Industrial Statistics; Unit for Industrial History; teaching in Practical Afrikaans; and the phasing out of the part-time honours in Psychology at the Potchefstroom Campus in favour of the Vaal Triangle.

5.4.5.3 Elsewhere

Further examples of the decentralized campus system are the co-operation with the Potchefstroom Teachers' Training College and the Nursing colleges in the North-West and Gauteng with regard to the presentation of tertiary qualifications on different levels. The contribution of the University in the establishing and maintaining of standards and the progress of training is indispensable for those institutions.

5.4.5.4 Co-operation agreements with other South African tertiary institutions

Apart from the co-operation with colleges of different sorts referred to in the preceding paragraph, the co-operation on university level is expanding. An agreement between the PU for CHE and Unisa has already existed for years in terms of which a department of Life Sciences was brought into being. In this department personnel, venues and apparatus of the PU for CHE are used to offer Botany and Zoology, Physiology, Biochemistry and Microbiology for Unisa degrees.

Further co-operation agreement was recently entered into between the PU for CHE and the Universities of the North, Natal and Leiden to undertake joint research projects in the field of Law. An agreement was also entered into with the University of Stellenbosch to use their administrative computer systems.

5.5 Research Policy of the PU for CHE

5.5.1 Foundation

As already explained under point 5.2.2 of this policy document, the University acknowledges the academic freedom of lecturers and students. The freedom of research is an inseparable part of academic freedom, and it is also inseparably linked to an institution for higher education where scientific work and research are done.

In line with what has already been stated with regard to academic freedom, the limitations and boundaries of free research are determined by two factors, namely

- scientific professionalism and
- the reasonable and just execution of the University's academic autonomy which includes the maintenance of its Christian foundation in scientific practice.

The University typically require of academic and research staff to perform their research with the definition of philosophical and scientific theories in a particular field of study, to indicate what effect those assumptions have on the validity of the theories and to evaluate it from a Christian perspective.

Its students are similarly exposed to the Christian perspective with regard to philosophical and scientific theories within a particular field of study.

5.5.2 Research objectives

The PU for CHE has the following objectives with regard to research:

5.5.2.1 Science as a cultural activity

- The cultivation of a scientific disposition and research insight, the creation of an academic climate for lecturers and students and the establishing of a community spirit through co-operation in team research projects.

5.5.2.2 Knowledge: Subject-scientific and philosophical

- The promotion of research of high quality which can contribute to new break-throughs in scientific and technological fields.
- The uncovering of new fields which were previously unknown and/or less known and which are essential for teaching on the highest level.
- The discovering of new knowledge in a particular discipline for the sake of the expansion of science.
- The evaluation of existing theories and the development of new techniques.
- The development of centres of excellence which can expand research in disciplines in specialized fields.

5.5.2.3 Educational: Symbiosis, staff (teaching)

- The interpretation and systematisation of existing and new knowledge with a view to teaching.

5.5.2.4 Development and service: Basic, applicable component

- To do research which will make a contribution to addressing the most important developmental problems of the country with a focus on the North-West Province.
- The uncovering of existing and new knowledge sources with a view to rendering service to the community.
- The procuring of research contracts in the public and private sectors which can contribute to the expansion of research at the University and can result in the generation of research funds for future research.
- The announcing of research results through publications or by other acknowledged means.
- The establishing and expansion of international links in the field of research.

5.5.3 Realization

5.5.3.1 The Council and Senate of the University must:

- provide and maintain provide suitable research facilities;
- provide suitable research staff;
- create optimal conditions for effective research by providing suitable administration and organisation;

- further encourage subject-directed research by lecturers;
- see to it that there is reasonable time for research; and
- see to it that faculties execute the research policy of the University.

5.5.3.2 Faculties must:

by means of research committees

- maintain a research policy (contained in a set of rules) within the framework of the research policy of the University and to the satisfaction of the Faculty Board;
- constantly advise the faculty on research in faculty context;
- continually liaise with the research administration of the University for, on behalf of and in favour of the faculty;
- initiate and co-ordinate interdepartmental research projects;
- evaluate research proposals and reports of departments, institutes, centres and research units;
- see to it that each department in the faculty, or where applicable, related departments in the faculty, compile, execute and maintain an individual research policy within the framework of the faculty policy.

5.5.3.3 Heads of departments and schools must

- see to it that the faculty research policy is executed;
- formulate and maintain a departmental research policy within the framework of the faculty research policy;
- liaise with the faculty research committee in connection with research issues;
- keep the Dean, the faculty research committee and/or the research administration informed on research needs; and
- see to it that research results are published.

5.5.3.4 Researchers must:

- see to it that the research policies of the University, faculty and department are executed;
- immerse themselves in their field of research in order to be able to give proper guidance to postgraduate students;
- where possible keep developments in the private sector in mind in the choice of research projects; and
- actively participate in scientific meetings such as national and international conferences.

5.5.3.5 The Research Administration and Department of Research Development must (in consultation with the Vice-Rectors, Deans and Chairpersons of Research committees):

- act in an actively supportive and stimulating capacity with regard to research;
- where possible initiate, plan and co-ordinate research projects on different levels;
- determine priorities for the allocation of available research funds;
- support faculties in increasing their research funds;
- act in an advisory capacity with regard to contract research and patent laws.

5.5.3.6 The Senate Committee for Christian Scholarship must:

- stimulate subject philosophical, scientific-theoretical and foundational research by organizing leave and financial support for it, and

- encourage the publication of research results and of textbooks, diktate (study manuals) and scientific sections from this perspective.

5.5.4 Promotion of research

Research is promoted by improving its quality. In order to take the right steps in this regard, standards were formulated and directed at the evaluation of the quality of the PU for CHE's research and development work, with special emphasis on outputs.

The number of expert staff together with the level on which they have distinguished themselves, is one of the most important factors which distinguishes the quality of research. The following parameters have been established to measure the quality of the staff:

- a) the number and level of staff to have received research support from the research councils;
- b) the excellence of the staff themselves;
- c) the way in which staff are externally involved in the evaluation of research.

The amount of funds channelled to the University for research and development reflects trust in the excellence of the University.

The following parameters are distinguished:

- a) Funds from the private sector
- b) Funds from the public sector
- c) Funds from the tertiary sector
- d) Funds from the statutory councils

Bursaries for full-time postgraduate study awarded to students of the University based on their performance and the performance of the leaders and supervisors under whose guidance they intend studying, reflect the trust of the bursary suppliers in the University. The following parameters apply here:

- a) Bursaries for honours, master's and doctor's degree study in the human sciences.
- b) Bursaries for honours, master's and doctor's degree study in the natural sciences.

