

A COMPARATIVE STUDY ON THE
IMPACT OF THREE ACADEMIC
DEVELOPMENT PROGRAMMES AT THE
UNIVERSITY OF DURBAN-WESTVILLE

by

THOLSIAVELLI S. NAICKER

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Supervisor: **A.C. Suransky**

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CHAPTER ONE

The purpose of the chapter is to provide an overview of the study by stating its purpose, outlining the critical research questions proposing a rationale, and identifying the significance of the research. This chapter also explains the selection of the sample and the methodological procedures of the study.

1.1 STATEMENT OF PURPOSE

The purpose of the study is to compare the three different approaches to Academic Development at the University of Durban Westville (UDW).

1.2 CRITICAL QUESTIONS

The critical questions that guide this study are:

- a. What are the nature, origins and growth of Academic Development from conceptualisation to its present form in each of three selected university departments?
- b. How do staff in each programme perceive and assess AD in their department?
- c. What has been the impact of AD on the students in each of the three selected departments?

1.3 BACKGROUND AND RATIONALE FOR THE STUDY

1.3.1 Background

Education is burdened by the apartheid legacy. Many of the educational crises that exist can be traced to the educational policies of the apartheid system. Both primary and secondary schooling were affected by these policies. It resulted in blacks in the broadest sense of the term, receiving an inferior education. Despite these deficiencies, some students did complete their schooling and went on to study at tertiary institutions.

After 1994, tertiary institutions in turn were faced with the problem of redressing past inequalities. It was necessary, firstly, to open access to all students and align the student intake with the demographics of the country, and secondly, to provide for the special needs of these students to ensure effective teaching and learning. This meant a transformation of the way in which the institution was structured and the way it operated. By implication, this meant that the tertiary education sector had to re-examine its modes of operation.

The University of Durban Westville opened access to all students but the rate of transformation was slow. As a result of taking in students from disadvantaged educational backgrounds the university was faced with high failure and attrition rates.

Academic Support was the initial strategy that UDW employed to deal with

this problem. A Central Unit was set up in the university where students with coping problems could go for assistance. This worked in the mid 1980's when the number of disadvantaged students was small. In the 1990's however, as student numbers increased, this approach proved inadequate (Lazarus : 1989).

This academic "support" orientation grew into a broader approach called Academic Development (Scott : 1989). This development is discussed in greater detail in Chapter Two. Briefly however, Academic Support focused on student development only whilst Academic Development was more holistically. It addresses staff, student and curriculum development.

The year 1996 marked five years of Academic Development as a programme at UDW. Programmes began in most departments in 1992 with the employment of AD Advisors. There was a shift at the end of 1995 from a centrally co-ordinated programme to one which was completely decentralised. The main rationale for the move was to encourage Faculties or, more specifically, departments to take ownership and responsibility for their AD programmes. This was in keeping with national trends.

Academic Development from its inception and through its development worked on the periphery of mainstream academic programmes. This was primarily because no guiding principles were available for AD practitioners to follow and most programmes began as "support", outside mainstream

departmental academic activities. Accordingly, the individually managed AD programmes lacked a central co-ordinating base, and consequently little or no shared development work existed between faculties.

Despite the growth of AD at UDW, there is little evidence of the impact of these programmes on teaching and learning at UDW. In addition, there is no comparative assessment of AD programmes at UDW.

1.3.2 Rationale

Academic Development as an institutional strategy at UDW is under review by the University Planning Committee (UPC). Because funds (approx. R1 million per year) from the Independent Development Trust are no longer available, the university cannot afford to maintain these programmes. Increasing student diversity and state funding limitations require the institution to be critical of existing teaching and learning strategies. Staff development, student development and curriculum/ institutional development need to be essential parts of an Academic Development programme in order for transformation to be effective.

A literature survey revealed that while there have been departmental evaluations, no comparative studies have been done on the campus regarding Academic Development. The AD management committee {i.e. ADAC (Academic Development Action Committee), which is a Senate Subcommittee}, recommended regular evaluations of Academic Development

in 1995. This was not done as there was no researcher/evaluator in AD. However, a general evaluation of Academic Development was conducted in June 1994 by Ian Scott, Director of Academic Development at the University of Cape Town. As part of the evaluation, a workshop on AD was held on the campus to discuss AD issues at UDW but this was poorly attended by academic staff outside of AD. The poor attendance was primarily due to a student crisis at the time which impacted on the university academic programme.

From the study of the programmes on campus, it is apparent that there are three different ways in which AD developed in the various departments and faculties at UDW. An exploration and evaluation of these ways will be useful for Academic Development as it will highlight the successful areas. This study hopes to offer insight into the merits or strengths, as well as the limitations of each programme. The evaluation could identify lessons to be learned for the growth of AD in the future. In my capacity as lecturer in the Academic Skills unit, new tutors from across campus access the unit for assistance and advice relating to AD issues. This study could form the basis of the "background" needed in tutor training.

1.4 SIGNIFICANCE OF THE STUDY

This is a comparative study of three different approaches to the implementation and practice of Academic Development. It serves as a tool to ascertain the status of AD programmes on the campus. It will also

highlight the strengths and limitations in each of these approaches within the UDW context.

A study of this nature may also assist in determining:

- the Academic Development needs of students and staff.
- the discrepancies which exist between the present situation and the desired outcomes of AD.

1.5 METHODOLOGY

1.5.1 Sample

A reputational sample was identified on the basis of the researcher's experience and knowledge of three coherent AD programmes within the university. As a facilitator in the Academic Skills Unit at the university for the past six years, this author has worked with many departments on the campus.

A study of all the more progressive AD programmes would be too large for a study of this nature. Three programmes have been selected which represent three different approaches to AD on the campus.

The departments or programmes selected for study were:

- a. The Department of Speech and Hearing Therapy in the Health Sciences Faculty. The programme had academic staff support and participation. The staff were also committed to the transformation

process. This was evident in the sub-committees that were formed to facilitate the transformation process by investigating issues relating to teaching and learning e.g. admission criteria, teaching methodologies, curriculum review and AD.

- b. The Engineering Bridging programme: This Bridging is the only "Bridging programme" on the campus. It began as an AD effort in the Faculty of Engineering. The programme has been in existence for five years, with a successful pass rate. eg in 1994, there was a 94% pass rate.
- c. The Faculty of Education. The AD programme in Education is a cohesive faculty programme: it includes all departments in the faculty. The programme has faculty support and is steered by an AD staff committee. This programme illustrates a Faculty effort with all the different departments "plugging into" one programme.

1.5.2 Data Collection

Various techniques were used in the collection of data for this study.

a. Document Analysis

After the identification of the sample, the researcher contacted the AD Advisor in each faculty/department. The purpose of the study was explained and all Advisors agreed to participate in the study. The initial task

was a document study : this meant collecting as much documented information as possible on AD in the three selected departments in an attempt to trace historically the growth of AD from conceptualisation to its present form.

The nature and volume of information received varied from one department to another. One department (Speech Therapy) provided twelve documents while another provided only two. The type of information requested came in the form of AD reports(submitted to the Senior AD Advisor), funding proposals, academic papers, tutor evaluations etc.

These documents were systematically studied and analysed. This comprised of a detailed exploration into :

1. the origins and rationale for Academic Development in each of the three departments
2. the progress or growth of AD to the present.

A list of the documents received is provided at the beginning of chapter 3,4 and 5 respectively.

b. Semi-Structured Interviews

The document study alone was insufficient in capturing all the information needed to answer the critical questions set in this study. Additional information was obtained from semi-structured interviews that were conducted with the AD Advisors of each Department.

These interviews were of an informal nature. A set of questions captured in an interview schedule guided the interviews (refer to appendix 2).

These interviews were set to gather evaluative information as perceived by the AD co-ordinator. The interview questions also clarified points that were unclear from the document study eg. reasons for changes made in the AD programme etc.

The AD Advisors were well informed of Academic Development initiatives in their departments. They had a good knowledge of the current national trends in Academic Development. This placed them in a positive and informed position to facilitate the departments programmes.

The duration of interviews varied between one to two hours. Further follow-up interviews were set up where necessary. All Advisors offered their assistance and emphasized that they would be available if further information was needed.

The interviews were tape recorded, transcribed and analysed. In addition research notes were taken during the interview.

Notetaking/minute taking as well as a tape recorder was used to record the interview sessions.

c. **Self-Administered Questionnaires**

A questionnaire (see Appendix One) was designed to gather information on the perceptions of students about Academic Development and the impact of AD on their learning.

The questionnaires were administered at the end of the third quarter in the academic year. At this point in time, all students had experienced three terms of AD within their respective departments.

The questionnaire was selected as a research instrument because interviews with all students would have been very difficult and time consuming. The AD Advisors allowed students to complete the questionnaires during lectures or tutorials. The questionnaire took students an average of 15 minutes to complete. In the Education faculty, due to large student numbers, the questionnaires were completed during tutorials. There were 11 tutorials in the focus year of this study with an average of 18 students per tutorial. Prior arrangements were made with the AD Advisor. Letters were given to each tutor informing them of the research and requesting that students be allowed to complete questionnaires in tutorials. In Engineering and Speech Therapy due to smaller class size all students completed the questionnaires together.

The questionnaires were collected and analysed per department. These analyses are included in each chapter 3,4 and 5. The comparative analysis

of all three departments will form part of the final chapter.

The procedure followed in the analysis of questionnaires was as follows:

The data were captured on a spreadsheet using QuattroPro. The data was then transferred to SPSS, a spreadsheet package for the social sciences.

Each item was analysed, and the percentage of students that responded to each item was determined. The findings are discussed in Chapter Three - Speech and Hearing Therapy, Chapter Four - Engineering Bridging programme and Chapter Five - Education, the final chapter student responses across the three programmes are compared.

1.6 LIMITATIONS OF THE STUDY

There are other AD programmes on the campus that could have contributed to this study but were omitted. Three departments were identified as a useful sample size for this study as they were representative of the AD approaches on the campus.

Another limitation was the lack of mainstream academic staff involvement in the study. Their perceptions of Academic Development could provide useful information on the successes and limitations of departmental programmes.

CHAPTER TWO

THE ORIGINS AND EVOLUTION OF ACADEMIC DEVELOPMENT IN SOUTH AFRICAN UNIVERSITIES

2.1 PURPOSE OF CHAPTER

This chapter reviews briefly the origins and evolution of AD in the South African university context. It traces the growth of AD in tertiary institutions, focusing on the changing patterns of AD conceptions and delivery. This approach will enable a more informed assessment of the current initiatives in AD at university level.

2.2 HISTORICAL BACKGROUND

2.2.1 Apartheid

With the Nationalist Party in government the policy of apartheid became entrenched and began to permeate every aspect of South African life. The white dominant group was favoured at the expense of blacks. This had serious ramifications in education, which will take decades to overcome.

Apartheid impacted significantly on the quality of black education. The educational conditions at Black schools were not suited to effective teaching and learning.

Most schools comprised of one block/building. This meant that there were large overcrowded classrooms. Proper educational facilities were non-existent. Meagre government subsidy was available. Parents were responsible for the provision of educational resources i.e. books, uniforms etc.

Lack of finance led to significant educational disadvantages experienced by students especially those in the Department of Education and Training. This was evident in overcrowded classrooms, no books, unqualified teachers, etc.

2.2.2 Socio-economic Consequences of Apartheid

Most blacks, as a consequence of the apartheid laws, were either unemployed or earned very little. Parents could not provide the educational resources required. Students had to deal with the various socio-economic problems that plagued their communities. Students lived in homes where the basic needs were not met e.g. no fresh water/electricity were available and students were nutritionally disadvantaged. These factors impacted significantly on students' ability to concentrate and learn effectively.

The disadvantaged background was exasperated by township violence and drug and alcohol related abuse.

Apart from the inadequate educational facilities etc, the curriculum offered to black schools was a biased one (Christie : 1978). There was limited access to Science and mathematics courses.

2.2.3 Effects on Education

In education, the racially segregated and unequal provision of education resulted in enormous inequities between black and white education systems.

a. Financial Inequalities

Educational funding for the different groups were grossly unequal and deliberately favoured whites. In 1971-2 per capita expenditure was R366 for a white primary school child and R20.64 for an African child. In 1989 per capita expenditure had risen to R3083 and R765 respectively (Case : 1992).

The teacher-pupil ratio (1989) was as follows: Whites 1:17 and Africans was 1: 38. The percentage of underqualified teachers at white schools was 0% and at African schools was 52%.

Makaula (1988) in a study on black education found that 82.2% of black teachers had not matriculated. While 15.5% had their matric and only 2.3% had a university qualification.

b. Inequities at University

Due to legislation (such as the Bantu Education Act of 1954 and the Extension of University Act of 1959) imposed gradually in the 1950's by the apartheid system, university education was segregated. It operated within the apartheid system of "own affairs" and "general affairs" as set out in the University Act 61 of 1955. (Bhana 1991)

This system led to the formation of what is now known as Historically White Universities (HWU's) e.g. the Universities of Cape Town, Witwatersrand (Wits), and the Historically Black Universities (HBU's) e.g. Universities of Fort Hare, (UniZul), Durban Westville (UDW).

The provision of facilities at the different universities was significantly unequal. Contrary to the government claim that though universities were separate, they were equal, however, in reality they were significantly unequal. This is borne out by the fact that staff and student ratios were far more favourable at HWU's. The average unit cost for full time enrolment in 1990 at HWU was 66% higher than HBU. (Bhana 1981)

Also significant was the difference in income e.g. the University of Cape Town's overall income was R21 600 per student in 1990 compared to R10 000 at University of Western Cape and R8 000 at the University of the North (Case 1993).

Inequalities were also evident in the growth rates of these universities. The HBU's have grown at a faster rate than HWU's e.g. the University of Western Cape grew at an average of 16.4% between 1986-19991, while the average growth at HWU's was 4.4% in that period. There was an increase in the need for university education from black South Africans. The number of institutions (given the apartheid law) allocated to each race was seriously disproportionate.

Significant also was the formula the government used to calculate its subsidy for each institution. This was pegged on the 1986 student population. HBU's have thus been penalised by their increased numbers subsequent to 1986 (Case : 1992).

Apartheid education had serious implications for university study. Despite the inherent disadvantages of our apartheid education, many students matriculated and entered the universities.

c. Problems confronting Disadvantaged Students at University

- i. As a result of apartheid education black students had limited access to university.
- ii. The curriculum did not prepare students to register for degrees in the Science and Engineering courses.
- iii. Matric scores were used as the main admissions criterion in universities. This placed educationally disadvantaged students in a

prejudiced position.

- iv. English was the medium of study in most South African universities - black students in the main, who, have English as their second or third language are at a tremendous disadvantage studying at university.
- v. The deficiency in content at disadvantaged schools was compounded by the absence of the development of skills or capacity. Consequently, conceptual, analytical skills and critical skills were lacking.
- vi. Tertiary education itself was expensive and often unaffordable. (NEPI 1989)

In the 1990's, however, with the broader political changes in South Africa and the emergence of a Government of National Unity, various attempts have been made to "level the playing fields" in education and redress the historical inequalities and imbalances regarding access to higher education (Scott : 1989). Universities were thus compelled to adapt their access policies / entrance requirements to reflect the demographics of the country. In keeping with progressive mission statements which they had recently adopted, universities began to adapt their access policies to reflect the demographics of the new South Africa.

In relation to this the social redress policy outlined in the mission statement of the University of Durban Westville offered increased access to students who were previously denied entry.

2.3 UNIVERSITY ACCESS AND ACADEMIC DEVELOPMENT

In the new South Africa universities are faced with the problems of not only opening access to students who were previously disadvantaged but also to evolve comprehensive strategies to bridge the gap of an unequal education. In this connection the following quotation is relevant. " How best to increase the diversity of the student population while attempting to provide education in contexts of limited resources" (Case : 1992).

2.3.1 Student Support

Before the researcher begins an in-depth discussion of the Academic Development programme it will be useful exercise to trace the student support programmes which evolved in a rather ad-hoc manner.

Since access to most white liberal universities became "open" for students from a disadvantaged backgrounds a need was felt for some academic support programme to enable these students to meet the required academic "standards" of these liberal universities.

As a result of the influx of large number of disadvantaged students the failure and attrition rates were unacceptably high. Consequently, universities management realised that strategies were urgently needed to deal with these issues. However, universities had no mechanism and structures in place to tackle this issue effectively.

Due to the urgent need to get mechanisms in place, the initial stages of student support lacked a theoretical base which should have underpinned the planning of such programmes. Its immediate challenge was to "help the educationally disadvantaged entrants to succeed academically in their existing courses" (Hunter : 1985).

The initial decision was to set up a "support structure" - a counselling type service that students who were experiencing problems could attend, to seek help. These structures were set up in the mid 1980's. The Universities of Witwatersrand and Cape Town initiated what came to be known as Academic Support Services. These centres offered help in general counselling as well as in the teaching of study skills. (Starfield 1991). Henceforth, disadvantaged students sought individual help or attended short courses on Notetaking, Essay Writing etc. from the Centre.

In the mid 1980's this approach appeared to have been a viable strategy because the number of black students entering the "white" universities were relatively small.

From the early 1990's as a result of advantaged access policies, such Centres became inadequate in dealing with an influx of disadvantaged students.

In spite of short, crash, orientation type courses there was no indication

that it made a significant difference to student performance. There was no indication that these courses made a significant difference to student performance (Agar 1989).

Hence Academic support approach developed into separate tutorial programme that ran parallel to first year courses. This involved additional subject coaching and some study skills.

In the mid 1990's there was a progressive increase in the number of disadvantaged students at the then "Indian" University of Durban Westville. There was also a need for the introduction of an Academic Support programme. In this connection the meeting of the University Council on 21/11/1985 outlined the following aims (Brimer : 1989):

- a. To identify and assist with student problems within the academic environment.
- b. To take responsibility for the organisation of academic support programmes aimed at the improvement of student achievement.

In a document submitted to the University Council, student problem areas were identified as follows:

- * Social and psychological adjustment to university life
- * Academic adjustment
- * Poor academic background

- * The volume of work
- * The complexity of work.

The concept of Student Support for disadvantaged students was accepted by universities as a strategy to bring disadvantaged students into "line" with what was considered to be appropriate and acceptable academic standards.

But, by setting up these structures, and rendering them operational, the following was noted:

Jo Lazarus (1988) called this model the "Deficiency Model" and this makes some basic assumptions:

- i. the problem is located in the student
- ii. the problem is primarily manifest in communicative (e.g. English language), cognitive (e.g. study, learning and conceptual) and subject specific (e.g. mathematics, physics etc.) deficiencies, and finally,
- iii. that the problem can be cured through academic support programmes such as tutoring, language courses, foundation years and slow streams."

With this "deficiency model" the belief was that educationally disadvantaged students from the Department of Education and Training

required intensive "patch-up" instruction to "bridge the gap" between school and university. The emphasis, therefore, was on developing certain skills so that students could meet the existing expectations of academic departments. The assumption was that "the problem" lay with the student, the university and its system was appropriate, and therefore the student has to adjust to fit into this mould (Lazarus : 1988).

Given the above assumptions, and after a gestation period of Academic Support, the following criticisms were identified.

2.3.2 Critiques of Academic Support

In the 90's, in the "open" universities, the number of disadvantaged students increased dramatically. The need to go beyond student support was evident. The South African Association for Academic Development (SAAAD) began to pool university initiatives on a national level with a view to promote "Academic Development".

The following were the critiques of Academic Support:

- a. Academic Support is an ad-hoc response that did not transform the infra structure of the institution. It promotes a "quick fix-up to cure the disease" approach and makes the student ready to fit into the university system which is "right". This focuses only on the student and ignores the other components in the learning situation.

Vilakazi and Tema (1985) as cited in Lazarus (1988) explain that the problem is not wholly with the student but within the "social structure, the power structure and collective personality of the university itself".

- b. Academic Support and its ad-hoc nature tends to inhibit institutional progress and commitment.

There is lack of official support e.g. funding and S.A.P.S.E. recognition for work done (Shepherd & Karodia : 1991).

- c. The conceptualisation of Academic support enabled the mainstream structures in the university to disown the problem of understanding the nature of student needs. (Blunt 1993)

According to Ian Scott (1989) "this is a delicate issue and the institutional context plays a very important part. At UCT, the context is highly elitist, very first world, very research and academic orientated. We have to assess our own strategies in terms of what is likely to be effective in the short or the longer term and it has been our view that to have no ASP, in other words to allow direct confrontation between underprivileged students and the mainstream activities in the university, would not be a suitable strategy for us, because the underprivileged students simply will not win. They would continue to be marginalised, the failure rate will be high ... they would simply be victims of the system having a miserable experience".

- d. The academic support tacitly implies that whilst academic support staff possess the necessary skills which are required to deal with disadvantaged students, academic teaching staff do not. (Blunt 1993)
- e. This concept financial implications because it necessarily has to employ additional staff within departments and specialised units.
- f. The introduction of Academic Support has inadvertently created a parallel structure vis-a-vis academic teaching staff which inhibits the transformation process.
- g. Because the programme is often not compulsory it does not always reach those for whom it is intended. As a result it is poorly attended.
- h. It neglects the life skills component (Shepherd & Karodia : 1991).

The need to go beyond the notion of ad-hoc support is expressed by Vusi Khanyile (in his capacity as Chairperson of the NECC) in his keynote address at the 1986 Conference:

And you (ASP) have been among the first at universities to understand that the time has come for educational institutions to be responsive to the needs and demands of a far wider community than those they have traditionally served. These insights form the essential base for the ASP's to expand and transform their role at university.

In the early 1990's the role of Academic support began to refocus, recognising the need to go beyond Support and address the "nuts and bolts" issues associated with development.

Paul Beard (1989) argues that the quality of issues being considered indicates the level of academic excellence of current academic support activities. These issues have come to include not only teaching and learning within universities, but also fundamental issues relating to the very nature of universities themselves. They involve the way in which the 'elitism' of universities can be replaced by the process of Africanisation. This impacts on:

- a. The structures of governance at the universities.
- b. The establishing of democratic, participatory structures.
- c. The relationship of universities to the aspirations of the broader South African community in total.

He adds that:

to speak of academic support as if it existed separate from these issues is to miss the essence of the historic moment it is no longer a matter of simply changing the student to fit into the university, but rather a matter of bringing the university into contact with the reality which the student represents.

It was recognised by UDW and other tertiary institutions to go beyond the strict parameters of Academic Support. With the South African Association for Academic Development (a professional body linking universities together within the field of Academic Development) spearheading the transformation process, initiated the move from Academic Support to Academic Development.

With foreign funding assistance Academic Development came into its own at most tertiary institutions in 1992. The Independent Development Trust (IDT) was the major funder of Academic Development in south Africa, having allocated R50 million for AD grants to some 25 universities and technikons for the period 1992-1995. (Scott 1994)

2.3.3 Meaning of Academic Development

To understand Academic Development, a meaning of the concept will be relevant. Ian Scott at a workshop at UDW in June 1994 explained that Academic Development is a systematic field of study, not an organisational structure or a particular unit.

A survey of activities associated with Academic Development include three broad areas:

- a. **Institutional Management:** Apart from research it also promotes management activities like evaluation, planning and informing through policy.
- b. **Empowerment:** AD seeks to empower students by developing the skills and abilities.

- c. It facilitates the process of teaching-and learning by developing appropriate teaching strategies, methodologies and the implementation of a relevant and appropriate curriculum. Curriculum Development is a fundamental process in Academic Development which requires departments to review their curriculum whilst taking into account changing student need and community needs.

2.3.4 Implications of the Meaning of AD

The very nature of student related academic problems implies that the development of a skills programme should be incorporated into the existing curriculum.

Taking this implication to its logical conclusion, the existence of add-on Academic Development programmes implies that academics do not accept responsibility for academic development or alternatively they require some induction into the programme. The parallel structure of AD tends to encourage mainstream academics of not being actively involved in an AD programme. The non-involvement of academics implies that the former has a poor perception of academic development which has contributed in a large measure to its marginalisation. In order to overcome this marginalisation AD should be part of departmental transformation programmes.

2.4 THE SCOPE AND FOCUS OF ACADEMIC DEVELOPMENT

2.4.1 Access, Selection and Admissions

Given the importance of the interrelationship between access and the educational process it has become accepted by AD stakeholders that the above has a key role to play in AD.

Ian Scott (1994) outlines the focus of AD in this area:

- * The development, where appropriate and cost effective, of alternative access routes into higher education, for example, via distance education, community colleges.
- * The development and introduction of a widely acceptable approach to assessing students readiness for different forms and levels of HE.
- * The development or refinement of equitable institutional admissions policies and processes, together with professional training and capacity building for staff involved in selection, admissions and placement.

2.4.2 Curriculum Restructuring

Since curricula structures form the basic framework of the lecturing and learning process, deficiencies in this area place severe constraints on what can be achieved through even the most skilled teaching.

Although most institutions have made efforts to address the problem by introducing extensions to degree such as bridging programmes etc., these initiatives have, in the main, have not yet been integrated into mainstream programmes.

AD specialists have a central role to play in initiating this process within the context of sound educational principles. It is not envisaged that AD would compromise the integrity of existing disciplines which are the preserve of the subject specialist. Co-operative efforts between AD and subject specialists have shown that there are complementary skills and knowledge

which can be pooled effectively (Bajinath 1994).

2.4.3 Course Design and Materials

According to Scott (1994) development work at the level of specific courses should be the area in which the majority of Academic Development staff (particularly those who work in specific academic disciplines) can make their most significant contributions. This refers not only to the development of new courses, but also to make existing courses more responsive to the different educational and linguistic backgrounds of students.

As a result of regular departmental course design being concerned with matters of content, insufficient attention was given to the conscious application of effective teaching and learning principles. More explicit emphasis on the process of learning can make a significant contribution to student progress, particularly in the case of disadvantaged students (Schuster 1994).

From an AD perspective then, course design should be based on relevant theories and research on student learning and should aim explicitly to facilitate the development of general academic and discipline specific skills together with appropriate content. Since an increasing number of students enter universities without having developed the skills that were previously taken for granted, and it seems that the situation is unlikely to be alleviated through the school system for some time, there is no option but for the provision of such skills development to be grafted into university courses and curricula. (Lockett 1994)

2.4.4 Language development and Academic Literacy

AD work in this area has taken the form of specific courses in English for Academic or Special purposes, for instance at University of Natal, designed to enable second language speakers to cope with an English medium university environment. (Scott 1994)

Most recently at UDW, considerable work has been done on integrating language development into regular courses as a means of "mainstreaming" AD. The skills of the AD specialists in language development will thus be increasingly needed, not only for the design and teaching of language courses but also as key contributions to course and materials design.

2.4.5 Teaching Approaches and Delivery Methods

Increasing class sizes and changes in the composition of student population together with inadequate resources for tutorial support are placing traditional university "teaching" approaches as well as teaching staff under considerable strain. (Scott 1994)

The development of approaches and delivery methods that are effective in current circumstances are clearly an important AD focus and is closely related to course and materials design.

Considerable experience has been gained in Academic Development in formulating teaching approaches designed to meet the needs of students from different educational backgrounds, particularly students whose first language is not English. This experience has generally been gained in relation to relatively small classes, so the challenge for AD units is to establish and implement workable ways of applying successful

approaches to large and diverse classes including mass lectures (Parkinson 1992).

2.4.6 Academic Staff Development

The form of staff development that most directly concerns AD is providing opportunities and incentives for academic staff to enhance their skills as professional educators. Capacity building in this area will be a key factor in educational development in higher education and for this reason AD units in a number of institutions have focused on staff development initiatives related to improve teaching.

However difficulties encountered in realising the aim of AD identified by Scott (1994) are:

- a. Staff development is unfortunately regarded by many experienced academic staff as an unwelcome, simplistic and often insulting intrusion into their academic expertise. This is further aggravated if Staff Development personnel are not sufficiently qualified and experienced.
- b. It is evident that conventional staff development activities (workshops on teaching methods and related topics) are by no means a sufficient response to the broader issues addressed by AD. In the absence of staff incentives, participation in such activities is usually very limited.

According to C. Capp at a recent workshop at the University of Stellenbosch: the real key to the problem may well lie in the provision of incentives, such as improving the status of teaching by giving greater

weighting in appointment and promotion criteria and/or by introducing accountability of teaching quality as a central element of a general quality assurance system.

2.4.7 Quality Assurance

There is a growing recognition that contributing to the development of quality consciousness and quality assurance processes should become an established item on the AD agenda, not only because of the significance of quality assurance to the broad goals of AD but also as a means of evaluating the impact of educational development on specific programmes and ultimately, on institutions across the sector.

2.4.8 Policy Development

AD units have since their inception sought to influence institutional policy in the interest of promoting the goals of AD. In a number of cases they have had a positive effect on aspects of institutional development that have a bearing on AD. This work continues.

Academic Development is a multi-faceted field of study which attempts to address teaching and learning at university in a holistic manner.

Having gone through these stages from Academic support to Academic Development this study explores three approaches to Academic Development at UDW.

2.5 CONCLUSION

Considerable effort and resources have been spent on Academic Development as a university strategy to assist students from the "disadvantaged" educational backgrounds. The nature and scope of AD involves a remarkable enterprise with an important and colossal mission.

As a strategy both nationally and, more specifically, at UDW, its implementation has been stymied by a combination of factors already referred to. The consequences of arrested development of AD has resulted in a range of programmes with unequal degrees of growth.

CHAPTER THREE

CASE STUDY OF ACADEMIC DEVELOPMENT: THE DEPARTMENT OF SPEECH AND HEARING THERAPY

3.1 PURPOSE OF CHAPTER

This case study was selected because of the introduction and implementation of a progressive AD programme in its widest context over the last few years.

The significance of this chapter to the comparative study of AD is its focus on the departmental effort which involve staff discussions on the nature and implementation of AD within the context of the transformation process.

This chapter also outlines the progress and goals of the Academic Development programme in the Department of Speech and Hearing Therapy (DSHT) since its inception in 1993 to the end of 1996. This descriptive analysis is based on an interview with the Educational Advisor and a review of the following documents:

- a. A Report and Proposal for the Inter-University Committee meeting of the Heads of Department: 18/06/96 - M. Pillay.
- b. Department of Speech and Hearing Therapy - Access Programme: 1996 - M. Pillay.
- c. Department of Speech and Hearing Therapy: Academic Development Plan and Budget: 1996 - M. Pillay.
- d. Academic Development Programme: 1996 - M. Pillay.
- e. Academic Development Issues : A Perspective from the Health Sciences: 1996 - M. Pillay.

- f. Audiology and Speech Language Therapy: Developing Practice and Education: 1994 - H. Kathard.
- g. Educational Development Programme Plan: 1994 - M. Pillay.
- h. Report - Academic Development: 1994 - M. Pillay.
- i. Educational Development and Professional Transformation: A case discussion: 1993 - H. Kathard & M. Pillay.
- j. Academic Development Programme - Integration: 1994 - M. Pillay.
- k. Academic Development Programme: 1993 - M. Pillay.

Through an analysis of the student questionnaire the chapter provides the relevant data on the impact of the Academic Development programme on students.

3.2 BACKGROUND

The Department of Speech and Hearing Therapy initiated its AD programme in 1993 in response to the changing needs of the profession (Speech Therapy and Audiology), as well as the transformation process and educational development on the campus.

3.2.1 Professional Needs : Speech and Hearing Therapy

The educational bias of the past is evident within the profession of Speech Therapy and Audiology. The Professional bodies and organisations that serve the profession were white dominated and therefore serviced the needs of the white community. As a result, the profession had a language bias that was suited to cater for white English speaking populations.

The language situation poses a problem in South Africa for the following reasons:

- * A majority of the people (especially blacks) have English as a second or third language. Receiving "therapy" in English therefore has minimal benefit.
- * The professional training is packaged for English speaking students.

Blacks in the past were excluded from professional training institutions by virtue of their "inferior", apartheid-based education and stringent university admissions criteria. These discriminatory practices have resulted in serious service disparities.

The department recognises that there is a need to offer professional training to all groups, especially those from educationally disadvantaged backgrounds.

Parallel to this professional training is a host of educational factors that significantly affect teaching and learning in view of past educational disadvantages.

3.2.2 Educational Needs : Academic Development in the Department of Speech and Hearing Therapy (DSHT)

The Department identified 3 areas of learning in which disadvantaged students experienced difficulty (Pillay : 1996):

- a. The problem of transfer i.e. students who are taught in a second language have to apply or transfer this to the mother tongue language. This requires competence in metalinguistic skills.
- b. The lack of black culture-based information to guide clinical practice

is evident. Students find difficulties in adapting to an "unfamiliar" environment.

- c. Lack of exposure in understanding technological equipment.

3.3 ACADEMIC DEVELOPMENT PROGRAMME - SPEECH AND HEARING THERAPY

3.3.1 Aims of the Programme

Given the professional and educational needs of students referred to earlier the Department began its AD programme within the context of a broader transformation. In keeping with AD trends nationally, the principal aim, was to promote students, staff and curriculum development identified by the Department.

These aims were incorporated into the following guidelines outlined by the Educational Advisor in 1993:

- a. To ensure that students are exposed to the academic and life skills courses which they require and that these skills are implemented.
- b. To facilitate the students understanding of content which they find difficult to comprehend. This does not mean reteaching of content.
- c. To assist in improving teaching skills.
- d. To facilitate and assist in the integration of academic skills into students' coursework.

3.3.2 Macrofactors influencing the Department's Progress in Academic Development

- a. Changes in Health Perspective: There is a shift in health care models within the profession from the biomedical model to a bio-psycho-social-model which is based on primary health care principles. It is

within this framework that work in the field of Speech Therapy and Audiology is being reconsidered and guided. This development impacted positively on the Department of Speech and Hearing Therapy as it provided the motivation and support needed from the profession to meet the internal challenges of the university.

- b. Professional legislature: The previous top-down approach of governance in the profession has moved to incorporate more democratic and structural changes whereby tertiary institutions are given autonomy in issues such as curriculum revision etc. The Educational Advisor has found this a motivating and supportive factor. These changes have to be implemented immediately in order to meet the needs of the student community.
- c. Changes in education: The extent to which Academic Development is promoted is influenced largely by the spirit of institutional transformation. The catalyst at UDW is its mission statement, its social redress policy and the general restructuring and development. The alliance to the South African Association for Academic Development has also promoted development and research.

The funding from the Independent Development Trust was given on condition that AD activities become "integrated" into mainstream academic activities. This facilitated the acceptance of Academic

Development by some departments and it helped in Speech and Hearing Therapy (Pillay : 1996).

3.4 CHRONOLOGICAL PROGRESS OF THE ACADEMIC DEVELOPMENT PROGRAMME

In 1993, Academic Development was facilitated by the Educational Advisor, in developing the students academic and life skills, content tutorials (difficult concepts and issues are explained through the use of learner centred instructional methodologies etc.) and by staff and curriculum development (working with staff - with a view to changing and reviewing the curriculum).

These activities are outlined as follows:

3.4.1 Student Development Activities

- a. Student tutorials comprises of content support and academic skills development. Academic Skills were taught by the central skills specialists. It is evident from experience in the Academic Skills Unit that teaching skills in a decontextualised manner has very little value to the student and creates a problem of transfer.
- b. Clinical tutorials facilitate the development of clinical skills.
- c. An adapted English for Specific Purposes approach has been used for specific ESL (English Second Language) difficulties. The Division of Language Usage assisted in language teaching.

Macrofactors relating to student development were also addressed during the year. These include: research and investigation into student admissions policy and English Second Language teaching policy.

3.4.2 Staff Development Activities

Integrated staff/student skills development sessions: Lecturing staff monitored and further developed the academic skills that students were introduced to in the tutorials. General academic and life skills were refined and adapted to content and clinical courses. This trial at integration involved lecturers and clinical tutors working closely with the Educational Advisor when planning and teaching. Time for the research and material design was identified as a limitation.

3.4.3 Curriculum Review Activities

These activities included networking with other departments/universities on curriculum development, identification of resources, workshopping the process of curriculum development, etc. The University's Centre for Academic Development functioned as a facilitator in this process.