Further steps aimed at promoting research and development work, involve:

- a) the request to deans to accept full responsibility for the research programmes in their capacity as managers of their faculties; and
- b) research support which is awarded to faculties on a project base.

Furthermore there should be unique and particular fields of focus within each faculty by means of which the University can serve as a national "address" concerning this field of research and can thus also fulfil a development function.

The forming of partnerships, networks and co-operation regarding excellence, is one of the most important current trends in the field of university research. Especially interdisciplinary co-operation is very important, and this will also have to be promoted in the research of the PU for CHE.

5.5.5 Basic and developmental research

Important changes are currently taking place with regard to the nature and structure of science development. Where science in the past was driven largely by curiosity and the desire for increased knowledge concerning man himself, his environment and the things which he creates, it will in future be driven increasingly by problem-solving concerning man, his environment and the things which he creates. The increasing cost of high-level experts, equipment and facilities contributes to the fact that the financing of research and development work will have to be approached more critically and will have to be evaluated in terms of the contribution which it makes to problem-solving and the welfare of society. The extensive need for development with which South Africa will have to deal in the following decades, will only serve to emphasize this approach.

The PU for CHE had already realized by the end of the eighties that the increasing cost of higher education and research compels the generation of external sources of income. Therefore an initiative was begun in 1989 to offer the expertise of the University more purposefully to external partners. This was aided by the establishment of the position of Executive Director (Technology and Development). The position existed up to the end of 1991 and its value was proved unequivocally. After the first holder of this post was appointed elsewhere, it was decided to upgrade the position to Vice-rector (Research Development) and it has been filled again from 1 February 1994.

The intention underlying this initiative, especially with a view to promoting the University's research, has both a vertical and a horizontal component. The vertical component represents the traditional structure of university training, namely first bachelor degree, postgraduate bachelor's degree and honours, master's and doctor's degrees. The academic content indicates a concentric deepening in level of difficulty in the consecutive levels. The schooling and formation of the students progress from the study of prepared knowledge in the first phase, through a process where the foundations and methodology of the subject are introduced, to the point where the student can make a contribution to the subject by means of original research on doctoral level.

For the lecturer this vertical component means a large measure of academic freedom concerning the choice of syllabus content and the topics for the practising of the discipline. On the level of personal research in the vertical component an academic can thus also work as an individual and produce scholarly publications.

In terms of management the head of the department is responsible for the academic programmes of the vertical component and constitutes the line of authority for decision-making from the department to the dean, the faculty board and the Senate.

These programmes are financed typically via the subsidy formula and the statutory councils but funds for projects can also be obtained from the private sector.

The new horizontal directed component which is structured currently for the extending of research and development work at the PU for CHE, is stronger interdisciplinarily, stretches across the boundaries of academic departments, faculties and universities, and is especially aimed at effecting partnerships/interaction with the public and private sectors. In the horizontal component one thus finds a continual interaction between different subject partners, also from different disciplines. The participants are typically M and D-students, post-doctoral researchers, academic staff and other experts.

The horizontal component is a concept in terms of which existing expertise at the University in different departments and faculties will be grouped together organisationally around a theme in a programme context, under the guidance of a programme manager and done on a project basis. It is important to formulate the aims of the horizontal component clearly. Among the most important aims are the following:

- Each programme centres around a clearly defined scientific topic. The first aim is that the field of each theme should be exceptionally topical and will have to be topical with regard to the following decade, and that the programme must be a centre of excellence on the relevant field at the University. The programme has to contribute to the improvement of the quality and quantity of research undertaken in the relevant field in the country. As centre of excellence the focus of the research must be applicable and innovating both in terms of application of the research, and problems which indeed make possible basic research and thought in the particular field.
- Each programme must be relevant to South Africa as a developing country. The second aim is thus to provide a centre of excellence as well as the high-level manpower required to face the unique problems in our country. The programme must thus be directed towards the particular national development needs and requirements of the time. In this context it is important to point out that developments must be interpreted in a wide-ranging sense. It must be interpreted in the context of (1) the development of the human potential in the country; (2) the development of excellence which is typically present in a developed country and which will, by implication, promote South Africa to a developed

country in Africa; and (3) development by means of research of a base of excellence which will increase South Africa's international competitive abilities in the relevant field.

- The third aim is to promote co-operation and partnerships within the University internally, but also especially externally. By means of this network of expertise which is established by a programme, the quality of excellence will also increase at the University, without requiring an extension of staff. This co-operation will contribute to a flow of international excellence to the programme, and thus also to South Africa. Part of this aim will be the ability to establish and develop co-operation with others. The understanding which should exist, for example, between a head of department and a programme manager, or the insight of the participants with regard to the role of co-operation with a view to the advancement of the aims of the programme as well as the aims of the academic department, are examples of these.
- The fourth aim is that the programme must bring about an innovation in the academic character of university education at the University. The nature of the programmes, and the way in which these are structured and managed as an integral of part of the academic teaching at the University, must contribute to the development of initiative in advanced students and of the staff working in the programme. The important roles of the programme to promote the scholarly thinking of the persons involved, must still be kept in mind. This aim should thus contribute to the balance in the programme between teaching and research and to the demand that it should be an integral part of the vision of the participating department.
- The fifth aim is that the programme has to contribute to the enhancement of the infrastructure and financial resources of the University. The topicality and relevance of the programme must generate external investments in the form of equipment and financial support for the University. The programme must therefore be managed as a profit-generating business unit. This aim should also permeate the thoughts of the participants and should not just be a managerial responsibility of the programme leader. A student who has participated in the programme, must acquire insight into the economical and financial aspects of scientific work and be able to utilize this in his career, for example for the creation of prosperity - something without which South Africa will never reach the status of a developed country.

From these aims it follows that the products of the programmes in a university context are actually the same as the products of the vertical programme, namely graduate students and the expansion of knowledge. The character of these products is the same as those of the vertical programme, but has gained a number of dimensions. The graduate student is, apart from being schooled in scholarly thinking and skills, also endowed with insight in entrepreneurship and innovating thoughts which will lead to applicable practical results. On account of the relevant nature of the programme, the newly-acquired knowledge should also facilitate the development of marketable products, including patents. These products remain typical of the university because they originate from the utilization of the unique human resources and excellence of the University. The additional dimensions which are made possible by the horizontal programme, contribute to the University being more soundly equipped for the unique demands of the time and the country.

5.6 Promotion of academic quality

5.6.1 Quality of the education process

The following quantifiable substitutive standards which are involved with the quality of the education process are listed below.