An evaluation of the 1993 AD programme was conducted by the department of Speech Therapy. The purpose of the evaluation was to check for student and staff improvement as a result of direct AD input.

The department identified the objectives of the evaluation as:

- a. To measure the long and short term aims of the programme.
- b. To appraise the effect of the ADP intervention on students in respect of the Academic and Life skills.
- c. To assess the effect of AD in facilitating staff development.
- d. To review the need of an AD Advisor.

Arising from the evaluation the following problem areas were highlighted:

- * Poor attendance at group tutorials : A stigma was being attached to Academic Development. Students had an overloaded timetable- Advisor has to "steal" free periods for consultations.
- * Staff workload was intensive (Between UDW and Natal Provincial Administration) : Commitment of staff to teaching and clinical hours prevents them from being more involved in Academic Development. This relates also to the university's perception of AD being adjunct and marginal to the mainstream activities.
- * Lack of appropriate teaching and clinical materials : research to develop appropriate clinical materials, investigate curriculum transformation etc. is required - these are national issues and therefore require national co-ordination.
- * Professional training policy issues. The lack of policy with regard to language poses difficulties within the profession. The following questions were raised by the AD Advisor which highlights the concern in this area: "do we train linguistically diverse students or only students who use a regionally common language? What should the medium of instruction be?" (Pillay : 1993).

The year 1993 marked the introduction of Academic Development in the department. It was an exploratory year, with many new programmes. The Department of Speech and Hearing Therapy used their evaluation from 1993 as a springboard for the 1994 programme.

With the South African Association for Academic Development advocating the integration of AD into the curriculum and with a similar stipulation from the Independent Development Trust, the department proposed a plan for integration in 1994.

Academic Development - 1994

Integration was seen by the department as the most viable growth path for AD within a holistic, participatory, learner-centred paradigm. The department recognised two promotive factors for integration. Firstly, these were the general context for changes within the university and secondly, the staff commitment to change.

The obstructive factors that were the following: (Kathard 1993)

- * the broader political climate
- * the professional decision making organisation
- * the curriculum
- * the lack of adequate skills
- * the lack of support of university management and Natal Provincial Administration.
- * the staff work overload
- * lack of appropriate materials

The department, in recognising these promotive and obstructive factors, scheduled the "integration plan" in three arbitrary phases/stages:

Stage 1: The aim at this stage was to establish the programme and to provide student and staff support, at a primary

level.

This comprised of Academic and Life skills training, the Division of Language Unit and content related tutorials. The key facilitator was the Educational Advisor.

Stage Two: The aim at this stage was to initiate a organised, ably-assisted and co-ordinated AD programme.

The central focus was on Staff Enablement. Key facilitators were, the AD Advisor and the Staff Development Officer who assisted in the co-ordination and organisation of workshops.

The role of the AD Advisor in 1994 Academic Development was to assist in the planning of a teaching module, incorporating AD aspects. The AD Advisor who was accessed as a resource link by staff members, also assisted with teaching.

Stage 3: The aim was to conclude the integration of AD activities into the department. It was envisaged that all those aspects viewed initially as obstructive would have been resolved.

Practically, within the departments, Academic Development became more focused in 1994. Within the faculty, in keeping with restructuring, four sub-committees were formed.

a. Education and Training

- b. Social Redress and Access
- c. Research
- d. Interdisciplinary Health Group

Stage 3, i.e., process of integration was set in place after a faculty retreat in September 1994.

The student support model was denigrated as it presupposed separate tutorials and was adjunct to mainstream activities etc. AD activities was timetabled into students work. AD also focused on Staff Development and Curriculum Development.

A strong resource base in the department was established. "The true integration of Academic Development occurred when total responsibility for AD shifted from the Administrative realm of the AD Advisor to all teaching and clinical staff. This was a critical relocation of AD that has assisted in developing the departments teaching and learning programme. Curriculum Development, teaching resources/materials and macro-educational (e.g. service delivery models) issues were also a focus (Pillay : 1996).

The programme established in 1994 was carried forward and maintained in 1995. There was a deliberate effort at mainstreaming all AD activities into the department's general coursework programme.

In 1996, the groundwork for a successful integrated programme had already been created. The infrastructure and processes have been established. These were as follows:

- * a staff teaching and learning skills development programme was entrenched.
- * a deep process of reflecting and re-constructing the curriculum had occurred and is ongoing.
- * various student and other educational development structures within the department have been set up and
- * opportunities (e.g. time schedules for student access project) have been identified.

At the beginning of 1996, the AD programme "is now clear and focused in that we know what we want, how and when it needs to happen, why we should have it and who it is that we need" (Pillay : 1996).

The programme for 1996 was as follows:

Student Development Programmes included:

- * linguistic skills development
- * mentoring/peer learning
- * access - recruitment and selection
- * graduation professional development
- * student orientation
- * student performance evaluation programme
- * non-academic facilitation

Staff Development included:

- * teaching skills programme
- * professional development-capacity building-staff exchange programmes

Curriculum Development included:

- * modularisation
- * special projects: creation of an electronic data base
- * curriculum based research
- * Zulu language courses.

The department explains the programme as follows:

3.4.4 Student Development**a. Linguistic skills**

This is essential for students who not only have to learn in a second language, but also have to apply metalinguistic, analytic skills and strategies for professional purposes. This will be offered formally (part of a timetabled course, within a credited course) and informally. There will be the formal, integrated linguistic skills development in each course for every level of study.

b. Mentoring Programme

This would be a continuation of the present student-student (senior-junior) "buddy system". This is a formal programme managed by the students, for the students. It is planned, co-ordinated and evaluated by a Co-ordinator. Mentors were selected (according to specific criteria) and paid, as an incentive to maintain the effectiveness of the programme.

c. Student Recruitment and Selection Programme

This programme, guided by the social redress policy of the university was a novel, unique recruitment and selection process. It involved professional practitioners, language experts, educators, career counsellors, departmental

students and staff, employing bodies etc.

d. **Graduate Professional Development Programme**

This programme included preparing the student for interviews, writing of CV's, management skills relating to the job market, liaising with employing agencies etc. Linkages with existing programmes was facilitated and the programme was developed by a co-ordinator.

e. **Orientation Programme**

An Orientation programme for the various levels of study (4) was arranged to introduce, a variety of academic, life and professional skills as they were required. This was monitored and integrated within the mainstream courses by the lecturing staff during the course of the year.

f. **Student Performance Evaluation Programme**

A student performance evaluation programme with the aim of promoting students who require extra-assistance occurred during the course of the year.

g. **Non-academic Facilitation**

Non academic facilitation included personal counselling and/or referrals to suitable centres; and the facilitation of financial aid (via linking and referrals to Financial Aid Bureau etc).

3.4.5 Staff Development

The programme was designed to assist staff with the necessary skills to manage teaching and learning development, promote integration and AD ownership by "mainstream" academics, and to cope with curriculum

transformation.

a. **Skills Programme**

This would broadly incorporate teaching and learning skills to curriculum based information (e.g. models of curriculum development) and skills (methods of transforming syllabi). A formal staff seminar series and a continuation of time-tabled series of workshops will continued from 1995.

Further, a formal management programme was initially planned to assist the department in the management of its personnel, material and financial resources.

To complement the above an informal programme included: the compilation of educational development resources; and linkages with peers or mentors to develop individual staff skills.

b. **Capacity Building**

This was planned to involve discipline-specific educational development. It is a much needed strategy in terms of developing the academic status of our students and department. Strategies to develop these would include:

- * a staff exchange programme with universities and colleges in South Africa and other countries.
- * short courses in discipline specific areas.

3.4.6 Curriculum Development

a. **Modularisation**

The university decision to move to a modular structure contributed to the

emphasis given in the department to curriculum transformation. Curriculum Development has been a facet of Academic Development from its inception in 1993 but the progress and magnitude of tasks relating to AD has been intense.

Also, the changing health and education perceptions demand a curriculum review, especially with the professions (Speech Therapy and Audiology) move to Primary Health Care.

The year 1996 entailed the practical implementation and design of the infrastructure for the modular degree.

Special projects that are envisaged by the department:

The creation of an electronic data base

This would result in the identification, selection, collation and storing of existing data specifically related to curriculum-based, professional/ educational development from all sources-regional, national and international.

b. Curriculum based research

A researcher would be solely responsible for identifying "gaps" in information necessary for achieving our educational objectives; plan, implement and evaluate a constant research programme.

c. Zulu Language Course

This is needed because of the regional language demands, professional needs and student education and training requirement. This is scheduled into the students coursework and is credit-bearing.

3.5 ANALYSIS OF STUDENT QUESTIONNAIRE

There were 23 first year students in the department in 1996 and 20 students completed the questionnaire.

A profile of students in the department revealed the following:

1. The majority of students (87.5%) in DSHT in 1996 were women. From my experience with the department over the years, few males enter this profession.
2. Seventy five percent of the twenty students were between 16-20 age group. In a cross analysis between age and need for Academic Development, 86% of students in 21-25 year age category (which comprised only 25% of the total student number) claimed to need Academic Development. These students would have completed matric or studied some years before and therefore felt they needed more support at university. The need for Academic Development in the 16-20 age category was much less.
3. Majority of students (83%) completed matric within the last two years. The number of students matriculating prior to 1991 was very small.

From the above data, it is clear that 83% of students are between the 16-20 age group. However, according to data in item 3, only 75% of students are between this age group. It is possible that 8% of the students could have studied matric part-time and have consequently taken a few more years to complete it.

In a cross analysis between Matric year and need for Academic

Development, there is an increase in the need for Academic Development as the years pass since students have completed matric. This is indicated as follows:

1995 - 82%	of students said they needed AD.
1994 - 83%	"
1993 - 88%	"
1991 - 93%	"

SECTION B : EVALUATION OF ACADEMIC DEVELOPMENT

1. Sixty five percent% of the students in the department admitted to needing AD while 44% were negative or were not sure of whether they needed the programme. There could be many reasons for this high negative or unsure response:
 - * The students who enter Speech and Hearing Therapy are often students who have shown high academic potential as identified by the departments selection criteria and would therefore be more likely to cope with their work.
 - * The class size is much smaller, although the workload is voluminous the lecturer has contact with each student.
 - * The percentage of students from the disadvantaged education systems are lower than other departments.
 - * The department has a very compact timetable, especially at first year, AD takes up the only free period/lunch breaks that students have and this could be a reason for some negativity.
2. The number of students who felt they needed AD to pass was not highly significant (52%).

Approximately half of the first year class 48% were either negative or unsure. This contradicts the 65% who responded that they needed AD.

From the statistics of this question and the previous one, it would appear that the students do not have great confidence in the programme.

The number of students from "privileged" schools is far greater in this faculty than any other on the campus.

3. The majority of respondents (67%) were either unsure of the effectiveness of the programme or considered the programme "somewhat ineffective"

The data from this question supports the responses from previous questions on student need.

4. AD was "ineffective" in developing the skills of students. Students rated below 50% on each skill.

	1	2	3	4	5
4.1 Reading skills	20.8	29.2	20.8	25	1.2
4.2 Writing skills	16.7	25	20.8	37.5	0
4.3 Thinking skills	4.2	29.2	20.8	25	20.8
4.4 Essay writing skills	0	29.2	25	33.3	12.5
4.5 Note-taking skills	8.3	25	20.8	37.5	8.3
4.6 Listening skills	8.7	26.1	26.1	21.7	17.4
4.7 General study skills	12.5	29.2	25	16.7	16.7
4.8 Problem solving skills	0	25	29.2	20.8	25

The above are the academic skills that students require to succeed at university. The degree to which they are required may vary depending on the needs of each department e.g. the skills that are prioritised in the Arts Faculty may be different from the priorities of the Sciences.

The main findings in this question can be categorised as follows:

Many of these skills can be grouped together in categories:

- a. Reading skills, Writing skills and Essay writing skills can be categorised together under the umbrella " of language skills".

In this category, the majority of students rated language skills in the AD programme as "ineffective" (62%).

- b. The majority of students rated the AD programme as "ineffective" in developing Thinking and problem-solving skills. These skills are crucial in the Sciences, as Speech and Hearing Therapy involves diagnostic analysis of patients problems etc. No thinking or problem solving skills programme was discussed by the AD Advisor.
- c. The third category includes Note-taking, Listening and General Study skills. This falls under the umbrella of General Academic Skills. The majority of students (61 %) rated the AD programme as "ineffective" in developing students' General Academic Skills.

Generally, AD with regard to student development has been ineffective. There were no positive scores over 50% to indicate a consensus on any skill.

5. The main findings in the students assessment of the AD programme is as follows:

Data reflected on table in percentages.

	1	2	3	4	5
5.1 There is sufficient time for Academic Development	29.2	25	33.3	12.5	0
5.2 It is part and parcel of regular lectures	12.5	50	8.3	29.2	0
5.3 The programme has good tutors	9.1	27.3	27.3	36.4	0
5.4 The tutorials are conducted effectively	4.3	17.4	43.5	34.8	0
5.5 The tutors have good subject knowledge	9.5	9.5	38.1	42.9	0
5.6 The tutors have a good knowledge of the skills needed	9.5	9.5	33.3	47.6	0
5.7 There is a close link between regular lectures and tutorials	23.8	23.8	33.3	19	0

- a. Fifty four percent of students claimed that there was not enough time for AD.

The unsatisfactory student responses on question four was perhaps because insufficient time was given to Academic Development.

- b. The majority of students (62%) disagreed that AD is part and parcel of regular lectures. This response together with the previous one (insufficient time for AD) could help in explaining the negative response on the ineffectiveness of the AD programme in developing students' skills.

- c. The majority of students (64%) were not confident that the AD programme had good tutors.
- d. The majority of students (65%) disagreed or were unsure that the tutorials were conducted effectively.
- e. Most students (57%) disagreed or were unsure that the AD tutors had a good subject knowledge. Below half the class were confident on the issue of tutor subject knowledge.

Tutors are qualified in their field but are new to the AD programme.

- f. The differences in students' response on the AD tutor's knowledge of the skills needed were not significant. Fifty two percent of students disagreed. Forty eight percent agreed.

Students are not confident that tutors have a knowledge of skills needed.

- g. The majority of students (71%) disagreed or were unsure that there is a close link between lectures and AD tutorials. This item confirms the responses of item (b) of this question i.e. it is not part and parcel of lectures.

AD is seen to be separate from the mainstream programme. This contradicts the AD Advisors' initiatives to integrate the programme. The three stage plan to integrate AD by the end of 1996 seems ineffective as students see the programme as separate.

The responses can be placed into various categories. These categories are as follows:

- i. Both question (b) and (g) both deal with the issue of integration of Academic Development into the department programme. A majority of students (76%) were either negative or unsure and did not agree with the statements, whilst 24% of students agreed.

This could be a contributing factor to the negative ratings in AD thus far. The AD programme is run outside students' coursework. Given that these students have intense workloads anything outside their "normal " workloads that would impact on the little time available will be seen as negative.

- ii. Items (c), (d), (e) and (f) all deal specifically with the tutor. Fifty nine percent of students rated this area as "ineffective".

Forty percent of students are confident of the tutors. For teaching and learning to be effective, the learner will need to feel confident with the teacher. If the response is negative, the quality of learning will be negative as is evident in student ratings thus far.

6. The main findings on student assessment of the successful parts of the Academic Development programme are as follows:

* Data on tables reflected in percentages.

	1	2	3	4	5
6.1 The general approach of tutors/ lecturers	4.5	22.7	31.8	36.4	4.5
6.2 The quality of teaching/ tutoring	4.5	13.6	18.2	59.1	4.5
6.3 The content of the programme	0	19	38.1	38.1	4.8
6.4 The support provided by the tutors and lecturers	14.3	23.8	23.8	33.3	4.8
6.5 The availability and accessibility of tutors/ lecturers	9.1	13.6	27.3	45.5	4.5
6.6 The ability of tutors/ lecturers to understand my problems	22.7	22.7	27.3	27.3	0
6.7 Tutors and lecturers understand my need as a first year student	19	28.6	33.3	9.5	9.5

This question evaluates the success of the AD programme in the following areas: the tutorial, the tutor and the content.

- a. A majority of students (59%) rated the general approach of tutors as "unsuccessful" or were "unsure".
Less than half the class was confident of the approach of the tutors. This response seems to be consistent with responses to the previous question.
- b. The response on this item is significant. The majority of students (59%) rated the quality of teaching as "successful". This is the only aspect that had a positive score. One possible reason could be that

the problems students experience goes beyond the AD tutorial. The tutor may teach effectively but their ability to deal with the problems are limited.

This score appears to contradict the scores in the previous question i.e. item (d) of the previous question where 43.5% of students were unsure of the effectiveness of the tutorial.

- c. The majority of students (57%) rated the content of the programme as "unsuccessful" or were unsure of its success.

Again, below 50% of the class were confident of the content of the AD programme. This question relates to question four, where low scores were received on all the skills identified as important.

- d. The majority of students (62%) rated the support provided by the tutors and lecturers as "unsuccessful". Below 40% of the class is confident in the support offered.

Insufficient time is a factor in the amount of support offered. Contact time with tutors is very limited, i.e. restricted to students' free periods only.

- e. Fifty percent of respondents rated the availability and accessibility of tutors/lecturers as "successful". Students are split on their view of tutor availability with half the class rating it as successful and the other half rated it as "unsuccessful" or were "unsure".

From this data one could gather that tutors are available, but "support" is lacking. The availability of tutors is not favourable in this department, despite small class size.

- f. The majority of students (73%) rated the ability of tutors/lecturers to understand student problems as "unsuccessful" or "unsure".

A significantly high percentage of students display a lack of confidence in tutors' understanding of student problems. This is an area of concern for the department. From my experience (as lecturer in the Academic Skills Unit) with the department over the last few years, students have been voicing their problem with the highly intense workload, and compact timetable. A negative rating on tutors could most likely be an indication of this problem.

- g. Tutors and lecturers understand my need as a first year student. Eighty one percent of students rated the tutors/lecturers understanding of student needs as a first year student as "unsuccessful" or were "unsure".

This item and Item (f) of this question are more negative than the other questions. Students are not confident that tutors and lecturers understand their needs. This should not have been the case as a needs analysis was done earlier in the year.