The analysis of enrolled students in the respective qualification categories indicates that the PU for CHE did not have an unacceptably high enrolment (8%) of undergraduate diploma students when compared to six other universities (10% to 23%) in 1994. On the other hand, the PU for CHE was one of eight universities with an enrolment percentage of 18% for master's and doctor's degrees.

If Unisa and Vista Universities are not taken into account, the percentage of newcomer undergraduate students having full matriculation exemption, varies between 64% to 95% with the PU for CHE on 86%.

In 1994 72% of the PU for CHE's new undergraduate enrolments had a combined symbol of an A, B or C, 25% a D and only 2.75% an E, which can be regarded as risk students. As opposed to these figures eight other universities had fewer than 30% students enrolled which at least an average C-symbol, while nine universities allowed more than 20% students with an E-symbol.

The PU for CHE presents a stable profile regarding its pass rate, where 83% of the new undergraduate students at least had an average D matric symbol, while the pass rate for first-years was 80%. It is a figure which compares well with those of the more established universities.

In the category of degrees and diplomas awarded, the PU for CHE has percentages which correspond positively with those of the residential universities. The percentage first general bachelor's degrees (40%) and first professional bachelor's degree (18%) corresponds with the national average, while the percentage postgraduate diplomas (7% as opposed to 9%), honours degrees (16% as opposed to 11%) and doctor's degrees (2% as opposed to 1%) is sometimes somewhat higher than the national average.

5.6.2 Maintaining and advancement of academic standards

The standard of academic merit and performance of a university can be maintained and increased if a number of requirements are complied with. Measured by these requirements, the following image of the PU for CHE in 1994 emerges:

In the first place it is required that the broad mission, subject philosophy and aims of the university be formulated clearly. After the comprehensive situation analysis in 1986 different formulations of the University's mission and comprehensive objectives were developed. The comprehensive objectives of the University, as stated in 1989, are recorded in the Long-Term Development Plan, 1989-2005. Since 1989 the mission and comprehensive objectives have been reviewed regularly and were recorded in 1993 in the Mandate of the University.

In the 1994 revision the Strategic Plan, 1994-1996, was brought up to date and the following matters have been covered:

- Vision and mission
- Critical success factors
- Driving forces in the tertiary environment
- Competitor analysis
- Critical macro-environmental variables
- Internal organizational analysis
- The strategic priorities for 1994 to 1996.

In the Strategic Plan adequate attention is given to the first recommendation for the maintaining and advancement of the academy to the University, especially for the period 1994 to 1996.

Secondly it is required that the aims of all academic programmes be formulated and tested with regard to the comprehensive objectives of the University. Furthermore, mechanisms must be established and maintained for the regular internal and external evaluation of all the programmes.

Different developments since the beginning of strategic planning in the mid-eighties support the execution of this requirement. In the first place good progress was made during this time concerning the establishment of curriculum development as a fixed academic practice. The aim-orientated approach is strongly emphasized in curriculum development. Secondly, departmental evaluation with a view to improvement of the quality of the academy as a fixed practice at the PU for CHE has been implemented since 1992. The first cycle of departmental evaluation is being completed in 1996. In this approach the statement of objectives is strongly emphasized.

An important mechanism for the external evaluation of academic programmes, in the third place, is external examination or moderating. While external examinations take place in

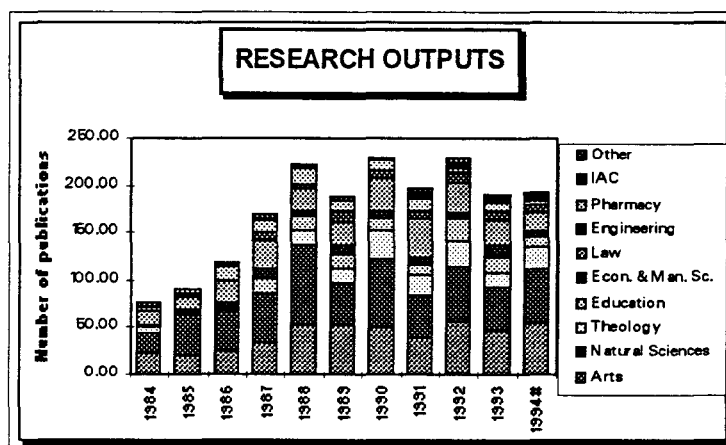
some faculties (like Engineering) and departments (like Information Studies) as a result of the conditions for the acknowledgement of the training programmes by the particular Career Council, the University decided in 1992 to extend external moderating to all departments. With external moderation not only examination answers are checked, but the external moderator also peruses the syllabi and study guides (with study objectives) and thus evaluates the academic programme on a broader foundation than is normally the case with external examination.

A third requirement which the PU for CHE still has not considered adequately, is the regular evaluation of master's and doctor's degree programmes, including the resources available for these programmes. It has been agreed in Senate that where possible an overseas examiner will be used for the examination of doctoral theses.

A fourth requirement for the maintaining of academic standards is that mechanisms for the improvement of the quality of service and new academic personnel must be established and maintained.

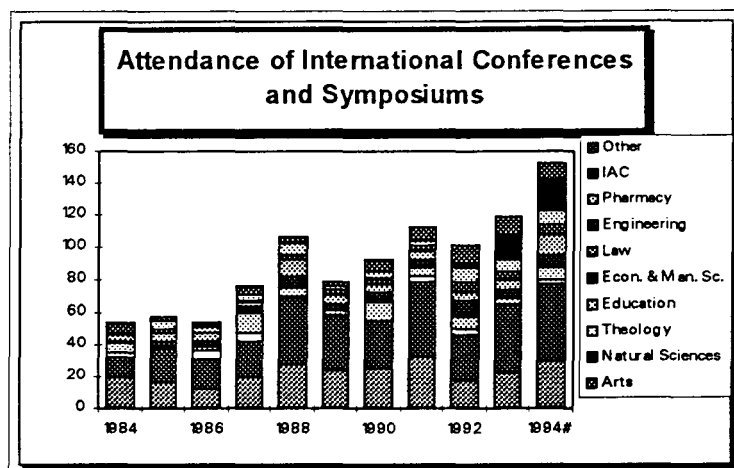
The first method which must be reported in that regard is the institution of the so-called VERKA (improvement of quality of academics) programmes. The VERKA research programme relates to the subsidizing of publications, namely for those sections which appear in journals or as monographs which are listed as accredited journals for the purpose of subsidy on research outputs. According to the VERKA research programme a particular part of the subsidy on publications which qualify for subsidy is paid to the author, who can place these funds in an operational account. At least half of the amount must be used for personal development. This means that these funds can be utilized for attendance of conferences and courses or foreign research visits or the purchase of aids like computers.

FIGURE 15



As can be gathered from Figure 15, the institution of subsidy on research outputs and the establishment of the accompanying VERKA research programme have had a clear influence on the improvement of the PU for CHE's publications. It also contributed, however, to an increase in foreign visits for purposes of attending conferences, research objective, etc. (cf. Figure 16). In this way the VERKA research programme has had a very favourable effect on the development of academic staff, and can be regarded as a successful incentive programme.

FIGURE 16



The second leg of the VERKA Programme was aimed at teaching. Any lecturer can report him/herself to be evaluated with regard to the quality of his or her teaching. Each faculty can annually recommend staff for VERKA teaching awards within a quota system. The evaluation is undertaken by the Teaching Committee of the Faculty according to an agreed framework. This programme has also helped to develop a particular frame of reference for the assessment of successful educators. Over the past years since the institution of the programme the examples and practice of lecturers who have performed well according to this programme have had a positive effect on colleagues in their departments and faculties.

Secondly a performance management system has been implemented at the PU for CHE which involves agreements between heads and subordinates. This mechanism creates the possibility for heads to accompany their staff in the choice of job objectives which fit into the total pattern of a department/ section. It also accords the subordinates the opportunity to make contributions to the total planning of their group as well as to discuss problems and expectations with their heads.

In addition to this, systematic staff evaluation of both academic and support staff by means of standard forms and procedures is being done on an ongoing basis. Recommendations for progress, merit bonuses as well as annual notches are done on the basis of the evaluations.

A third method is the practice of departmental evaluation which has been applied since 1992. In the total process of departmental evaluation, which is strongly directed towards further development of departments, many issues emerge concerning all the facets of the academic staff activities from which they can learn and bring about improvement, also in their own development as lecturers and managers. Special attention is given in the evaluation programme to the purposeful development of the academic staff. The creation of principled staff development plans per faculty is at present regarded as one of the strategic priorities. The further implementation of the developments regarding the performance management system should have an ongoing positive effect on the improvement of the quality of academic staff over the years to come.

The fifth requirement for the improvement of quality is directed towards the establishment of a remuneration policy for academic staff which is realistically market-related and based on merit in the sense that excellence will actually be rewarded. The PU for CHE already has a remuneration policy which is in principle more strongly aimed at the reward of merit, but which is handicapped on account of the uncertainty concerning the extent of state subsidy in the transition to a new dispensation. Apart of the VERKA awards annual bonuses and salary notches (where the salary band allows it) are awarded according to merit, following evaluation. Fair provision is also made to allow staff to earn an additional income by doing outside work of a professional-academic nature.

The sixth requirement states that all existing degree and diploma programmes must be reviewed in keeping with the principles of NATED 02-116 (qualification structures) and that the

institution of new programmes should also adhere strictly to these principles. Since 1986 the PU for CHE has undertaken a wide-reaching and penetrating revision/restructuring of its academic programmes according to the principles in NATED 02-116 in order to offer university training of high quality as it is internationally understood.

Structurally, the semester system is retained, which means that all courses will be equivalent to half of one-year course. The course content of academic programmes is structured into scientifically based and well-planned subject packages. Students choose a structured subject package and only under certain circumstances is the composition of open subject combinations allowed. A uniform lecture time-table has been established for the University with 3 (or a maximum of 4) periods of 50 minutes each, plus a 3-hour period for practical work/tutorials. In most cases contact time has been reduced from 210 minutes to 150 minutes per week which has brought about a greater deal of self-activity for students. A system of continuous evaluation by means of weekly class tests with a test cycle (of two weeks) in the middle of the semester and a semester examination at the end of the semester have been established. As from 1995 the supplementary examination has been eliminated in favour of a system of re-evaluation within the examination period. In addition to this a central marks system for all test and examination marks on the computer operates on the network.

In the process of the thorough revision of the academic programmes overlapping of content of subjects has been eliminated as far as possible and course units have also been reduced. In total the course units for undergraduate courses have been cut by 24% and the postgraduate courses by 63%.

The success which has been achieved with this restructuring as well as the improvement in the quality of the presentations, has contributed to the improvement of the pass rate for the University as a whole: the failure rate has been reduced from 22,16% in 1989 to 15,95% in 1994.

The seventh requirement concerning the evaluation of academic departments has already been considered previously. Therefore it will suffice to state that a programme of departmental evaluation was established with Senate approval. The first cycle, during which the 52 departments of the Potchefstroom campus and the 15 departments of the Vaal Triangle Campus will be evaluated, will have been completed by the end of 1996. Two years after a department has been evaluated, a follow-up visit will take place to ensure that the recommendations flowing from the evaluation, have been applied, and afterwards, three years will elapse before a subsequent full-scale evaluation again takes place.

5.7 Infrastructure for academic programmes

5.7.1 Central academic and support services

The following central and academic support services exist for the facilitation and support of the academic functions and programmes:

- Bureau for Academic Support Services
- Ferdinand Postma Library
- Financial support
- Glass-blowing
- Information technology and management
- Instrument workshop
- Laboratory for Analytical Services
- Laboratory for Electron Microscopy
- Research Administration
- Experimental Animal Test Centre
- Statistical Consultation Service
- Students' Bureau

5.7.2 Central support services

The following support departments exist within the structure of the University:

- Academic Administration
- Security
- Management Information
- Printers
- Financial Administration
- Internal Audit
- Lodging and Food Services
- Public Relations
- Personnel Services
- Technical Services
- Meeting Administration.

5.7.3 Bureau for Academic Support Services

The duty of the Bureau for Academic Support Services is to improve learning at the University. It comprises the establishment of excellence, skills, services and means which have as purpose lecturer and teaching development, academic support and information to students and better knowledge of communication. These duties are carried out by the following divisions and/or subdivisions of the BAS:

- Teaching and lecturer development
- Students' Counselling Service
- Learning Development and Reading Laboratory
- Bridging Programme
- Information Technology in Education
- Graphic Services
- Photographic Services
- Video Services
- Media Services.

5.7.4 Information Technology and Management (ITM)

The University's IT-infrastructure consists mainly of the following:

- An IBM 4381-mainframe computer, which is used mainly for administrative applications. There is presently a process under way to phase out the mainframe computer.
- There are two DEC Alpha computers on order which will soon be used by the central administrative systems of the University.
- As an interim measure a number of powerful ICL-servers have been implemented to handle certain of the smaller administrative applications in client/server mode.
- Central scientific processing is provided on nine IBM Rs/6000 UNIX-work stations and servers.
- There are approximately 1700 personal computers in the offices of the two campuses of the University.
- There are micro-computer centres for the purposes of training which involves in total 237 personal computers.