Also the number of "unsure" responses (one third of the class) is relatively high. One would gather from the data that students rate the Academic Development programmes as "unsuccessful".

3.6 ANALYSIS OF PROGRAMME

The department has worked consistently in developing its AD programme from 1993 to 1996. The programme reflects the development of AD thinking nationally. For example in 1994/95 there was a national emphasis on integration, which, from the document study undertaken, was consistent with departmental progress. However, the student questionnaire reveals that the AD programme is not an integrated one. The Educational Advisor had made tremendous input to staff in an attempt to integrate the programme.

Academic Development has not been very successful according to the students' questionnaire. Looking through the various reports and discussions with the AD Advisor, tremendous effort went into the programme over the last four years. Many factors contributed to or facilitated the process explained by the Advisor. These are:

- a. The department has small student numbers compared to other departments at the university. The department has on average 20 first year students as compared to approximately 1000 students in Psychology I, for example. The following points can be identified with smaller students:
 - * Student coping problems can be easily identified in a smaller class.
 - * Some support can be offered to students from the individual lecturers.
 - * Smaller student numbers makes referrals and interaction among staff easier.

- * Problems are often addressed earlier in the year and this lowers the failure and attrition rates.
- * Non-academic support is arranged to provide holistic support to students e.g. bursary applications, financial management etc.

The responses from the student questionnaires however indicate that students are not entirely satisfied with the support given by the mainstream staff. In evaluating the programme, what did emerge is that students are increasingly frustrated with the intense workload and the immense stress of the clinics. Students often see staff as unsympathetic. This, according to the Advisor, has been the problem over the years and it is being addressed as the curriculum restructuring is under way.

- b. The amount of funding received is larger (in 1995/6) for a smaller number of students. This affords more opportunities and development work for a small class. But it also contradicts the very limited time students have available. Funding allocation for Academic Development at the university is dependent on the motivation and the type of programme. The Educational Advisor should be given credit for the initiative in preparing the motivation, plan of work, and budget, effectively. Through these efforts, the department secured adequate funding to employ AD tutors.
- c. The staff in the department appreciate the urgency to address the needs of the students. This is evidenced in the staff commitment to be part of the various staff programmes arranged especially in 1996.

Also staff recognise and appreciate the need for Academic Development. One of the factors for this positive image of AD in the department is the perseverance of the Educational Advisor. He has contributed tremendously to the AD programme, the research and co-ordination, motivated staff within the department. Also, from inception, the Educational Advisor had the support of a staff member - who afforded him any assistance he needed.

- d. The professional needs, as identified by the Professional Associations, often urged the department to move towards transformation. These professional bodies are moving towards primary health care. The professional bodies and the NPA have a significant influence over the department policies and practices unlike other departments on the campus who often work independently. Also, the Educational Advisor and some staff members work very closely with outside bodies in an effort to keep their work aligned to the needs of the community. Compulsory clinics are held for students in the community e.g. the Valley of Thousand Hills. This is to expose students to the needs of the black underprivileged community as well as to link theory and practice and thus make the content relevant.
- e. The university's decision to modularise its curriculum assisted the department towards curriculum development. It helped to place curriculum development on the agenda of departmental meeting. This initiated many discussions. The groundwork or the build up needed for curriculum transformation has been done in the department i.e. staff development issues have been successful. Staff therefore are

informed on the issue of curriculum development and see it as a logical step in Academic Development. In some departments this acceptance has not occurred. The Academic Development progress in those departments is not recognised or is non-existent. Consequently, staff exposure to current AD issues is minimal; hence the reluctance for curriculum transformation or modularisation.

The department (Speech Therapy) needs to recognise the needs of the student during the process of curriculum development. It is important that students are part of this process.

- f. The Department, being within the Health Sciences, has higher entrance criteria than other courses on the campus. Although alternative selection criteria are used, the calibre of student is often much higher than in other faculties.

The access programme for the department was well thought through and involved the following:

A recruitment programme: the intention was to target ex-DET schools. Newspaper advertising, career leaflets to all listed schools issued etc.

A pre-selection phase: a selection team constituted representatives from various sectors. The following team was invited by the Department in 1996:

Participating Sector	Motivation for inclusion	Number arrived
Departmental staff	to contribute equally, represent staff interests re.process	3
3rd & final yr students	monitor effectiveness, input to prospective students re. course	3
UDW - SRC	to contribute to and monitor process	0
Centre for Acad. Development	to contribute equally, especially for their educational expertise	2
UDW-Division of Language Usage	to contribute equally especially for their language expertise	1
Natal Speech & Hearing Therapist group	to contribute equally especially for their reality site assessments -type of student required for practice	1
Dept. of Educational Services	as potential employing agencies	1
Dept. of Health	as above	1

The following criteria were agreed upon by the selection committee and used to pre-select:

1. Academic merit:
 - * subject requirements (for biology, mathematics or physical Science: minimum pass on higher grade or 50% on standard grade)
 - * subject points (as per University rating system)
 - * matric exemption (or equivalent)
2. The applicant's first language
3. School history

4. Tertiary success

A Selection Phase

Written assessments and interviews were used as procedures.

The following aspects were assessed:

- * Written communication skills
- * Decision making skills
- * Personality career types
- * Community involvement
- * Relevant life experiences
- * Oral communication

Considerable effort was taken by the department to go beyond the usual university criteria. Credit should no doubt be given for the initiative taken. An internally valid rating system was created. The success of this will no doubt be the high pass rates for this year. The results of the student questionnaire does contradict this process.

Also, the process is long and labour intensive. It worked for the department because of smaller student numbers. It is not a viable process to be used campus wide as the numbers will be exhaustive.

There are other factors that often impeded the department's progress. These are:

- a. The department works under tremendous pressure to meet the needs of the department as well as that from the Natal Provincial Administration (NPA). These often demand longer hours and

travelling to various clinics outside of the campus.

- b. The staff have excessive workloads when compared to other staff at the university. Also, clinic hours are long and often end at 5 pm. This obviously effects time available for development and research into Academic development by the staff.
With curriculum transformation, the student's workload would become more realistic and consequently there will be less pressure on staff. The current practice is for staff to assess all students efforts. This type of intervention is time consuming.
- c. At UDW, Speech therapy is linked to Audiology. At most universities these are separate areas of specialisation. Combined, these create a far more intense curriculum for the student as well as a greater workload for the lecturer.
Through discussion with staff it appears that the department is considering separating the two specialisations i.e. Speech Therapy and Audiology.
- d. There is also a bias attached to the notion of support or extra tutorials. Students performing poorly need the extra support and invariably feel less secure in class.
- e. Academic development as a field of work on the campus lacks credibility. To achieve optimum success in the department, more support and credibility need to be given to the process by the university management. A suggestion is to second a member of staff to this role to facilitate the transition to the modularised structure.

Academic development personnel need to be on the various academic and decision-making boards on the campus.

- f. During 1995, the department's efforts regarding academic development stagnated and the status quo established the previous year remained in place. The Educational Advisor was involved in a serious car accident and was therefore off work. This is significant as one could infer from this that the key player in the department's transformation is the Educational Advisor. He spearheads and facilitates many of the developments. In 1995 also, he joined the department as a full time member of the mainstream lecturing staff. An AD tutor was employed to promote Academic Development in the facilitator's place.

The Department of Speech and Hearing Therapy has worked considerably towards addressing the needs of its students as well as to fulfil the university's mission statement with regard to access and admissions. The smaller student numbers in the department has no doubt been one of the positive factors in attaining the progress it has made.

3.7 CONCLUSION

The AD efforts as seen displayed by the AD advisor and departmental staff have been positive and favourable. However, The analysis of the students questionnaire appears to contradict these efforts.

In my capacity as lecturer in the Academic Skills Unit, I have worked with the students from Speech Therapy. These students have experienced severe

and frustrating problems with an highly intense workload and crowded timetable. The problems at one point were very confrontational (between first year students and the Head of Department). Ad is seen as an effort to assist student superficially, as the department staff are not actively involved in the programme. No significant are implemented in the curriculum.

The department needs to review its curriculum and the role that AD can play in implementing these changes. A consultative process between staff and students is recommended.

CHAPTER FOUR

CASE STUDY OF ACADEMIC DEVELOPMENT : THE ENGINEERING BRIDGING PROGRAMME

4.1 PURPOSE OF CHAPTER

This case study was selected because it is the only AD Bridging programme on the campus. It contributes to the comparative study in that it offers a different perspective to AD.

The chapter presents Engineering Bridging Programme as an approach to Academic Development from its inception in 1993 to the present-1996.

It is a descriptive analysis based on an interview with the Senior Programme Co-ordinator, and review of the following documents:

- a. Bridging Course Leaflets
- b. Academic Development Curricula for Engineering courses in Tertiary institutions. (Seaman 1996)

It also includes an assessment on the impact of AD on students through an analysis of the students questionnaire.

4.2 BACKGROUND/CONTEXT AND NEEDS

The choice of curriculum offered by black schools was biased, and it thus restricted students in vocational choices (Nepi 1989). Mathematics and Science education were not widely available at all black schools. If they were offered, as a consequence of poor academic and conceptual development in their formative years, students experienced tremendous

difficulties coping with these disciplines.

As a result, very few black students entered Science and Engineering courses at university level. There is an immense imbalance in the number of black people in the Science, Engineering and technological fields.

This has great significance in the post apartheid era, where every attempt is being made to "level the playing fields" and open opportunities to all South Africans, especially those from disadvantaged parts of the community.

Different universities in South Africa responded to the need for more black students in the Science and technological areas in different ways e.g. University of Cape Town ran a support programme called ASPECT (Academic Support Programme for Engineers in Cape Town), the University of Witwatersrand had a programme called ESCOS (Engineering students in the college of Science), PBS (Pre-university Bursary scheme) and WISPE (Wits Integrated Studies Programme for Engineers). (Case 1992)

The University of Natal's programme, UNITE (University of Natal's Intensive Programme for Engineers).

4.3 ORIGINS OF THE PROGRAMME

The University of Durban Westville (UDW), being a historically black university, had a compounded problem. The university entrance/selection criteria was based on the matric points. The points required for Engineering was high, also students needed Mathematics and Science passes. This was a concern for the academics members in the faculty, for if this low numbers continued the faculty would doubt face closure.

In 1993, the faculty agreed to establish a Bridging Programme. It was hoped that the programme would help supplement the student numbers in first year Engineering. The selection criteria would focus on potential and not the matric points alone.

4.3.1 The Need for Bridging Programmes

The department rationale for a Bridging programme of this nature was that it would aim to provide students with the necessary skills and knowledge to succeed academically and professionally. They envisaged a one years programme that would serve as a bridge between high school and university. Further, the co-ordinator asserts that:

- a. To succeed academically and professionally, students need to become responsible for themselves and their learning,
- b. they need to become independent thinkers and have adequate communication skills and the propensity and ability to take the initiative,
- c. they need to be exposed to excellent teaching and an environment with course structures that encourage deep learning and independence (P. Seaman : 1996).

Most students who enter the Bridging Programme come from technologically poor environments, both from their schooling as well as their communities. These vocational type requirements and exposure to the field are incorporated in the good course design as well as is partly addressed through partnerships with stakeholders like industry and the Science and Engineering faculties.

Seaman (1996) believes that although bridging programmes are expensive, "industry" believes that it is the only way to increase the number of black engineers and help create a racial balance in the profession in South Africa.

Bridging, therefore, creates through its course design provision for the previous lack of skills by developing academic and life skills, and it provides linkages with industry. In so doing, it gears students academically for an Engineering degree.

The Academic Development approach to course design involves the simultaneous transference of academic skills and the systematic application of sound educational principles eg. integration of conceptual knowledge and academic skills. Traditional course design of educational programmes focuses on content (knowledge) and encourages rote learning and formula-driven problem solving.

Enrolments and Staffing

When the programme began in 1993, there were 20 students enrolled; this increased to 30 in 1994; 40 in 1995; 55 in 1996. Staffing, was as follows: Two teachers in 1993/94, 2 full time and 2 part-time teachers in 1995, and in 1996 there are two full time teachers in Physics and Chemistry. There are also 3 experienced part-time teachers assisting with Maths, Computer Methods and Engineering Drawing. Other members involved on a voluntary basis are: 2 Staff from the Division of Language Usage and 2 members from the Academic Skills Unit.

The Prerequisites

Student requirements are: Standard 10 school leaving Certificate

preferably with a Matric Exemption with Mathematics (Higher Grade) and Physical Science (Higher Grade).

4.3.2 Selection of Students

The selection procedure was aimed primarily at identifying students with potential, assessing technical and general knowledge and determining the level of proficiency in a wide range of personal skills.

Entry tests were conducted in five main areas:

- a. Teach-test
 - i. Mathematics
 - ii. Physics

- b. Mental Skills
 - i. Quantitative
 - ii. Analytical

- c. Perception
 - i. Recognition Skills
 - ii. 2D-3D Models Skills

- d. English Language Proficiency Skills

- e. Personal Interviews Skills

Sections a,b and c identified students potential in Science. It evaluated skills such as analysis, interpretation and some background knowledge into Maths and Science including numeracy skills.

Section d, evaluated the students language ability. It identified student potential in coping with English as a medium of study.

Section e, identified student potential generally. It identified their ability to cope with the study environment, social skills and decision making skills.

4.4 ORGANISATION OF THE PROGRAMME

4.4.1 Content

The course is designed to prepare students for the first year Engineering degree curriculum. It works from the needs of the students and designed to provide certain remedial, bridging and enrichment elements in such areas as:

- * Language Usage and Comprehension
- * Personal Development
- * Mathematics
- * Physics
- * Chemistry
- * Engineering Drawing
- * Engineering Awareness.

Orientation programmes are run for the first week. The purpose of the orientation is to introduce students to staff, the university and its facilities, the Faculty of Engineering, the lecture venues and laboratories. Academic skills and computer literacy are taught during the orientation programme. The engineering profession, as well as the Engineering curriculum, are introduced to the students.

4.4.2 Subjects : Bridging Programme

The subjects offered in the programme aim to impart the skills and knowledge required for different areas of student development such as Academic, Personal, Social and Vocational.

Paul Seaman (1996) outlines these three broad areas as follows:

4.4.2.1 Academic

Given that the Bridging Engineering students come from previously disadvantaged backgrounds, purely upgrading their grasp of the matric syllabus has shown to be insufficient to arm a student with the conceptual capacity to deal with later years of study. All courses in the Bridging programme supply the necessary matric foundation, but extend it further from there. The courses extend matric teaching into related first year level work using easier examples.

a. **Mathematics**

Mathematics is regarded as an important foundation course for Engineering study. It is essential for the task of problem-solving and is emphasised by all institutions.

b. **Physics**

An integral part of the engineering curriculum. The course consists of lectures and practicals. Mechanics is taught in the physics course.

c. **Chemistry**

Foundation work in chemistry is done. This is to develop the students skills to enter into Chemistry I.

d. **Engineering Drawing**

Engineering drawing and technology provides the basis for engineering drawing and mechanical and electrical engineering and has an important practical component.

e. **Skills**

Note-taking and listening skills, abstract thinking skills, study skills, group work skills, time and stress management, motivation and goal-setting text (prescribed, technical, periodical) comprehension and summarising, writing a good report are some of the skills taught. These are run in collaboration with Academic Development staff. Lectures are delivered by skills experts in subject contexts.

f. **Communication**

Speaking and writing skills are important for report communication in course project work and for ongoing vocational development. Feedback from industry has indicated that some graduates are unable to write coherent reports or make effective oral presentations. Understanding the meaning of technical language and being able to express technical information in a clear and concise manner is required by the student. Communication courses are often designed for second language speakers with little emphasis on grammar and vocabulary etc.

Language experts are collaborated with, and the approach may be content-based language tutorials. Besides having vocational advantages, language development also impacts on the social development of the individual. The budding engineer learns to

interact confidently and effectively in an English-biased technological environment. Interview skills and CV writing skills are taught to prepare students for bursary applications.

g. Engineering Awareness

This is the part of the course that places the academic content in an engineering context and determines the ongoing vocational development of the student. Students are exposed to the application of engineering and the elements of design and construction. They learn about engineering processes and the production of consumer goods. They begin to learn about the skills needed for later study. Projects introduce students to engineering thinking processes.

Talks by faculty staff and industry, site visits and departmental (discipline-based) projects take place. Where possible, information brochures or promotional videos of companies are shown.

The discipline-specific projects provide hands on experience in design, give students insight into engineering practice and introduce students to the discipline, departmental workshops, the laboratories and the staff. Maximum benefits are derived when individual departments take a pro-active stance towards integrating students into their "culture" and display a sympathetic mentoring role. The students get to know the mechanics of research.

Industry plays an important role in the vocational development of the sponsored students.

4.4.2.2 Social and Personal

To provide holistic development, the social and personal aspects of development is catered for. Students need to participate fully in university life and they have to learn to cope with the pressures of student life.

a. **Life and social skills**

Life and social skills are specifically taught in lectures, courses, but skills also develop from the influence of the whole programme. The communication course teaches students to communicate more effectively giving them more confidence and social access. Students deal with personal money management and orientation to the university infrastructure and social life. Students are housed at residences off campus. They learn many social skills by living with their fellow peers.

4.4.2.3 Vocational

Behavioural norms (guidelines) necessary for success in the engineering profession are taught to students. Counselling of a vocational and personal nature takes place. Students are advised to divert their studies to other institutions where necessary.

Counselling is sometimes located in-house or outside the programme. Much of the essential day-to-day counselling still occurs within the programme and falls on the shoulders of programme staff where an "open door" policy is maintained.

4.4.3 Institutional Arrangement

At UDW, the Bridging Programme for Engineers is housed in the Faculty of

Engineering. A faculty representative, with the Bridging co-ordinator, co-ordinate the programme. The programme however is independent of the faculty. The equipping of the physical venue was sponsored by a programme sponsor. Tuition occurs at this venue or at the Centre for Academic Development on the campus.

a. **Student Status**

In the past, bridging students were not integrated into university. Their timetables did not coincide with the university. They had no access to university facilities e.g the library, etc. This has now been changed.

Bridging students now are given the same status as mainstream students and have access to all university facilities, e.g. the library, the computer centre, the language lab etc. Some students are sponsored through the programme. All students are seen as equal, irrespective of sponsors etc.

b. **Resources**

The programme depends totally on external funding. The Independent Development Trust (IDT) was one of the funders obtained through the university as an Academic Development initiative. The programme also receives generous donations from Eskom, The British Council, Gencor, De Beers, Department of Transport and JCI.

Funding is one of the limitations of the programme, as it is not consistent. Very few funders have been consistent primarily because most funders only commit on an annual amount. It is often funders policy to change their funded recipients. (interview P.Seaman) There is also a severe lack in post-bridging sponsorship. The co-ordinating committee has made numerous

efforts but this has not been very effective.

c. **Materials**

Most materials given to students are developed by staff because the pace and content of the course is not found in one textbook. Technikon maths texts are also used. The programme has a library comprising technical and academic books ranging from technical college level and the school level.

4.4.4 Course Design and Development (Seaman : 1996)

- a. A researched-based course and curriculum design is aimed at providing cumulative conceptual and skills development in academic, personal, social and vocational aspects of students' experience.
- b. The design of the course comes about through partnerships with the Engineering and Science Faculties, academic skills, counselling, Writing and Language Usage Centres, and industry.
- c. Interactive materials are developed around these partnerships and the content is sequenced to allow for the cumulative development of knowledge.
- d. There is a remedial component to the course. Specific areas can be identified where student experience in secondary education has left them deficient in certain skills and the ability to conceptualise. A bridging component is introduced to try and cater for the general mismatch of matric and first year syllabi. This helps students adapt to the institutional change from school to university. Finally the

introduction to first year material is built on this foundation knowledge.

- e. Lecturing pace is increased during the bridging year to prepare students for the mainstream pace.
- f. Practicals are articulated with theory, and applied courses and projects are run to provide students with the opportunity to link theory and practice.
- g. The course is designed to introduce students to campus and professional life, each with its own unique cultural and social environment and to instil in the student a culture of learning that embraces campus and professional life.
- h. Students learn basic research skills in project design and are shown how to interpret texts and access information in the academic skills course.
- i. Courses aim to develop creative thinking skills and an enquiring mind. *Student participation in problem-solving exercises helps them to internalise problem-solving methodology.*

4.4.5 Timetabling

The bridging programme is aligned to the university term-time calendar. The running of the programme is flexible since students do not have to fit in with the university system of lectures, tests and exams.

The lectures last an hour: Maths, 6 lectures per week, applied maths - 3, communication - 3, chemistry - 5, physics - 5, academic skills - 1, engineering drawing - 3, engineering awareness - 1.5, physics and chemistry pracs - 1, computer literacy - 1, language and writing development - 2.

4.4.6 Assessment

Assessment is outlined in three areas as follows:

Why are students assessed?

Students are assessed to determine whether they have the competencies required to deal with the engineering degree curriculum. These competencies are identified by course co-ordinators.

What is assessed?

An indication of the type of competencies required is gathered from what is taught and what is assessed in the course, e.g. the type of language/skills training that is administered by the programme is a reflection on the type of competencies expected from the students. There are cases where competencies are not assessed, although recognised as being essential skill/conceptual understanding required by the course, e.g. computer literacy, laboratory work.

When are students assessed?

Students are monitored through a series of comprehensive monthly tests in Mathematics, Applied Mathematics, Physics, Chemistry and Engineering. Students who fail in two or more subjects in two consecutive months are normally requested to withdraw from the programme.

Academics from outside the Faculty of Engineering, who are experts in the various subjects are appointed on a yearly basis to moderate the final examination papers and scripts. An aggregate pass of 60% is required to proceed to the second year or the second six months.

4.5 SUCCESS OF THE PROGRAMME

The course has been run successfully since its inception in 1993. The average pass rate on the Programme is 94%. The performance of the Bridging first students on the Programme in the mainstream engineering curriculum has been described as phenomenal both inside and outside the university (Seaman : 1996).

A summary of the 1994 first year Engineering examination results are as follows:

% PASS RATE					
	Maths	Applied Maths	Physics	Chemistry	Eng. Drawing
Bridging	50	67	58	17	44
DET	39	39	33	6	44
HOD	43	43	71	25	78

The success of the programme is measured quantitatively as above, it is measured also by the increase in student numbers in the programme. This increases the number of Black of students in the Engineering degree.

The Senior co-ordinator attributes this success to:

- * The good and high quality of instruction.

- * Personal attention given to students.
- * The group living environment is a motivational factor.
- * The support and design of the course.

The programme however does have some limitations, these are:

- * The severe financial constraints - rely solely on funders.
- * Lack of university ownership.
- * Limited access to laboratories and equipment.
- * The course has no credit to the Engineering degree.
- * The physics and chemistry is not really tailored to Engineers
- * The programme is independent from the faculty.
- * The size of venue is too small, designed for approximately 25 students but presently housing 54.

Following is the analysis of the student questionnaire, the success and limitations of the programme is viewed against an evaluation by the students in the departments.

4.6 STUDENT QUESTIONNAIRE ANALYSIS

There are 54 students in English Bridging Programme, 40 students completed the questionnaire. The analysis is as follows:

A profile of students in the department revealed the following:

- a. Majority of the students are males (87%) Engineering as career choice has been dominated by males. In recent times however, career choices are becoming more open with more females entering

courses like Engineering.

- b. Majority of the students are between 16-20 (56%), the difference is not significant. Age was not a criteria for the selection of students in the course.
- c. Sixty percent of students completed matric in 1995, whilst in the previous question only 56% of students are between 16-20, this appears to be a contradiction.

One possible reason could be that some students have studied part-time or have been out of school for a while and matriculated.

B : EVALUATION OF ACADEMIC DEVELOPMENT

1. Majority of the students (74%) indicated that they need AD. This is a significantly high percentage. The Bridging students are those who did not meet the usual admissions criteria into Engineering I at the university. This could account for the high interest in Academic Development. Also, the AD programme has positively impacted on the students.
2. Majority of students (80%) were confident that they can pass without AD or were "unsure".
3. Fifty three percent of respondents rated the general effectiveness of the programme as "highly effective" while 47% were either negative or unsure. Although this figure represents a little over 50% of the

class, compared to the 74% (Question 1) who said they needed it, it is lower than expected.

4. Students rate the effectiveness of the Academic Development in their skills development as follows:

	1	2	3	4	5
4.1 Reading Skills	20.5	12.8	7.7	46.2	12.8
4.2 Writing Skills	16.7	25	20.8	37.5	0
4.3 Thinking Skills	4.2	29.2	20.8	25	20.8
4.4 Essay Writing Skills	15.4	10.3	23.1	35.9	15.4
4.5 Note-taking Skills	10.3	10.3	28.2	28.2	23.1
4.6 Listening Skills	10.3	17.9	17.9	30.8	23.1
4.7 General Study skills	21.1	15.8	13.2	31.6	18.4
4.8 Problem Solving Skills	23.7	13.2	23.7	15.8	23.7

The main findings are discussed in the following categories.

Language skills

Language skills encompasses reading, writing and essay writing skills. Majority of students (51%) rated this category of skills as generally "ineffective". The AD programme has been "effective" in developing reading skills specifically (59% of students rated this area positively).

Given the nature of language problems at the university, and the bridging course itself, language courses needs more attention than it has been given. Also, good language facilitates understanding and communication.

Thinking skills

These encompass both thinking skills and problem solving skills. This category has a positive score of 43%, this is less than half of the class. These skills are fundamental to the course and should therefore have been more positively rated by all students.

General skills

Fifty two percent of students rated this category of skills as "effective". Positive responses were from just over half of the class.

According to the student responses it seems that the skills development in students has not been very successful. There could be various reasons for this.

5. Students assessment with regard to the Academic Development programme in the Department/Faculty is as follows:

Data reflected in percentages		1	2	3	4	5
5.1	There is sufficient time for Academic Development	20.5	15.4	10.3	33.3	20.5
5.2	It is part and parcel of regular lectures	23.7	5.3	26.3	34.2	10.5
5.3	The programme has good tutors	5.3	10.5	10.5	42.1	31.6
5.4	The tutorials are conducted effectively	7.9	2.6	39.5	28.9	21.1
5.5	The tutors have good subject knowledge	5.4	10.8	13.5	35.1	35.1
5.6	The tutors have a good knowledge of the skills needed	5.3	7.9	15.8	50	21.1
5.7	There is a close link between regular lectures and tutorials	8.1	13.5	29.7	35.1	13.5

- a. Majority of students (54%) agreed that there was enough time for Academic Development. This comprises of about half of the class.

Forty six percent claim that the time for AD is insufficient or they are unsure. This need for more time is below 50% students.

- b. Majority of students (55%) disagree or are unsure that AD is part and parcel of lectures. This indicates that students are not fully convinced that AD is part of their coursework.

Skills are taught in the bridging programme by "experts" outside the department, e.g. by either the DLU or the Academic Skills Unit.

The bridging course is a AD initiative and should therefore be a fully integrated programme. However the workload of the students are intense and the programme is short staffed.

- c. Majority of the students (74%) agree that the programme has good tutors. This item had the highest positive score in the entire questionnaire. This indicates that the students have confidence in the tutors.
- d. Fifty percent of students agreed that tutorials were conducted effectively. This seems to contradict the previous item. The students rate the tutors very positively but the effectiveness of the tutorial is not rated as well. A number of students preferred to rate "unsure", perhaps not convinced of its effectiveness.
- e. Majority of students (70%) agreed that the tutors have good subject knowledge. This positive score seems to confirm the positive responses of item (c) of this question.
- f. Majority of students (71%) agree that tutors have a good knowledge of the skills needed by students. There is positive agreement on this statement.

Items (c), (d) and this item all relate directly to the tutor, all three have positive ratings over 70%. This is a high score when compared to the rating of previous questions.

- g. Fifty two percent of students do not agree that there is a close link between regular lectures and tutorials. About half the class were either negative or unsure on this item.

The ratings on this item is similar to that of item 5 (b), both deal with the integration of Academic Development into the student coursework. This consistency in results shows that AD is seen as separate by students.

6. Students rate the most successful parts of the Academic Development programme in the Department/Faculty as follows.

Data reflected in percentages.

6.1	The general approach of the tutors/lecturers	5.3	7.9	26.3	50	10.5
6.2	The quality of teaching/tutoring	5.1	12.8	20.5	48.7	12.8
6.3	The content of the programmes	10.3	15.4	30.8	30.8	12.8
6.4	The support provided by the tutors and lecturers	5.3	15.8	18.4	47.4	13.2
6.5	The availability and accessibility of tutors /lecturers	7.7	10.3	23.1	35.9	23.1
6.6	The ability of tutors/ lecturers to understand my problems	2.6	12.8	15.4	33.3	35.9
6.7	Tutors/ lecturers understand my needs as a first year student	10.8	2.7	27	35.1	24.3

- a. Majority of students (61%) rated the general approach of tutors and lecturers as "successful". There is an above average "successful" rating.
- b. Sixty two percent of students rated the quality of tutoring/teaching as "successful". This score is very similar to the previous item. This is an above average rating and significantly higher than the skills rating in Item 4.

- c. Majority of the students (57%) rated the content of the programme as "unsuccessful". It appears that students do not consider the content of the programmes as successful. The tutor ratings of the previous question was very high, but the content of the programmes are questionable.

This could explain the poor ratings on the students skill development in Question 4.

- d. Majority of students (61%) rated the support provided by the tutors and lecturers as "successful". These scores seem to be consistent with items (a) and (b) of this question. Students seem satisfied with the support offered by tutors. This area could be successful as the class size is relatively small when compared to other classes on the campus. It is therefore easier for the tutor to offer support to individual students.
- e. Majority of students (59%) rated the availability and accessibility of tutors/lecturers as "successful". This is significant as about 60% of the class was satisfied with the availability of tutors. The skills and language facilitators are not part of the Engineering Department but are from a central unit and this therefore makes them available less often. The department staff are available at all time for students.
- f. Students had significant confidence in the ability of tutors/lecturers to understand their problems.

This item had the highest "successful" score of 69%.

This seems to contradict the results of question 4 (Skills development) Students responses to skills were low compared to this item yet tutors have a good understanding of students problems. An inference to make is that perhaps student problems are not directly skills related.

- f. Majority of students (59%) rate the tutors and lecturers understanding of their needs as a first year students as "successful". This response is lower than the above items.

Generally, however, the responses to this Question has been more positive than the previous questions. According to the document study and the interview, considerable effort is taken to provide a holistic support to students. This is evident in the positive ratings from students on the issue of tutor effectiveness.

The negative ratings are consistent too. This can be attributed to the fact that there are some students who are experiencing tremendous difficulties coping with their academic work.

4.7 ANALYSIS OF CHAPTER

- a. There are different attempts from the various universities in South Africa to increase the number of black students in Engineering. As explained earlier in the chapter some universities have opted for the first year curriculum to be spread over two years or the first two years be spread over three years. This approach has one significant advantage - it is part of the Engineering degree and it is therefore fully credit-bearing. With the credit comes full faculty responsibility.

The faculty takes ownership of the programme.

One of the limitations of the Bridging programme at UDW is that it is independent of the faculty. There is minimum integration into faculty activities. The programme operates its own time schedules etc. which further accentuates its difference. The programme offers no credit towards an Engineering degree, however, it does offer guaranteed acceptance into first year. Students graduate with a certificate.

The Bridging Programme can increase its success if the university takes responsibility for the programme financially and the faculty of Engineering takes ownership of it. UDW is at present embarking on a modular structure in their course design. The modular structure, will suit the bridging programme as it could very well become a separate module or an entrance module, carrying the relevant credits.

The Senior co-ordinator, has a similar vision, he would like the *bridging programme converted to a foundation course or an "O" level module*. It could also be an alternate route towards an Engineering degree. He also added that though the other universities in South Africa run different types of programmes it is difficult to say who has the best or most successful one.

- b. The Bridging programme has a good success rate with regard to tutors and tutorials. The content of the programme does need attention. Limited statistics are available on the post-bridging experiment. The programmes have an excellent support structure,

from the course facilitators as well as from peers (group living), a follow up research to evaluate students success rate at first year and following years will be useful.

- c. A few of the students admit that they have made an incorrect choice in Engineering as a career. They enlisted for the programme because they were accepted and also because a bursary was available. They were not interested in pursuing an Engineering degree. These students were referred to the Careers Counsellor for counselling. It might well be that these students started the programme with enthusiasm but were unclear about what the study of Engineering entailed.
- d. The course design from the document study and interview was a successful one, with skills (academic/life and language) integrated into the students coursework. The student questionnaire however, scored low on the issue of integration. The skills were taught by staff from the Centre for Academic Development. This did create in the minds of the students a sense of separateness from their coursework. This was evident in requests by students that during tests etc. skills and language courses be postponed. To obviate this, skills should be taught by the course facilitators as an integral part of their content. The Centre for Academic development could assist staff in this process.
- e. One of the merits of the course design is that it offers flexibility. Since the bridging programme is independent it can adapt its course to meet the changing needs of the university. At UDW the course for

example can be tailored to suit a modularised structure.

- f. As a separate effort the bridging programme does appear to be a costly endeavour. Also, it addresses the needs of a small number of students. If it is co-ordinated, and as part of the department programme it could reach greater number of students. Also, a useful research project for the department will be to ascertain the effectiveness of a slow-stream Engineering degree i.e. spread the first year over two years or the first two years over three years.

One of the problems with Academic Development is that it focuses on the first year student, in second and later years the support is cut off, and students have difficulties coping. The assumption made by Academic Development is that one year of support is adequate to build the necessary capacity in the student, sufficiently equipping him with all the skills necessary for university study.

- g. The Bridging programme impacts on students in different ways. Through observation, students' attitude to work appears consistent and serious. However the following is to be noted:
- * students are insecure about their future at university. Being funded into the programme, lack of financial resources places constraints on students' further studies.
 - * The physical venue is not conducive to teaching and learning. The physical room is obviously not meant to be a lecture room. It is the basement of the H Block, leading right out into the car

park.

- * Ventilation is very poor. Fifty four students, with tables and chairs are crammed into a room designed for half that number.

If the faculty takes ownership of the programme the problem would be solved as university lecture room could be used.

- * Lack of textbooks does seem to add to student insecurities. The textbook acts as a source book or anchor to students, to refer to when they do not understand.
- * From the student questionnaire, it appears that students are not entirely convinced of the success of the academic development programme.
- * Students have confidence in the skills and knowledge of the tutors. However consideration needs to be given to the content of the tutorial.
- * The level of integration of AD is rated rather low.

- h. Being a funded programme, staff are insecure about their jobs. This results in high staff turnover.
- i. The contact with industry is a significant aspect in the conceptual development of the student. They get an opportunity to see Engineering at work. Some universities have a well co-ordinated

programme offering students this opportunity.

This contact allows the student to see the principles etc. taught in class used in practice. This exploration into industry must be guided to facilitate a coherent understanding. This also fosters a relationship between industry and tertiary institutions. Most importantly, it keeps the work at university aligned to the needs of industry. All too often universities are prejudiced as being too theoretical - this association creates a balance.

- j. In the first year of engineering, students do various courses in the faculty of Science e.g. Chemistry, Physics etc. Bridging courses therefore should have inputs from these departments in the form of support and course design.

Finally, the bridging course has been successful in that it afforded students an opportunity in an Engineering career which they would never have had. There are many success stories of students who are in third year Engineering because they have been through the Bridging programme.

A programme like Academic Development is marginalised both by the faculty and the university. The programme co-ordinators and contributors need to be on decision and policy making bodies so that it receives the representation and recognition that it deserves.

The programme has achieved this level of success despite being marginalised. Its success, with the support of the department and university could be phenomenal.

CHAPTER FIVE

CASE STUDY OF ACADEMIC DEVELOPMENT : THE FACULTY OF EDUCATION

5.1 PURPOSE OF CHAPTER

This case study was selected because its approach to AD is faculty based. This is the largest faculty programme. Other faculty programmes are Dentistry and Theology. The Faculty support is encouraging and facilitated the role of AD. The chapter outlines the AD programme from conceptualisation to its present form.