- All the above-mentioned larger computers, the personal computers in the training venues and approximately 1600 of the personal computers in offices are connected to each other by means of an Ethernet Local Area Network with Novell Netware as network operating system. Each campus has its own local area network.
- The local area networks of the two campuses are connected to each other in a wide-area network which uses Telkom Lines.
- The wide-area network is also linked to Uninet (the South African computer network of tertiary educational institutions), which is in turn connected to the Internet.

The University's IT-facilities are managed and operated by the department of Information Technology and Management. This department is subdivided in eight divisions which accept responsibility for computer operating systems, computer industry and problem-solving, networks, administrative system development, user training and support, electronic services and a section which is handled by the IT-facilities on the Vaal Triangle Campus.

5.7.5 Library

The general objective of the Ferdinand Postma Library is: The efficient provision of information based on a representative collection of information material with emphasis on material which represents the Christian scholar viewpoint, supplemented by support services necessary for teaching, research and community service.

The information material encompasses the written result of cumulative human knowledge over the centuries, traditionally in the form of books and journals, but also the most recent additions to this in all other media such as microfilms, microfiche, films, discs, cassettes, videodisks, disks, CD-ROM and other forms of electronic data saving.

The library consists of a centralised library service, but for the efficient supply of information on the campus there are, apart from the main library, the following branch libraries:

- Natural Science Library
- Music Library
- Theological Library
- Vaal Triangle Campus Library
- Teachers' Training College Library.

The following information material is currently accommodated in the Library:

Covers	507 404
Journal annual volumes issues	112 443
Other material	12 849
Total	632 696
Journal subscriptions	2 406

With the increasing availability brought about by the electronics era, also in the library, the catalogue of the complete collection is currently being computerised for the easy retrieval of information by the users. Serious attention is given to new electronic possibilities for document provision, because journal subscriptions are becoming very expensive. Co-operation agreements between libraries are becoming more essential than ever before. In the future the electronic journal and the electronic book will have to be used to a much larger extent. This library is well advanced on that road because there are currently more than 100 databases on 156 CD-ROM drivers available to the users. Serious attention is also being given to the appropriation of multi-media databases.

The library has professional, sub-professional and administrative staff. At present there are 71 full-time library positions available. Part-time staff are used for the transfer of the catalogue to computer format.

5.8 Higher Education in the North-West Province

The North-West Province has two universities (namely the PU for CHE and the University of the North-West) and several Teachers' Training Colleges. The expectation is being fostered by the government of the day that closer co-operation should be brought about between the two universities of the Province. Preliminary negotiations have recently been held at management level on the possibility of above-mentioned co-operation.

Such co-operation could imply one university system with two campuses which retain their respective identities. Within the framework of this it is possible to launch joint training and research programmes. It would also be possible to develop separate but complementary focuses on the different campuses. Co-operation could also further capacity-building at the University of the North-West. Eventually the co-operation could expand to include teachers' training colleges with a new system of articulation and larger mobility of students between the institutions of Higher Education in the North-West Province.

5.9 THE VAAL TRIANGLE CAMPUS OF THE PU FOR CHE

5.10 Introduction

In this overview several aspects are illustrated in order to provide an image of the extent of the circumstances in which the Vaal Triangle Campus functions.

5.11 Profile of the Vaal Triangle Campus

5.11.1 Historic moments

The Vaal Triangle Campus is a multi-cultural university campus of the PU for CHE which was set up at the request of leaders of various fields in the Vaal Triangle. The following historic moments reflect this development:

- 1963 The PU for CHE offers refresher courses for cost accountants in the Vaal Triangle on request.
- 1966 An after-hours B.Com.- degree is offered in the Vaal Triangle by lecturers commuting from Potchefstroom.
- 1970 After-hours lectures for a BA- degree in Vanderbijlpark begin.
- 1974 A permanent office, with Prof. S. P. van der Walt as first full-time representative of the PU for CHE, is opened in the Vaal Triangle. The student numbers rise to 385.
- 1976 A four-storey building in Goodyear Street in Vanderbijl Park is purchased. After-hours lectures for a B.Sc.-degree begin. The first three full-time professors are transferred to Vanderbijlpark.
- 1977 1 January 1977 is a milestone in the development of the campus. Prof. T.A. van Dyk is appointed as full-time head of the Vaal River Branch. Six full-time lecturers present full-time classes for 52 students.
- 1979 The after-hours presentation of B.Ed. and HED classes begins.
- 1983 The campus is renamed the Vaal Triangle Campus with a vice-rector as chief executive. Architectural work on the river campus begins. The first professors in the faculty of Engineering at the Vaal Triangle Campus are appointed.
- 1984 The activities of the Vaal Triangle Campus move from the Goodyear Street building to the river campus of 117 hectares and nearly 2km of river frontage. The student numbers rise to 1 140. The first graduation ceremony for 99 graduates is held in the Vaal Triangle. Deputy deans of the sub-faculties report to the deans at Potchefstroom. The Student Council gets autonomy from the Central Student Council at Potchefstroom. In everyday parlance this campus is known as WATUNI, derived from Water University because of the situation of the campus on the banks of the Vaal River.
- 1985 Prof. D.P. Erasmus becomes the new vice-rector. The student numbers rise to 1 400. The first two men's hostels are built.

- 1987 The Faculty of Engineering occupies the new buildings. The new hostels are occupied and the House Committee system begins functioning. The student numbers rise to 1 848. The WATUNI rugby team wins the President's Cup in the Vaal Triangle.
- 1989 The WATUNI sports teams win six out of eight sports trophies in the Vaal Triangle.
- 1988 Prof. J.J. de Wet becomes the new vice-rector. The student numbers rise to 1 930. Two new hostels are completed, which means that 185 students can live on campus. The landscaping of the campus site begins.
- 1991 The Faculty of Engineering shifts to Potchefstroom. The council decides to grant greater academic autonomy to the Vaal Triangle Campus. An Inter-faculty Academic Board (IAB) becomes functional. The offices of faculty heads and heads of department are established and report to the Vice-rector. Support-personnel also report to the Vice-rector. The sub-faculty of Arts and Philosophy begin with a system of flexi-teaching.
- 1992 The student numbers drop to 1 587, as a result of the transfer of the Engineering Faculty. English as complementary medium of instruction becomes established, which enables the campus to be more community directed. The first students in the experimental group register.
- 1993 The student numbers rise to 1 602. The strategic planning of the new Vaal Triangle Campus is reviewed and published.
- 1994 A four-year B.Com. degree for students from the disadvantaged communities becomes established. Prof. De Wet retires from service. The transformation process of the campus begins in all earnest. The first completely democratically chosen Students' Council is elected.
- 1995 Prof. PJJ Prinsloo is appointed as Vice-Rector through a process in which the WATUNI stakeholders made a significant contribution.