It is a descriptive study, with data collated from an interview with the AD co-ordinator, and the review of the following documents:

- a. Faculty of Education Report : Academic Development Programme - 1991 - Caroline Suransky.
- b. Mid-Year Report to the IDT on the Academic Development Programme - 1992. Education - Caroline Suransky.
- c. Faculty of Education - End-year Report 1992 for the IDT on Academic Development Programme - Carolina Suransky & Leanne Browning.
- d. Faculty of Education : Report to the IDT on 1993 Academic Development Programme - Leanne Browning
- e. Mid-Year Report to the IDT on the 1994 Academic Development Programme: Education Faculty - Leanne Browning.
- f. Faculty of Education Academic Development Programme - the need for a Faculty-based vision and plan - Leanne Browning 1994.
- g. Academic Development Education 1 Evaluation - 1995 - Stanley

Nzimande.

- h. Academic Development Programme - Education Faculty - Budget 1996 - Leanne Browning.
- i. Academic Development Programme - Education Faculty - Budget 1997 - Leanne Browning.
- j. Academic Development Programme - Education Faculty - Budget 1995 - Leanne Browning.

The chapter also includes an assessment on the impact of the Academic Development programme on the students. This is done through an analysis of the student questionnaire.

5.2 INTRODUCTION

The Faculty of Education has a very important function within Academic Development and beyond i.e. they train and develop the future teachers. This function is a crucial one given the nature of teaching-learning problems experienced by students from educationally disadvantaged backgrounds.

The function of Academic Development in this faculty has a dual purpose and one would thus expect greater emphasis on an AD programme. AD as a university strategy was implemented in the faculty to empower students with the skills needed to succeed academically. Also, as prospective teachers, these skills can be internalised and in turn transferred to the students who are entrusted in their care.

The Faculty has worked extensively in AD, spearheading various other initiatives on the campus.

5.3 BACKGROUND

5.3.1 Historical Details

In order to understand the need for the programme in the Faculty, N. Shepherd (1989) explains that it is necessary to understand the historical developments of the Faculty.

The feeder to the Education Faculty was the Department of Indian Education as it sponsored bursary students. These students made the bulk of the student population in the Faculty. In the mid-80's, however, Indian Education saw a surplus of Indian teachers emerging. Consequently, the department cut-back their bursaries dramatically. This threatened the existence of the Faculty and there were threats of closure.

The university as a whole at this time, was also experiencing significant developments due to the "dropping" of government policy regarding the admission of students from other race groups. In the case of UDW, it was blacks who were quick to take advantage of the opportunities and black enrolments rose considerably.

This development offered the Faculty a solution to its problem. The Faculty realised that their future lay in training black teachers and they therefore needed to be in readiness for this. In 1986 a two-pronged proposal was passed which stated that the Faculty should:

- a. Actively pursue a policy to encourage black students to register for Education courses.

- b. Develop an Academic Support programme to help these new students whose needs would be different to those of the current and past students. (Shepherd 1989)

5.4 DESCRIPTION OF THE PROGRAMME

The programme therefore started off in 1987 with two independent components, i.e. Personal Tutor Scheme and a Student Support Programme known as Campus Cope. These two were maintained in 1988.

In 1989, the programme expanded to include The University Preparation Programme for B.Paed. first year students and a Staff Development Programme.

The Academic Support Programme was as follows:

Campus Cope

This programme was the core of the Support programme. The rationale was that it was devised to help the students (Education - first year) to cope with university - academically, socially and emotionally.

The two aims of the programme were as follows (Shepherd 1989):

- a. To help students realise their intellectual potential through getting them actively involved in their own learning (through making them aware they have the potential to think, to create and to solve problems), and giving them opportunities to realise this potential.

- b. To help students develop effective study skills (including note-taking skills, effective study habits, essay writing skills, reading skills etc.).

Both these aims seemed to accept that the problem lay with the student and there was a need to provide or "patch up" these students by providing them with the skills in which they are deficient. It was this initial notions of Academic Support that started AD operations parallel/adjunct to mainstream academic activity.

5.4.1 Description of the Programme : 1989-1990

Students, co-ordinators and tutors met once a week during a Tuesday lunch break to discuss the programme. The sessions took different forms eg. team teaching approach, buzz sessions or a conventional lecture. This was a forum to explore material/aspects that students found difficult.

The numbers/students participation was disappointingly low. In a report however, the efficacy of the programme, revealed that there was a difference in results from students in the Campus Cope group and students in a Control group. Campus Cope was 53% pass rate and Control group 45%.

a. The Personal Tutor Scheme

Each first year student was allocated a Tutor. The tutors were volunteers and their task was to provide not as much academic support as social and emotional support. There were 21 tutors with approximately 14 students per tutor. Contact was voluntary and on an individual basis. This aspect was not particularly successful.

b. The University Preparation Programme

This was an intensive faculty based orientation programme for first year students.

The purpose of the programme was to create an awareness of :

- * University study demands/habits (with particular reference to Faculty of Education courses).
- * Supportive facilities (e.g. Library, Resources Centres, Student Advisory Services etc.).
- * Social interaction in a multi-cultural environment.
- * Need for leadership in the teaching profession.

This was a week long programme. In essence, the programme aimed to make the transition from school to university as smooth as possible through sound teaching and discussion in small groups in plenary sessions.

The programme was labour intensive and costly.

c. The Staff Development Programme.

The Academic Support Committees decided that it was opportune to explore new teaching strategies. Seminars were held in the year e.g. "Staff Development in a Changing Environment".

At the end of two years with a new student body, it was expected that AD would be fully in place wherein all staff members participated. This was not the case, it involved only a few interested staff.

5.4.2 1991

a. **The University Preparation Programme**

There was a three day workshop for all new B.Paed I students. The students were introduced to their lectures and other staff members in the Faculty. They participated in number of activities dealing with study skills and campus-life in general. Students were encouraged to get to know each other better.

b. **The Personal Tutor Scheme**

Each B.Paed. I student was assigned to a faculty member whom he or she could consult if needed.

c. **The Academic Development through Critical Dialogue Project**

A year long tutorial programme for all B.Paed.I students (enrolment figure for 1991: 319) was devised. Students attended a weekly tutorial related to their Education I course. In 1991 there was a total of 20 tutorial groups.

The goal of the programme was:

- * Integration of Academic Development Programme into mainstream course work.
- * Creating a forum for dialogue that can initiate curriculum changes.

The cycle designed was as follows:

----> Weekly Education I Lectures ----> Weekly Groupwork +- 15 students, with a senior students as the tutor ----> Weekly Forum - meeting of ADP Co-ordinator, tutors and Education lecturers and other interested colleagues.

Although the programme has attempted to "bridge the gap" between mainstream activity and AD by creating structures such as this discussed above, the structure of AD that was developing was apart from mainstream.

d. Staffing

This comprised of the co-ordinator (volunteer staff member with full teaching load) and eleven tutors who were selected from the senior student body.

The programme was accountable to the Faculty ADP Committee.

5.4.3 1992

By 1992, the compulsory Faculty AD Programme was well established and its purpose was two fold :

- i. Critical contestation of curriculum involving students, tutors (senior students), lecturers and Academic staff.
- ii. Academic Support for students who were unable to cope with specific course requirements.

The Programme comprised of the following:

a. University Preparation Programme

A three day orientation programme for all B.Paed I students. Like previously, students were introduced to their lecturers and other staff in the Faculty and were encouraged to get to know each other.

b. **Weekly Forum Meeting**

A weekly forum attended by tutors, lecturers and Academic Development staff where the first year Education Courses were contested and discussed.

An end of year review workshop was held to review the years programme.

c. **AD Personnel**

There was 1 Coordinator (Junior lecturer in Curriculum Studies) and twelve tutors. A full time AD Co-ordinator was employed in the Faculty in November 1992.

The previous Co-ordinator served as a Faculty representative on ADAC (Senate Sub-Committee on AD) and taught one section of the Education course in 1993. This ensured continuity between 1992 and 1993 programmes.

The entire programme was monitored by the Academic Development Action Committee (ADAC). The Faculty representative and the Co-ordinator were both members of this committee.

Faculty policy on AD was determined by the Education Faculty AD Committee. This comprised of the Chairperson, the Dean, Heads of Departments, lecturers of different disciplines, a member of the Resource Centre staff, the Co-ordinator, the Head of Centre for Academic Development, and a CAD representative. This committee monitored all AD work , it liaised with Faculty and other structures with regard ADP.

d. **The Education Tutorial Programme**

Identification of Students Needs

The identification of students needs for the AD Programme was structured and carried out in a number of ways e.g. reports, discussions/interviews with tutors and lecturers, workshops for lecturers etc.

e. **The Integration of AD into Mainstream Academic Programme**

The Education I Tutorial Programme

The structure to facilitate the full integration of AD into the mainstream academic programme was put in place in 1992. The number of lectures per week were reduced to 3 and a weekly tutorial programme was instituted. This ensured that there was increased contact time in small group sessions. Tutorials were loosely structured enabling tutors and students to determine the pace and focus of the sessions. Tutorials dealt largely with content and associated problems, also selected study skills were workshopped.

f. **Development of AD materials**

Two lecturers reconstructed the curriculum and produced supporting materials. There was no coordinated and systematic developments of AD materials by tutors. Since the co-ordinator was a department lecturer she was unable to actively encourage and structure a programme for systematic development of AD materials.

5.4.4 Description of Programme 1993-1994

In 1993 and 1994, the Faculty had a well established Academic Development programme that was conceptualised within the long term goal of staff, students, curriculum and institutional development located within the transformatory goals of the University (Browning, 1993).

The redefined purpose of the Academic Development is as follows:

- a. Critical contestation of curriculum involving students, tutors, lecturers and AD co-ordinator thereby impacting on : what is taught (curriculum development) and how it is taught (staff development).
- b. To enable students :
 - to critically reflect on the course content, to discuss problems, develop understanding of and to consolidate the lecture content and personal reading
 - to develop critical thinking and analytical skills
 - to develop academic skills such as reading, writing and note taking skills specifically related to the course content
 - to develop general life skills such as learning to listen to and tolerate alternative views and ideas etc.
 - to develop language skills. (Browning 1994)

The programme was evaluated at the end of 1994.

a. **University Preparation Programme**

The programme goals were the same as previous years. It was an orientation programme. In a student questionnaire evaluating the

programme, students rated this as highly successful and agreed that this programme made them feel more confident about teaching and learning at the university.

b. Tutorial programme

All students were registered for tutorials. There were 14 tutors, 21 tutorial groups with about 16 students per group. Evaluation was ongoing, a review of the programme was conducted through questionnaires administered to both students and tutors.

All students indicated that the tutorial programme provided them with the opportunity to develop the skills necessary to cope with their studies and that they valued the opportunity to discuss issues and to develop language usage skills. Students also indicated that they were struggling with the fragmented nature of the course, that they lacked language skills and this hampered their participation in tutorials. In addition, they wanted more discussion of content covered in lectures i.e. a closer link between tutorials and lectures.

c. Feedback from Tutors

All tutors felt that programme was meeting the stated goals but indicated a need for ongoing workshops and development programmes for tutors.

End of Year Results

The pass rate for Education 1 students increased from 64% in 1992 to 82% in 1993. The impact of the programme was evident in the final year-marks. An exam. preparation programme was held.

d. Evaluation

An evaluation of the programme was conducted at the end of the year. The following areas of concern/research were identified at the end of the evaluation:

- * A programme of evaluation and feedback was proposed for the individual lecturers.
- * Considerable work needed to engage the active participation of all active staff members
- * The need for and interest in a series of structured workshops for lecturers on AD, curriculum development and staff development issues was proposed and planned.
- * The need to develop a sound research base was identified.
- * The role of the AD Co-ordinator was reconceptualised to ensure that Academic Development impacts on all its components. The employment of a senior tutor to manage the administrative aspects of the tutorial programme as well as to participate in the planning and co-ordination of tutor training, materials development, evaluation, will enable the co-ordinator to get actively involved in facilitating and co-ordinating Faculty projects.

5.4.5 1995

In 1995, the programme followed the same activities. A senior Tutor was employed in the faculty. The developments were as follows:

a. **AD Tutorial Programme**

The tutors were selected on the basis of their understanding of Academic Development in general. Tutors with previous AD experience were taken into consideration. 12 tutors were appointed from 3rd, 4th and B.Ed. students.

b. **Tutor Training**

The Co-ordinator outlined the goals of AD in the beginning of the year to tutors. These goals provided a vision for AD in the Faculty of Education and guides the activities of the tutors.

Tutor activities included:

- a. facilitating tutorials
- b. helping individual students with both academic and personal problems.
- c. finding new ways of engaging students in critical arguments.

Tutor workshops addressed the following:

- * The development of various skills eg. handling the tutorial group.
- * How tutors can "facilitate" instead of "teaching"
- * Marking assignments.

c. **Weekly Tutor Meetings**

Tutors report on tutorials attended. Problems encountered were explored thoroughly. The following weeks tutorials/topics were explained with tutor

notes and tutorial outlines. These are given to tutors Senior Tutor.

d. **Tutor-Lecturer Meetings**

Individual lecturers explained briefly to tutors what the relevant Education 1 sub-discipline was all about. Lecturers explained their student expectations. In addition, marking guides were discussed to help tutors with marking. This brought consistence between tutorials and lectures.

e. **AD Committee Meetings**

The AD Committee under the chair of the Faculty AD representative has seven members. There were three meeting in 1995, the following were discussed:

1. AD development in the faculty and in the university.
2. Funding.
3. Admissions (Education 1 students).
4. University Preparation Programme.

f. **Tutorials**

According to a report from the Senior tutor, the AD tutorials in the Education 1 programme were integrated into its mainstream programme. Attendance was compulsory. 18 tutorials were held, facilitated by 12 tutors.

The programme ran over 29 weeks from February to October, attendance was satisfactory. Of the 264 students, only 12 were refused DP on grounds of poor attendance.

The concept integration in the faculty seems to have been used rather loosely, as the description of tutorials indicate separate tutorials (AD) that are built into the students time table. They are also run by the AD tutor, thus "integration" has not truly occurred.

According to the senior tutor, data collected from the education AD evaluation questionnaires administered to students showed a positive attitude towards the tutorial programme. Assignment marks in the second term showed improvement from the first term. An analysis of the questionnaires suggests that this improvement was attributed to the work done in tutorials.

g. The Maths and Science Development Programme

The AD tutorial was also run for students from the Maths and Science Academic Development Programme. Every year ± 180 students registered for Maths Ed 1 and ± 110 registered for Science Education 1. It is compulsory for all these students to attend the weekly AD tutorials as part of their course.

Once a term a workshop for all the MASE-ADP tutors was held to prepare for the weekly tutorials. Workshop sessions address the following:

- * Group Dynamics
- * Co-operative Learning
- * Thinking Skills
- * Science Process Skills

- * Reading and Writing Skills
- * Listening and Questioning skills

Student tutorials were conducted once weekly for a 45 minute period. Attendance was compulsory.

5.4.6 1996

The 1996 programme entailed very much the same programme as the previous year with the following additions:

a. Tutorial Programmes

The faculty ran fully integrated compulsory tutorial programmes that addressed the students needs for Education I and Education - Maths and Science students. Co-ordinators, lecturers and tutors were actively involved in the development and facilitating the programmes.

b. Admissions, Selections and Assessment

The development of selection criteria and procedures to identify students who will benefit from access to the limited number of places within the faculty were investigated.

There was also ongoing monitoring and assessment of student progress from first year to third year.

c. The New Projects were identified for 1996

Modularisation

The faculty planned to be fully modularised within a year. In order to achieve these goals a review of the degree and diploma structures within

the faculty was necessary. This was planned through a series of planning and development workshops.

At the end of the year - 1996 the following curriculum changes were proposed:

- i. the review of the curriculum
- ii. the modularisation of the curriculum based on a comprehensive curriculum development process.
- iii. the need for course development and evaluation
- iv. the development of foundation courses and integration of ADP into mainstream curriculum.
- v. the transformation of MEPU - Macro-education policy Unit
- vi. the need for a programme of staff development (Browning 1996)

5.4.7 1997

New programme and developments for 1997 were proposed:

- * It is proposed that the Academic Development Programme of the Faculty be located within the Centre for Educational Research, Evaluation and Development (the restructured MEPU). It will play a central role in co-ordinating and facilitating a number of programmes that will impact directly on teaching and learning within the faculty, and course development and research in the field of higher Education.

ADP will co-ordinate the following projects in the faculty, the broader UDW community and the region:

- * modularisation
- * course development including development of foundation courses and tutorial programmes and the integration of AD into all courses.
- * course review and evaluation
- * research capacity building workshops
- * staff development including tutor training
- * service the faculties in UDW on the above
- * development of and teaching on a regional masters in Tertiary studies (RITS)
- * course development and research in the field of higher education
- * programme management of the co-ordinated master in Education and Training (COMET) (Browning 1996)

5.5 ANALYSIS OF STUDENT QUESTIONNAIRE

SECTION A : BACKGROUND INFORMATION

Two hundred and sixty eight Education I students completed the questionnaires.

A profile of students in the department revealed the following:

1. There was no significant difference on the issue of gender. The number of females are slightly more than that of males. Education as a field of study seems to have a gender balance.
2. Majority of students are in the 16-20 age group.
3. Seventy seven percent of the students completed matric within the last two years (students are within the 16-20 age group). 23% were

older students. The faculty has many students who after a few years of teaching, returned to extend their qualification.

SECTION B : EVALUATION OF ACADEMIC DEVELOPMENT

1. Majority of students (86%) claimed that they needed AD. Only 6% of students were negative. The AD programme must have impacted favourably on students for such a high positive response.

2. Majority of students (68%) claimed that they did not need AD or they were unsure if they needed AD to pass. This responses contradicts the responses on the previous item. Although 86% of students needed the programme, only 32% said that they could not pass without it.

This indicates that the programme was a useful one as it impacted favourably on the students but, it was not a significant determining factor in order to pass. An exploration into student responses on other items in the questionnaire will be useful to identify why students didn't need AD to pass.

3. Majority of students (70%) rated their personal growth as effective or highly effective. This indicates that majority of the students find the programme effective.