5.11.2 Current macro- profile of the Vaal Triangle Campus

Degrees and diplomas awarded

FACULTY	1993	1994	1995
Arts	112	100	131
Natural Sciences	24	19	18
Education	49	79	101
Economic and Management Sciences	89	120	106
Sub-total	274	318	356
TOTAL	948		

DEGREES	1993	1994	1995
Undergraduate diploma	1	10	-
B-degree	146	177	195
Postgraduate diploma	26	20	48
Postgraduate B-degree	21	48	51
Honours	57	45	48
Master's	22	18	12
Ph.D.	1	-	2
Sub-total	274	318	356

Student numbers

The student numbers rise from 1 668 on 23 February 1994 to 1 901 by the following year. The following table indicates the student numbers as on 23 February 1995:

ARTS	1994	1995
BA	620	747
Occasional students	18	17
Honours	47	71
MA	35	50
Ph.D.	2	2
Total	722	887

NATURAL SCIENCES	1994	1995
B.Sc.	110	126
Occasional students	1	4
B.Sc. (Economic Sciences)	6	-
Honours	17	14
M.Sc.	21	16
Ph.D.	4	4
Total	159	164

EDUCATION	1994	1995
HED(T)	18	14
HED (Sec.)	1	2
One-year HED (S.)	9	22
HED (N)	51	31
HED (N) Counselling	9	16
B.Ed.	131	137
M.Ed.	8	13
Ph.D.)	3	1
Total	230	236

ECONOMIC SCIENCES	1994	1995
B.Com.	378	398
Occasional students	10	18
Honours	51	48
M.Com.	15	34
MBA	103	115
Total	557	613
GRAND TOTAL	1 668	1 901

These student numbers indicate a shift with regard to the student composition:

RACE & LANGUAGE	% in 1994	% in 1995
White	63%	56%
Indian	0,3%	0,3%
N.Sotho	9%	8%
Tswana	4%	4%
Other	2%	1,2%
S.Sotho	15%	20%
Xhosa	4%	3%
Zulu	4%	6%
Coloured	-	1,3%

By June 1994 the Vaal Triangle Campus enrolled 1 843 students compared to the 7 945 students of the Potchefstroom campus (about 19% of the total enrolled students of the PU for CHE).

The origin of the WATUNI students from the different provinces shows that 74.5% of the above-mentioned students are from Gauteng, 17.5% from the Orange Free State, 3.4% of the rest from the former Transvaal, 1.8% from Kwa-Zulu/ Natal, 1.7% from the North-West province, 0.8% from the Cape Province and 0.5% from other parts of the country.

5.11.2.1 Strong points

A devoted personnel corps who consider their work as a vocation and professional service.

The increase in student numbers.

Increasingly good performance of coloured students, because of encouragement and personal attention received from lecturers and tranquil study in spite of unrest on other campuses.

The majority of staff are relatively young, strongly motivated, creative and innovative.

The frequency of publications by particular lecturers in some departments is relatively good. A relatively high percentage of lecturers deliver lectures at national and international congresses, and visit overseas academics.

Teaching evaluation of lecturers by students is high. Several lecturers receive VERKA awards for excellent teaching.

Staff are involved in subject associations and also serve on national executives of the associations.

In certain fields staff demonstrate excellence which enjoys international recognition.

The campus achieves financing of various programmes by marketing excellence beyond the campus.

The fact that the campus's teaching programme is maintained in a disciplined way, while neighbouring campuses experience violence has a considerable competitive edge for recruiting would-be students.

5.11.2.2 Weak points

The limited number of subjects with regard to some of the existing subject packages. In the subfaculty of Natural Sciences only training in the so-called Mathematical Sciences is provided.

Strong pressure is experienced by departments in terms of operating costs, especially by those who attend conferences and symposiums frequently.

The attendance of international conferences, co-operation with foreign experts and research outputs can improve.

The academic corps consists of too few senior personnel. A considerable number of staff are occupied with formal study, which prevents them from doing academic research in the most desirable way.

The fact that the teaching programme is offered in both Afrikaans and English, makes a significant impact on lecturers' research time.

5.11.2.3 Challenges

Within a radius of 100km of the campus there are millions of people who desire a university education.

The training needs of societies and the RDP-programme offer new challenges for the campus.

5.11.2.4 Threats

In Gauteng there are already a large number of established university campuses of which most offer a larger variety of courses and services on more fully equipped campuses.

The decline in state subsidy.

5.11.3 Co-operation agreements in regional areas

The Vaal Triangle Campus has co-operation agreements with the Vaal Triangle Technikon and the ORT-STEP Institute to guide teachers in technology. Discussions are being held to effect a co-operation agreement with the Sebokeng Education College.

5.11.4 The regional position of the Vaal Triangle Campus

The Vaal Triangle Campus functions as an extension of the PU for CHE in the Vaal Triangle, South Gauteng and Northern Free State.

The Vaal Triangle Campus is represented in the Vaal Education and Training Forum (VETF) tertiary Section. The VETF attempts to establish an umbrella management system for education in the Vaal Triangle.

5.12 Future needs and priorities

5.12.1 The Vaal Triangle Campus and the RDP

The staff and students support the development of the communities and an integrated system of education, which is offered to all inhabitants of the region without consideration of such matters as race, colour, gender, class division, language, age, religious or political beliefs.

5.12.1.1 Contributions of the Vaal Triangle Campus to the RDP

The Vaal Triangle Campus has already delivered the following contributions to support the RDP:

- The presentation of a Saturday school for approximately 350 black matriculants to supplement their education and prepare them for higher education.
- The institution of an experimental group of matriculants with weak results to begin with their degree study, although they do not comply with the admission requirements.
- The appointment of black staff to alter the composition of the personnel corps.
- The establishment of the Bookworms Consortium for Standards 8, 9 and 10 scholars in Sebokeng.
- The establishment and management of an EMSA bursary scheme for black students in Natural Sciences.
- The supply of a support service for the Vaal Educational Centre in the establishing and management of the Kgotso Adult School in Zamdela.
- The facilitation of several programmes for the development of intercultural group development, personal development programmes for industrial workers and language proficiency courses.
- The appointment of a black clinical psychologist to supply a variety of services for the disadvantaged societies.
- The institution of a four-year B.Com. degree to assist students with an inadequate background in Accountancy and Mathematics
- The management of several research programmes, such as the stimulation of black entrepreneurship and the accreditation of education qualifications, which are aimed at supporting RDP programmes.
- The establishment of a Network and Advisory Council (NAC) which is an initiative of the Vaal Triangle Campus to enable disadvantaged students to participate in tertiary training programmes and to maintain such programmes.