4. Students rated the effectiveness of the Academic Development programmes with respect to their skills development as follows:

Data is reflected on the following table in percentages.

	1	2	3	4	5
4.1 Reading skills	8.7	29.7	19	31.3	11.3
4.2 Writing skills	3.6	24.2	13.9	39.7	18.6
4.3 Thinking skills	4.1	21	13.8	37.9	23.1
4.4 Essay writing skills	4.1	16.4	21.5	36.4	21.5
4.5 Note-taking skills	6.3	21.9	20.3	34.9	16.7
4.6 Listening skills	5.2	24	16.7	39.1	15.1
4.7 General study skills	8.9	21.4	25.5	28.1	16.1
4.8 Problem solving Skills	8.2	19.6	24.2	29.4	18.6

- a. Majority of students (57%) rated their development of reading skills as "ineffective". This skill has the lowest rating in the question. Education courses cover a great deal of theory. Effecting Reading skills is imperative to cope with the prescribed and recommended readings in the course.
- b. Majority of students (58%) rated their development of Writing skills as "effective". Reading and writing both language skills are included in the AD programme. Students rate writing as more effective in the AD programme.
- c. Majority of students (61%) rated their development of Thinking skills as "effective". This was an above average response.

Thinking skills is also a basic skill which teaches student to be critical. This is essential in writing effective essays. Critical contestation, critical argumentation skills has been outlined as an aim of AD by the AD Advisor.

- d. Fifty eight percent of students rated their development on Essay writing skill as "effective". This is an essential skill as it is the primary form of testing in the final exam. This is an above average score.
- e. Most students (52%) rated their development on Note-taking skill as "effective". Forty eight percent of students were unsure or negative on this skill.

This is an essential skill for education students as course covers many theoretical aspects that require compulsory note-taking during lectures. Although more than half the class responded positively, students were not as confident as the previous skills.

- f. Student rating on Listening skill, like notetaking has not been very significant. Fifty four percent of students rated their development of listening skills as effective.
- g. Majority of students (56%) rated their development of general study skills as "ineffective".
General Study skills covers general skills all relating to student development eg. time management, exam preparation etc.

- h. Fifty two percent of students rated their development of Problem solving skills as "ineffective". It is an important skills especially to first year students and should form a fundamental part of the Academic Development Programme.

The findings of eight skills listed above can be placed into the following categories:

Language skills

These skills include reading, writing and essay writing skills.

Fifty three percent of students have rated this area as "effective". This is not a significant score. The AD programme has been "ineffective" in developing these skills in students.

Given the language difficulties that many student face on our campus, language skills need to be given greater priority.

Thinking skills

This include general thinking skills and problem solving skills.

Only 55% of students rate this category of skills as "effective".

Thinking skills underpins all the teaching and learning at university. The 45% of students who rated this as either negative or unsure raises questions of "why".

General skills

These include note-taking, listening and general study skills.

Only 50% of students rated this as "effective". There is a divided view on

this skill.

These skills are important skills and are often assumed in lectures. One could infer from the analysis that these skills were not covered in detail in AD tutorials. Further, it could mean that students have these skills already therefore there was no significant growth on any of these skills.

General Study skills included such skills as exam preparation, answering objective and essay type question etc. These were not explained in the questionnaire.

5. Students assessment of the statements relating to Academic Development is as follows:

Data on tables are reflected in percentages.

	1	2	3	4	5
5.1 There is sufficient time for Academic Development	9.2	22.1	20.5	36.4	11.8
5.2 It is part and parcel of regular lectures	5.7	17.1	19.2	39.4	18.7
5.3 The programme has good tutors	5.3	8.4	20	39.5	26.8
5.4 The tutorials are conducted effectively	3.6	8.8	19.2	45.1	23.3
5.5 The tutors have good subject knowledge	3.1	6.7	26.2	41.5	22.6
5.6 The tutors have a good knowledge of the skills needed	4.6	8.7	22.6	45.1	19
5.7 There is a close link between regular lectures and tutorials	6.5	21.5	15.6	36	20.4

- a. Fifty two percent of students did not agree that there was enough time for Academic Development. This represents just over half the class.

- b. Fifty eight percent of students agreed that AD was part and parcel of lectures. This represents just over half the class. There seems to be split view on this issue.
- c. Majority of students (60%) agree or strongly agree that the AD programme has good tutors. This indicates a positive student attitude of the programme.
- d. Majority of the students (68%) agree or strongly agree that the AD tutorials are conducted effectively. This item had the highest student agreement in this question.

This score supports the previous rating of 66% for "good tutors".

- e. Sixty four percent of students agreed that the tutors have good subject knowledge. This is a significant rating and indicates students confidence in the tutors.
- f. Majority (64%) of students agree that the AD tutors have a good knowledge of the skills needed.

Item (c) to (f) relate to the AD tutor and their effectiveness. All these scores have above average ratings over 60%.

- g. Fifty six percent of students agreed that there is a close link between lectures and tutorials. This score is similar to item (b) which also deals with the issue of integration. Both these scores were in the 50's which indicate that students are not confident that the AD

programme is an integrated one.

Not all courses in the Faculty of Education are "integrated" and all staff members don't work within the Academic Development programme. From the document study it is evident that the AD has a structure on its own which relates to mainstream programme but is separate. AD programmes are taught in AD tutorials and not within mainstream academic lectures. AD tutors run the AD tutorials to which mainstream academic staff are not part of. Both "streams" are separate.

The success of the Academic Development programme is certainly above average. This question supports the results from the previous question.

6. Students assessment of the most successful parts of the Academic Development programme in their Department/ Faculty is as follows:

Data in table in percentages.

	1	2	3	4	5
6.1 The general approach of the tutors/ lecturers	2.6	6.8	20.8	57.8	12
6.2 The quality of teaching / tutoring	3.7	7.9	17.9	56.8	13.7
6.3 The content of the programme	1.6	11.1	32.1	41.6	13.7
6.4 The support provided by the tutors and lecturers	2.6	7.4	18.9	48.9	22.1
6.5 The availability and accessibility of tutors/ lecturers	4.8	19.1	22.9	36.7	16.5
6.6 The ability of tutors/ lecturers to understand my problems	3.2	19.6	27	33.3	16.9
6.7 Tutors/ lecturers understand my needs as a first year student	11.7	8.4	25.7	31.8	22.3

This question explores further the nature of AD and the tutors.

The main findings are as follows:

- a. Majority of students (70%) rate the general approach of the AD tutors as "successful". This score supports the positive rating of tutors in question 5 - Students have good confidence in the tutors.
- b. Seventy one percent of students rated the quality of teaching and tutoring as "successful". This score supports the high positive rating of the previous item.

Students are satisfied with the AD programme and are also confident with the tutors.

- c. Fifty five percent of students rate the content of the AD programme as "successful".

Although the tutors are effective, the content of the programme seems to be less effective.

This appears to contradict the previous responses. The student rating of the skills was above average and also rated the tutors and their knowledge as effective, yet the content of programme was rated lower.

- d. Majority of students (71%) rated the support provided by tutors as "successful". This response also confirms the positive tutor rating in the previous question.

- e. Fifty three percent of students rate the availability and accessibility of tutors and lecturers as "successful".

Students rate this aspect as average. Tutors work part-time and within limited time periods. This makes accessibility to them difficult.

This system was used because of limited AD funds.

- f. Fifty percent of students rated the tutors ability to understand their problems as "successful". This represents only half the class. There seems to be a split view on this item. Students are not very

confident that tutors understand their problems. This again contradicts the positive rating of the previous items.

- g. Fifty four percent of students rated the tutors/lecturers ability to understand their needs as first year students as "successful". This score is similar to the previous item and it contradicts the high assessments given to tutors and the quality of teaching given earlier.

A needs analysis given to the students at the end of year would be useful to help tailor the programme for the next year.

5.6 ANALYSIS

The AD programme in Education has been effective and consistent since 1988. Many factors have contributed towards the programme positively. There are however some factors that had a negative influence. Following are some of these factors:

- a. The commitment of the faculty to the process can be seen as a fundamental link in the degree of success achieved of the programme. The involvement of the Dean, the Heads of Departments and other constituents in the process allows all constituents to share the responsibility. The Faculty takes ownership of Academic Development and not just the AD staff as is often the case on the campus.
- b. The Faculty decision to embed the programme in firm Faculty policy in Academic Development and the role of the Education Faculty

Academic Development Committee has certainly been a positive influence and a motivating factor. This also gives the AD staff the "clout" in the faculty to work with other staff members and it also creates in the minds of the mainstream that AD is a faculty issue.

- c. The appointment of a full-time staff member to co-ordinate the AD programme facilitated development in the area as the needs of AD were well understood.

Having a qualified staff member also lent credibility and faculty commitment to the process of AD.

- d. The needs analysis conducted through various methods is fundamental to the AD programme. It provides a framework and assures the quality of the programme.

Given the student responses in the questionnaire, it will be useful to follow up with another "needs analysis" at the end of the year. This information will be useful in the construction of the AD programme for the future.

- e. The appointment of a Senior Tutor facilitated the programme in 1995. The evaluation conducted in that year reflected attitudes of tutors and students in the programme. This was useful for the planning of the programme the following year. The absence of the Senior Tutor was evident in the programme in 1996.

- f. The University Preparation Programme has been very successful in orientating students to campus life. I have spoken to students during

this process and they admit that this Orientation programme has certainly made them feel more confident about the university.

- g. The weekly forum meetings, if anything, it is a forum for communication. It creates an opportunity for lecturing staff, tutors and the AD co-ordinator to discuss AD issues. It allows for mainstream staff participation.

The staff participation has been a little problematic. Not all staff are committed to the process of Academic Development. Some staff members work diligently in it whilst other are uninvolved.

This raises question for the lack of participation. If AD is a faculty decision and is embedded in faculty policy, then staff should be obliged to participate in the process.

This lack of participation is also evident in the student questionnaire, with a low score on the issue of integration.

- h. The progress in terms of restructuring the curriculum in keeping with the process of modularisation has already under way in the faculty.

There is not much clarity (based on the document study and interview) on the number of staff engaging in this process.

The university decision to modularise the curriculum and its structures has been a significant influence in this process. The new structure is planned to be in place in 1998.

- i. With regard staff participation, according to the document study there appeared to be more staff actively involved in AD in the early years of the programme. As the programme grew, mainstream staff seemed to have stepped back.

- j. The success of the programme is directly related to the effectiveness of the tutor. The tutors in the Faculty have been successful in their tutorials. This is evident in the overwhelming positive ratings of tutors. However, the new tutors had to be employed each year as the older tutors left the campus or graduated. This meant retraining tutors. Also as the tutors became more skilled in their function, they had to leave.

This impacts on the issue of funding in academic development. Unfortunately, no job security can be offered to the tutors due to the tenuousness of Academic development.

- k. The faculty programme has enjoyed a great deal of success with its present structure of senior tutor and tutors. With the cut-back in finances this year, the sustainability of the programme becomes threatened.

- l. Like the needs have been analyzed, regular and ongoing research into student performance will be useful in deciding the nature of the programme. This need was also identified by the AD co-ordinator. The need to provide AD type activities beyond first year has been identified in the faculty.

- m. Given the function of the Faculty ie. the training of teachers, knowledge on the teaching and learning process will be an integral part of the faculties curriculum. This knowledge and expertise will be useful for the campus in general and would most certainly assist the academic development programme.

Workshops on such areas as curriculum development, learning theories, teaching and learning principles will be useful.

- n. One factors that is most certainly retrogressive for AD generally and was highlighted by the Co-ordinator, is the conditions of employment of AD staff. All faculty AD staff are on contract. The university has been very negligent in addressing this issue and this area has been problematic in the last two years.

The student questionnaire has also highlighted this point. The "availability and accessibility" of tutors have low scores.

- o. Since AD is a funded initiative, with limited amount of money allocated to each department, consequently there are limited resources available in the faculty and within the university at large.

CHAPTER SIX

COMPARATIVE ANALYSIS OF THREE ACADEMIC DEVELOPMENT PROGRAMMES

6.1. INTRODUCTION

This study is a comparative analysis of three approaches to AD. The study was outlined as follows:

Chapter One, was the introductory chapter that provided the statement of purpose, the rationale and the procedure used in this study. It outlined the various data collection techniques and procedures.

Chapter Two, traced the origins and evolution of Academic Development in South African Universities and placed Academic Development in context. It clarified the meaning of AD and its components.

Chapters Three, Four and Five are case-studies of Academic Development in the Department of Speech and Hearing Therapy, Engineering and Education respectively.

Chapter Six, is the comparative and discussion chapter. The research questions that guided this study are :

6.2. CRITICAL QUESTIONS

- a. What was the nature, origins and growth of Academic Development from its conceptualisation to its present form in each of the selected departments?
- b. How do staff in each programme perceive and assess AD in their

respective departments?

- c. What has been the impact on students in each of the selected departments.

6.3 CRITICAL QUESTION ONE

The first critical question that looks at the nature, origin and growth of AD from conceptualisation to its present form, was addressed in chapter three (Speech and Hearing Therapy), chapter four (Engineering Bridging) and chapter five (Education).

6.4 CRITICAL QUESTION TWO

The second critical question on how staff perceive and assess AD in each department will be discussed. This analysis will focus on the perceptions of AD staff as the perceptions of mainstream academic staff was not included in this study and was identified as a limitation earlier in this study.

The work and initiative of the AD advisor in each of the programmes has been consistent and well thought through. All three advisors were satisfied with the progress of the programme but have highlighted areas of concerns. The perceptions of the staff will be discussed under the following headings.

a. **The Role of the Advisor**

The role of the advisors in each programme was not identical. Advisors had different levels of articulation with the programme. In Speech Therapy for example, the Advisor had an increasing staff development portfolio. Considerable amounts of his time was spent on research into AD, with the focus on staff development. He co-ordinated various staff development initiatives working with the staff development officer. He also co-ordinated

the department efforts in curriculum development and the provided much of the groundwork necessary to initiate the modularisation process. The contact time with students however were limited due to students workload. The timetable only allowed one period per week for AD tutorials. Consultation times were sought during lunch breaks and the college lecture period. This limited time was a frustration for both the students and the Advisor. The Adviser agreed that the curriculum was overloaded and allowed very little time for development work. He saw the process of curriculum development as urgent and therefore motivated staff very strongly on this.

In the Bridging programme, the Advisor had almost no contact with staff outside the AD programme. The Bridging programme operated independently with its own staff. Communication outside of the programme was often with the Head of Department regarding administrative issues. The Advisor did identify this as a weakness, and would have preferred faculty staff sharing their expertise with the students. He did however have much greater "control" of the students time as he is responsible for the compilation of the students timetable. As a result, development work was built into the students timetable. He also exercised careful attention with the course design (chapter 4).

In Education, the approach is different. The role of the Advisor requires more co-ordination. A senior tutor was employed to oversee the students AD programme. Tutors are employed to run the tutorials. The Advisor trains the tutors as they are often senior students. The advisors role is thereafter more consultative.

The Advisor also creates the weekly forum meetings with the faculty staff to facilitate communication between the tutors and the lecturers. Considerable amounts of her time is spent on developmental work, linking with other service departments on the campus eg. Academic skills and the Division of Language usage.

She is also involved in various issues relating to academic development within the faculty eg. curriculum development. In view of the modularisation process, curriculum development has been facilitated in the faculty.

b. Academic Staff Participation

An area of concern for all three advisors was a lack of consistent commitment of mainstream academic staff to the AD programme. The AD programme has its own separate staff to facilitate the programme which impacts very little on the mainstream staff. A lack of policy on AD contributes significantly to the poor staff perceptions on AD (discussed later this chapter).

In Speech Therapy, staff show tremendous support of the AD programme and understand the need for such programmes, however, little physical participation in the form of teaching occurs. The staff carry large workloads and often do not have the time for AD. This results in negative student perceptions, the AD programme is seen as separate from mainstream activities. The staff however try to work co-operatively with the AD Advisor. Consultative meetings are held to identify student problem areas and "solutions" are sought together.

The Bridging programme works independently. Very little if any

communication with faculty staff occur. Mainstream staff input would be invaluable to the programme and for staff. This communication will foster continuity between the Bridging and first year study. Staff will have exposure to the needs of first year students.

In Education, staff participation has been identified as an area of concern (chapter 5). Some staff have shown tremendous interest and participated in the programme. These staff attend regular meetings with the tutors and the Advisor to facilitate the teaching and learning in their courses. A good reciprocal relationship has developed over the years. However, there are still a number of staff who do not participate in the programme. Participation or co-operation is not compulsory despite decisions made by the AD faculty committee which comprised AD staff, academic staff representatives and the Dean.

c. Integration and Curriculum Development

Integration is a term used frequently in AD. Broadly, an integrated programme refers to one which effectively addresses the inclusion of development or capacity building skills with the teaching of the subject content. According to the student questionnaire and the AD Advisor this level of integration has not occurred. This process requires staff commitment to the AD programme and as explained earlier, this is lacking.

The advisors admit that the volume of work staff are required to complete for the year is voluminous. There is little time to include any development work. Therefore, a revision of the curriculum is required so that space is created for the development of academic and related skills. This is the basis of curriculum development.

The following brief outline of what issues relate to curriculum development is useful for our understanding of its requirement for Academic Development. This explanation also highlights the commitment that is expected from staff integration/ curriculum development. Gerwel (1992) writes that the curriculum is a major site of transformation. Institutions need to revise their curricula in order to make them more responsive to the context in which they are being taught and the needs of the students.

A survey of curriculum texts reveals many different images on the characteristics of curriculum. The following by Kliebard (1972) as cited in Schubert (1986) is discussed. It outlines some of the important issues in Curriculum development.

He characterises three root metaphors found in curriculum literature and practise: production, growth and journey. Production envisions the students as raw materials to be transformed by a skilled technician ... avoids waste and ensures that the raw materials are used for the purpose that best fit them. The growth metaphor sees the teacher as an insightful gardener, who gets to know the unique character of the plant(students) and nurtures their own special kind of flowering. In the travel metaphor, the teacher is a tour guide who leads students through terrain rich in knowledge, skills, ideas, appreciations and attitudes. The tour guide knows that each traveller will respond differently to the trip because of his or her unique configuration of background , ability, interests, aptitudes and purposes.