5.12.1.2 The viewpoint of the Vaal Triangle Campus on reconstruction and affirmative action

The political transformation process which has reached its culmination with the April 1994 election, was only the beginning of a larger process of reconstruction by means of which a new societal structure will be established in South Africa. Universities are regarded as important institutions, and therefore their transformation is both directional and guiding for a society in transformation.

This implies that all aspects of universities in the South African system must be reconsidered in view of the new societal structure. This includes issues such as accessibility, financial exclusion of needy students, the medium of instruction, the content of syllabi, the composition of the personnel corps, the democratizing of the management system, and the creation of a multi-cultural milieu for students.

The question is thus not whether the Vaal Triangle Campus will participate in these transformations and whether it will function according to the new rules of the game, but how the campus should react to this challenge.

5.12.1.3 The WATUNI 2000 transformation forum and process

The establishment of the WATUNI transformation forum and process was just like the Forum PUK 2000: a consequence of the PUK forums which have been taking place at the PU for CHE since 1993. However, the unique character and circumstances of the Vaal Triangle Campus have necessitated a special forum and process.

The WATUNI transformation forum and process can be described as a consultative and value-creating process at the University, which has to accomplish a fundamental reflection concerning the place, role and function of the Vaal Triangle Campus in a changing region in a representative, inclusive, accessible and transparent way.

The process has to enable the management of the PU for CHE to approach the future pro-actively and strategically, but must also, where necessary, facilitate fundamental changes on the campus.

The final decision-making in that process is on the level of the WATUNI transformation forum, and therefore the forum is open for all WATUNIs to participate and to include the external role-players, such as the local community, provincial governments, other forums, donors, industries and businesses.

In the period 8 December 1994 to 31 May 1995, 15 Task Group and Steering Committee meetings and three WATUNI transformation forums were held.

The following topics were identified for discussion:

- Language policy.
- Financial policy.
- Christian character.
- Mission and purpose.
- Name of the campus.
- Academic standard.
- Status of the campus.
- Statement of position with regard to the RDP.
- Expansion of curricula.
- Management of the University.
- Human resources.
- Physical resources.
- Central values in the Vaal Triangle Campus.
- Are we a university?
- The Vaal Triangle Campus of the Vaal Triangle.
- The nature of education - distance education.

It was decided to discuss the following five topics during the period February-March 1995 with a view to consideration by the Council during April 1995:

- Vision and mission.
- Financial policy.
- Language policy.
- Governance structures at the Vaal Triangle.
- The composition of the Council of the PU for CHE.

Since April 1995 a Steering Committee and Transformation Committee have managed the contribution of the transformation process and have also determined the work procedure for the rest of the year. The following subcommittees which have to address particular aspects of the transformation process, have been established:

- The Interim Monitoring Committee.
- The Communication Committee.
- The Network and Advisory Council (NAC).
- The Nucleus-Mediation Committee.
- The Financial Task Group.

- The Language Task Group.
- The Task Group Vision and Mission.
- The Discrimination-Audit Committee.
- The Planning Committee.

In this way it will be attempted to manage the transformation of the campus as meaningfully as possible, so that all interested groups can share in the new, transformed campus.

5.12.1.4 Other aspects of the reconstruction process

With reference to a preliminary investigation during 1992 the so-called experimental group programme was established during 1993. According to the guidelines of this programme, students who have full or conditional matriculation exemption (or qualify therefore), and who are 23 years or more, but do not reach the required SF count, can register under the following conditions for part-time study in the Faculty of Arts:

- These students may register for a maximum of six semester courses.
- These students must report for psychometric testing.
- These students are required to enrol for Practical English as part of the six semester courses.
- These students' progress will be evaluated after the first semester test cycle. If they do not obtain at least 40% in each of at least two semester courses, their registration will be cancelled.

From the entire group of students who commenced to study according to this programme, 71% could continue with their studies over the past two years (1993 and 1994) according to the stipulation of 40% in at least two semester courses. This means that 145 students who would otherwise never have had access to a university, are currently busy with a degree course. Moreover, the further academic success of these students compares very favourably with that of other first-year students.

An investigation was also launched during 1994 to establish a reading laboratory on the campus. It is a facility which is increasingly more essential.

5.12.2 The demography of the Vaal Triangle and the role of the Vaal Triangle Campus as regional educational institution

The Vaal River complex consists of 23 towns which had a population of approximately 1 096 500 by 1994. It represents 15% the population of Gauteng. This population composition of the Vaal Triangle consists of Blacks: 906 000, Europeans: 180 000, Coloureds: 5 000 and Indians 5 000.

In the region there are 1 249 professional businesses, 1 576 businesses, 454 industries and 577 industries in the services sector. The per capita income in the region is R3 840 as opposed to R6 500 for Gauteng and R2 960 for the rest of the country.

In the field of education the Vaal Triangle has 8 technical colleges, 2 university campuses, 1 technikon, 120 primary schools and 52 high schools.

It is clear that the Vaal Triangle Campus is situated in a region with a tremendous training need, where an extended service can also be delivered to industries and businesses. The extent of community service can also hardly be overrated.

5.12.3 The role of the information technology on higher education

Prof. J. J. de Wet, the former vice-Rector, attended in several overseas conferences on this issue over the past few years, and the campus's Multi-media Committee utilizes this knowledge to support the education programme on the campus.

During August a multi-media training room of nearly R321 000 will become operational, where it is envisaged to utilize, among other things, software for the advancement of language skills of students.

5.12.4 Distance education

The Vaal Triangle Campus has developed a system of flexi-instruction through which students of far-off regions, like for example Standerton, can register at the campus.

5.12.5 Sports and culture

Seven competitive types of sports are currently offered under the guidance of the Sports Office: soccer, rugby, cricket, netball, hockey, table tennis and canoeing. All these types of sport are accessible to all students, although the trend as result of historic realities is that rugby, hockey and cricket are chiefly played by Whites, and soccer and netball are popular among especially the black students. At present especially table tennis and canoeing are very promising for intercultural contact. Development opportunities are planned to make the traditional race-divided types of sports more accessible to all.

Recreational sports has proven itself particularly as the field which will be conducive to intercultural contact on the sports field. Sports such as softball, volleyball and action cricket are enthusiastically supported by all students.

In conjunction with recreational sports, cultural activities fulfil an important role as intercultural bridge-builder on the Vaal Triangle Campus. A drama association, ballroom-dancing association and a choir are enthusiastically supported by all students.

5.13 University governance

5.13.1 Institutional governance of the Vaal Triangle Campus

The management philosophy of the campus in transformation is based on the following management principle: The establishment of transitional structures which have to support the functioning of the campus, so that the primary duties of the campus can be maintained on a high level.

5.13.2 Democratization

The political revolution in the country has also affected the management of the campus. The democratization process which has been activated nation-wide after April, has for example had the consequence that students exercised larger pressure to make the Students' Council more representative of the student corps.

A series of negotiations between the Students' Council and the Potchefstroom African Students' Society (PUASSO) have been held from April 1994 under the supervision and guidance of Students' Services, which eventually led to the revision of the Students' Council constitution and the election of the first racially diverse Students' Council in the history of the campus.

The seriousness with which the students and all staff groups regard the WATUNI transformation forum and process, will positively support the strategic positioning of the campus and will hopefully lead to a transformed campus.

The academic programme is being monitored on the level of the Teaching Committees, the IAB and the Senate by student representatives as part of the democratization process.

In this respect it is important to take note that a new management paradigm for the campus's functioning is being developed. This new model will have to be holistic in nature and exhibit the following features:

- It will have to analyze and accommodate the core elements of the new world order and accompanying patterns/processes of development, which have to be reconcilable with the region's circumstances.
- It will have to use the transitional Constitution and the output of the research project on the legal position of the University as guideline. These are, among others, aspects such as the fundamental rights and freedoms of persons and the development of educational institutions based on a common multi-cultural foundation (section 32).
- It will have to accommodate the publications of the ANC with regard to the RDP, which form part of the policy of the Government of National Unity.

- It will have to accommodate the ANC 's vision for higher education on a regional basis.
- It will have to equip the students and staff to enable them to address the demands of the time. However, four factors are hampering this empowerment process:
 - The shortage of skills in students and accelerated staff development.
 - Inadequate communication in the work situation.
 - Inadequate facilities, inadequate staffing and restricted curricula.
 - Extreme socio-political differences.

It will have to accommodate the viewpoints of the external role-players and establish new partnerships. Interactions with other shareholders will also have to be expanded.

A new re-organised and possibly rationalized organisational structure will thus have to be developed for the campus. In order for the new management paradigm to succeed, a beginning was made with the introduction of a participating management approach to the campus.

The new management paradigm for the campus will also have to accommodate the complicated transformation needs of the community, the new governmental and financing policy, the pressure to find additional funding, the educational needs, as well as the vested interests of business and industry on a much larger scale. The process will have to develop the dynamics to address all of these aspects, without damaging the ethos, integrity and future expectation of the campus.

In view of this approach the creation of a new paradigm for the campus is an ongoing process which must be adapted continually to a particular thought process.

Although the management of the campus has been adapted in view of these circumstances, it was attempted to establish the management philosophy on the following foundations:

- The vision of the PU for CHE and the maintaining of the primary tasks which are contained in the mission of the PU for CHE.
- The management system which focuses on the primary task of the campus.

It must support the organisational culture and values of the campus; it must create the right structures for the applicable duties; it must provide the right person for the right duty at the right time with the right aids; it must link the mutual functions to each other; it must monitor activities appropriately; it must be able to sense stress in the organisation as well as signals from the outside; it must be adaptable to re-allocate persons, technology and sources in altered circumstances; it must create mechanisms which will accommodate change and renewal.

- The management style which supports this management system.

The development of the new management paradigm has the consequence that teamwork and a person-orientated approach must be followed. A win-win-management philosophy must be further developed for this vision in the democratization process.

5.14 Financing

5.14.1 Student fees, bursaries and loans

A further aspect of the democratization process which has affected the management of the campus, is the issue concerning financial exclusion and admission requirements. On a campus with approximately 42% black students this is a contentious matter. Purposeful and pro-active steps by colleagues have had the effect that the already existing goodwill between students and staff could be applied so that the teaching programme was continued without interruption.

In this context it can be mentioned that students from disadvantaged communities were allowed to register at the beginning of the year, while they could not comply with the official regulations in terms of the minimum fees for registration. Postponed payment was granted in this respect until 30 June 1995, an arrangement most of them complied with.

Students who still owed fees for former years and who passed their examinations well, are allowed to register after TEFSA loans were awarded to them. In certain cases the date of payment was postponed until a later date, which was largely adhered to by them.

Attempts are also being made continually to create temporary positions within the University in which students can be appointed. The income which is generated in this way by the students is then applied to the discharging of the student's class and boarding fees. It is also attempted to find temporary work for students at outside institutions during vacations, so that an income can be earned to discharge their class and lodging expenses.

A bursary/loan fund (PUKFSS) has been established by the Committee for Bursaries and Loans which is aimed in the first place to help financially needy students with a loan. If such students perform well academically, a percentage of the loan is converted to a bursary.

Through negotiations and personal aid many students have also been helped to obtain bursaries and loans from outside institutions.

5.15 Programmes, institutional and qualification frameworks

5.15.1 Admission requirements and the SF profile of students

The required SF-value is connected to the subject symbols of the final matriculation results in order to determine if the would-be students will comply with the admission requirements. The Admissions Division handles all admissions, in conjunction with an Admissions Committee which exercises overall control.

5.15.2 Quality profile of subfaculties in terms of programmes

Every academic department attempts to support the vision, mission, principles and values of the campus. In this way a framework of quality is created which is continuously monitored to determine whether the desired quality is maintained.

5.15.3 Professional training at the Vaal Triangle Campus

The Departments of Industrial Psychology and Psychology have obtained approval from the South African Medical and Dental Council (SAMDC) to offer an honours degree.

The qualifying examination for accountants in the Department of Accountancy and Auditing annually yields very good results.

5.15.4 Research: basic and developmental research

In each subfaculty there is a Research Committee which manages and co-ordinates research. Each department has a research objective, and several departments yields high-quality basic and developmental research. The research output profile of the IAB annually displays a rising line.

5.15.5 Quality management and promotion

For this purpose outside funds were used to enable Prof. A.G. de Wet to present 10 short courses in quality for staff and student leaders. The purpose of these courses was to train all decision-makers, so that they could acquire the core values of a good management style.

5.15.6 Infrastructure for academic programmes

A shortage of large lecture halls is experienced in view of the rapid growth in student numbers.

CONCLUSION

From the above overview it is clear that the Vaal Triangle Campus of the PU for CHE is still young and growing. It has nevertheless already made a meaningful contribution in the subregion. With the maintenance of quality and relevance of higher education, it can claim a firmly established position in the Vaal Triangle in general and in the field of tertiary education in particular.