According to this characterisation, the role of the teacher/ lecturer and their understanding of the learner is pivotal to the teaching and learning process. It needs to go beyond just the transmission of "information". According to

Kathy Lockett (1994) a holistic approach to curriculum development involves not only what should be taught (content), but also what values, theories, assumptions and beliefs about knowledge that underlie the curriculum (epistemology), how knowledge and learners are organised (structure) how teachers teach and how the whole is evaluated (evaluation). AD practitioners need to play a role in such activity (Gerwel : 1992).

With the above view of curriculum development, "integration" as we have referred to in the past is part of the process. It asserts that mainstream staff and the respective departments take ownership of the teaching and learning. It looks at and addresses all components of the teaching and learning process i.e. the student, the staff and the curriculum.

At UDW, it is hoped that the process will be facilitated by the introduction of the modularisation structure. This structure, through policy from management encourages departments to review their curriculum and address the needs of the students and the institution.

Using the above description as a guide for effective curriculum development or integration, all three approaches studied have been unsuccessful.

Speech and Hearing therapy have the staff support but the process of curriculum development needs to begin to allow for development work.

In Education, all staff need to become part of this process and need to understand the need for integration and curriculum development.

d. **Lack of ownership and policy on AD**

Advisors in all three case studies showed similar areas of concern: the issue of ownership of AD. This has become problematic since the central unit lacked the drive and the powerbase to spearhead an integration process.

Academic Development at UDW suffers the pangs of lack of ownership and lack of "clout". The management has grown away from the programme. The consequences of a lack of ownership has resulted in a total lack of policy on AD. With no policy the central unit or the Faculty Advisors had no or little "clout" to market the AD concept and the need for it to the respective departments.

This problem has resulted in what was experienced in most departments i.e. only some staff who have identified the need for AD are part of the programme. This was highlighted in the selected departments studied. The lack of policy on AD is outlined by Cloete et al (1993) - "other issues which have been identified as challenges facing universities include language policy, resource allocations and funding, governance structures and the lack of legitimacy".

All AD advisors agree that the significant lack of AD policy has contributed to the lack of staff commitment to AD. In Education, although there was a faculty committee and the commitment of the Dean, no policy on AD was available at the university to urge staff to participate.

Similarly, the Bridging programme is an independent initiative and staff mainstream Engineering staff through lack of policy are allowed to remain

separate.

e. **Future plans**

The Advisor in the Bridging programme is very positive on the effectiveness of the programme (p98). He would like to see more university ownership of it. He recommends very strongly the Bridging year be converted to a "0" level or foundation module. This will make the course fully credit bearing. He adds that the course design is certainly a positive aspect of the programme.

The Speech Therapy the Advisor would like to see a successful curriculum review so that all staff will have the space to integrate skills into their courses.

In Education, it is hoped that through the process of modularisation curriculum development will be effected. This will include course development and the development of foundation courses.

f. **Some general areas of concern were highlighted by the Advisors:**

- i. The temporary nature of their employment. All AD staff are on contract with the university. This contract expires on the 31/12/96 and staff were given a verbal "roll-over" for another year.

This lack of security in terms of employment has impacted significantly on the Advisors. This created difficulties in preparation for future programmes and made evaluations of programmes rather difficult. Further, it created feelings of apathy and disillusionment.

- ii. Evaluation of Academic Development programmes has not been very successful. AD was not credit bearing and were also not fully integrated into departmental programmes for a sustained evaluation.

Consequently, a quantitative evaluation was difficult. Student qualitative type responses were often used as the main source of evaluation.

6.4 CRITICAL QUESTION THREE

The third critical question, compares the impact of AD on the students in the selected departments. To answer this question a comparative analysis of the student questionnaire follows:

COMPARATIVE ANALYSIS OF THE STUDENT QUESTIONNAIRE

1. Department

The following department code is used in this chapter:

1 = Speech and Hearing Therapy (SHT)

2 = Engineering Bridging

3 = Education

2. Gender

The gender differences in the Speech Therapy and Engineering departments was significant. The Department of Speech and Hearing Therapy in the Health Science Faculty has in the past been predominantly female (87%). Very few males entered the course.

Engineering was dominated by males (1996 - 88%), however, the number

come into university to upgrade their qualification after teaching for a number of years.

4. Year completed matric

Engineering had the highest number of students who completed matric in 1995 (60%) compared to Education with 45% of students matriculating the same year. Education has the highest number of students who completed matric in 1992 and before 1991.

Thirty three percent of Speech and Hearing Therapy students matriculated in 1995.

SECTION B - EVALUATION OF ACADEMIC DEVELOPMENT

An item by item analysis was done to show the similarities and differences of the three programmes.

1. Do you think that you need Academic Development as a first year student?

Data on table is reflected in %.

NEED	1	2	3	TOTAL
YES	65.2	74.4	86	82.4
NO	21.7	17.9	7.5	10.3
NOT SURE	13	7.7	6	6.9

The need for Academic Development is acknowledged by more students in the Education Faculty than Engineering and Speech and Hearing Therapy. Majority of students in Education (86%) claimed they needed AD.

of females entering the Engineering profession has increased tremendously. The number of females in 1996 is low compared to the previous years.

The gender difference in Education was very small and not very significant. There was no predominating sex (44% male and 56% female).

These gender differences were not motivated by academic potential as the entrance criteria in Engineering and Sciences were high. Rather, they seem dictated by gender stereotypes. Females have for generations been channelled into more "caring" professions like therapists, nursing, social work etc. and males were encouraged into more "mechanical and physical" professions eg. Engineering, Mechanics etc.

In recent times, with the impetus on anti-sexism/ feminists, stereotypes such as these were challenged. Evidence of this, is seen in the increase in numbers of male and female students entering professions that were previously dominated by a single sex.

3. Age

The youngest set of first year students were in Speech and Hearing Therapy. Seventy five percent of their students were between the 16-20 age group. The percentage of students in this category in Engineering and Education was in the 50's.

Engineering Bridging has the highest number of students in the 21-25 age group. Education has the highest number in the 25+ age group.

Some of the older students in the Education faculty are teachers who have

Speech and Hearing Therapy had the lowest percentage of student who claimed they needed AD (65%). The Health Science Faculty normally has the highest admissions criteria into the Faculty. In 1996, a committee was set up to review the admissions policy of the department. They explored other ways of measuring students potential rather than the conventional matric points.

Students from this Faculty (Speech Therapy) have greater academic potential based on the selection criteria identified by the department.

Also these students have an intense workload, with almost no free-time. AD has in the last year "stolen" students little free time hence some "negativity" towards AD.

The Engineering Bridging Programme has a similar problem ie. intense and compact time table. The curriculum is "Science" orientated and places many demands on students.

Engineering seems to lie between Education and Speech and Hearing Therapy in terms of student needs.

The missing category represents students who have not responded "yes", "no" or "unsure". For the purpose of analysis this category will be ignored as it does not affect the analysis.

2. **Do you think that you can pass this year without Academic Development?**

PASS	1	2	3	TOTAL
YES	52.2	43.6	32	35.5
NO	34.8	20.5	31	29.8
NOT SURE	13	35.9	37	34.7

Speech and Hearing Therapy had the highest percentage of students who claimed that they can pass without AD. This department also has the highest number of students who claimed that they cannot pass without AD.

Speech Therapy has a small student number, about 40% of the first years are students from previously disadvantaged education systems. These students do experience difficulties coping. I would envisage that these students responded "no" to this item.

In Education, of the 86% who said they needed AD only 31 % said they cannot pass without it .

The Engineering and Speech and Hearing Therapy students seem to be more confident about passing without AD than Education. Both these are the "science" courses.

3. **How would you rate the GENERAL EFFECTIVENESS of Academic Development in your department with respect to your personal growth this year?**

GENERAL EFFECTIVENESS	1	2	3	TOTAL
Highly Effective	8.3	13.2	13.5	13
Effective	25	39.5	56.3	50.8
Not Sure	33.3	34.2	17.2	21.3
Somewhat Ineffective	33.3	7.9	10.9	12.6
Totally Ineffective		5.3	2.1	2.4

The most effectively rated AD programme is Education (70%).

This is followed by Engineering with 53% of students rating the programme as "effective". Speech and Hearing Therapy however had an "ineffective" rating of 67%.

Of the 65% of students in DSHT who said they needed Academic Development, only 33% rated the programme as effective.

In Education, of the 86% who needed AD, 70% rated it as effective.

In Engineering, of the 74% who needed AD, 53% rated it as effective.

4. **In your own development this year, how would you rate the effectiveness of the Academic Development in the following areas:**

- 1 = Totally Ineffective
- 2 = Somewhat Effective
- 3 = Not Sure
- 4 = Effective
- 5 = Highly Effective

The comparison is done for each skill as follows:

4.1 Reading skills

The development of reading skills has not been effective in any of the three departments. The Engineering students rated this skill more positively than the others.

The highest "ineffective" rating was in Speech and Hearing Therapy with 50% of students rating the programme as "totally ineffective" or "somewhat ineffective".

Reading skills is an important skill given the teaching and learning problems on the campus. It forms the basis of language development. All three departments need to provide for the development of reading skills more effectively.

This skill was covered in the AD tutorial in all three programmes.

4.2 Writing Skills

The most effective writing skills development was in Education with a 58% of student rating it as "effective". Engineering had a 56% rating. Thirty seven percent of Speech and Hearing Therapy students rated their development as "effective".

The highest negative score was in Speech and Hearing Therapy with 42% of students rating the skill as "totally/somewhat ineffective". The highest "not sure " score was Speech and Hearing Therapy.

The Engineering and Education departments are similarly placed with regard writing skills.

The overall average score for writing skills was 56%. It is rated better than reading skills but still requires attention in all three departments.

At university, writing skills is often the primary method of communication in exams. A negative rating at the end of year is a reason for concern.

4.3 Thinking Skills

The most effective Thinking skills development was in Education with 61% of students rating the programme as either "effective" or "highly effective". Thinking skills was taught in areas as critical contestation, critical argumentation.

Engineering and Speech and Hearing Therapy had similar "effective" rating of 45% and 46% respectively.

Both Engineering and Speech Therapy are Science courses and require thinking skills as their basis for teaching and learning. Below 50% of the students rated this skill as "effective". This skill was not covered effectively in tutorials. Thinking skills was covered very generally in Engineering by Central Academic Skills facilitators. From the review of the document study, it seems that this skill was not adequate.

At university level, thinking skills from the basis of all analysis and interpretations. If this is skill lacking, the quality of work would be affected.

4.4 Essay Writing

Fifty eight percent of students in Education rated this skills as "effective". Engineering was rated slightly above average (51%) and Speech Therapy was rated as 46% "effective".

The priority given to the different skills, depends on the needs of each department. Essay writing would be a priority skill for Education as the writing of essays are very much part of the students coursework. The Engineering and Speech Therapy are more "scientific" in nature where calculation and reasoning skills are needed. A low score for Speech Therapy and Engineering on Essay writing is understandable.

4.5 Note-taking Skills

Students rated the effectiveness of Engineering and Education at 51%. Forty six percent of Speech Therapy students rated their development on this skill as positive. Over half the class however, rate their development as ineffective.

4.6 Listening Skills

In Education and Engineering 54% of students rated the listening skills programme as "effective". The "ineffective" and "not sure" rating was the highest in Speech Therapy (61%).

The positive scores of 54% again represents just over half the class. Approximately half the class therefore do not rate their development on this as effective.

Listening skills are often taught with notetaking. They are closely related

skills. Student responses in these two questions are also very similar.

The skill of listening is an important part of the general study skills in all three departments. It provides clarity and understanding in lectures and is often the main source of information. Like Note-taking, it was not rated as highly effective.

4.7 General Study Skills

The highest "effective" rating by students was in Engineering (50%) and the lowest Speech Therapy (34%).

These skills are useful to students in all Faculties and departments. It provides the general skills that students need to succeed academically.

The rating on this item was generally below average. Academic Development in all departments have neglected to include it as part of their programmes.

4.8 Problem Solving Skills

The development of problem solving skills was not adequate in any of the three departments.

The highest "effective" rating was 48% in Education. Forty percent of Engineering students rated the programme as "effective" compared to 46% in Speech Therapy. Over 50% of Speech students were either negative or "not sure".

Thinking skills and problem solving skills are crucial to the teaching and learning process and should be an integral part of all courses. All ratings were below average. This should be a priority skill for the Speech Department and Engineering as these are science courses.

According to the programme outlined in all departments, problem solving skills and thinking skills were not covered adequately.

General Comments - Question 4

All scores in this question were either average or below the average except Thinking skills in the Faculty of Education where 61% of students rated it as "effective".

Generally, Academic Development to be successful students need to feel confident in their ability on each skill.

From the data analysed, Education has had the most success in developing the students academic skills within the AD programme. Speech Therapy however scored negatively on most skills.

This score is unexpected for Speech Therapy as the Academic Development programme outlined by the AD Advisor is well thought through and coordinated. He has also worked with AD and first year students in the past and being a recent graduate himself, he has a feel of the students needs.

The below average rating for skills in all departments reflects poorly on Academic Development. AD in each department aims to facilitate learning through development of staff, student and the curriculum. The poor ratings

indicate that this facilitation has not occurred. Possible reasons for this are as follows:

1. Departments have not taken the programme seriously by ensuring proper skills development.
2. Tutors were not adequately skilled or trained.
3. The programme is not taken seriously by students because they see it as separate from their academic work.

5. **Rate how you feel about each of the following statements with regard to the Academic Development programme in your Department/Faculty. Use the following codes.**

1 = Strongly Disagree

2 = Disagree

3 = Not Sure

4 = Agree

5 = Strongly Agree

5.1 There is sufficient time for Academic Development

Fifty four percent of Speech and Hearing Therapy students disagreed with the statement. This disagreement implies that these students would like more time for the AD programme.

This supports the earlier explanation that students have no time for AD and that the negative response to AD was perhaps because it takes up the little free time they have available.

Fifty four percent of Engineering and 48% of Education students agreed that there was sufficient time for Academic Development. About half the class in both courses are satisfied with the time given to Academic Development. In Education the skills and tutors are rated more positively. It is reasonable to assume that students would want more time as this was successful. Approximately, half the class in Education are satisfied with the time given to AD - one period per week.

5.2 It is part and parcel of regular lectures

Majority of students (58%) in Education agreed with this statement as compared to 45% of Engineering students. Sixty two percent of Speech Therapy disagreed with the statement.

Although Education had an above average score, not all staff are engaged in the Academic Development programme.

The high negative score for Speech Therapy indicate that students see the AD programme as separate from coursework with little amount of integration. Heavy workload and frustration on the part of mainstream staff to complete curriculum could account the separate nature of AD.

In the Engineering programme, there was 45% agreement i.e. it is part of lectures and 30% disagreement. AD, as in Academic and Life skills and language skills are part of the students timetable. But, they are not taught by the subject specialists. They are therefore seen as outside their coursework.

Skills teaching in all three departments occur in AD tutorials. There was no indication in the document study and interviews to suggest that mainstream staff teach skills.

5.3 The programme has good tutors

Seventy four percent of Engineering students agreed that the AD programme has good tutors. This is the highest score noted in this study. Education was also high with 66% student agreement on this item. Thirty six percent of Speech Therapy students agreed that their AD programme

had good tutors.

The tutors are rated effectively in Education and Engineering despite the poor ratings on skill developments in Engineering.

Speech Therapy students have rated poorly on both skills development and tutor effectiveness.

5.4 The tutorials are conducted effectively.

Sixty eight percent of students in Education agreed that the tutorials were conducted effectively. Engineering had a 50% agreement. Thirty five percent of Speech Therapy students agreed that tutorials were conducted effectively.

The responses in Education were consistent with the previous student ratings.

Engineering students were split on this issue. This is in contrast to item 5.3. i.e. the programme has good tutors. Further investigation into which aspects of the tutorials are not effective will be useful.

5.5 The tutors have good subject knowledge

The highest student agreement was in Engineering(70%). The student agreement in Education was also relatively high (64%). Speech Therapy has a below average rating (43%) which was low when compared to Engineering and Education.

5.6 The tutors have a good knowledge of the skills needed

Seventy one percent of Engineering students agreed with this statement. This was consistent with the score on item 5.5. and 5.3. There was consistency also in Education, with 64% of students in agreement.

Forty eight percent of students agreed with the statement. This implies that under half the class agree that the tutors have good knowledge of the skills needed.

Engineering and Education departments/faculty have been positive with regard their assessments of the tutor and the quality of tutors. Various factors impact on the scores in Speech Therapy. The chapter on Speech Therapy outlines some of the reasons.

5.7 There is a close link between regular lectures and tutorials

Fifty six percent of Education students agreed with this statement while 49% of Engineering students agreed. Only 19% of Speech students agreed with this statement.

This item relates closely to item 2 and the scores are similar. Speech students rate the programme more severely than Education and Engineering.

The scores in all programmes are not satisfactory on this issue. All three departments received funding from 1992 - 1995 from the Independent Development Trust (IDT). The integration of AD into mainstream was a condition set by the funders. These scores indicate that all departments were not successful in meeting this requirement. Reasons for this lack of integration comes primarily from the lack of institutional ownership of

Academic Development. This is evident in the lack of policy on AD which would have motivated staff to accepting AD more agreeably.

General Comments - Question 5

This question focused on the tutor and the tutorial. The Education faculty seemed to have fared far better than the other departments.

The structures that are in place in Education contribute to the success of the AD programme. The tutors trained and are offered more support by both the AD Advisor, the Senior AD tutor as well as from Lecturers (mainstream). Regular meetings with the department lecturers allows for some consistency between AD programmes and lectures. The programme however does fall short on the issue of integration.

There is only one tutor in Speech Therapy. Although she works closely with departmental staff, the amount of time with students is little. She and the programme is seen as separate from mainstream work hence the negative rating.

Engineering seems to have a case on its own. The two subject lecturers focus on the teaching of the course content. Skills and language development is done by staff outside the department. It is unclear whether the tutor ratings are that of department staff or skills staff.

6. **What do you think has been the most successful parts of the Academic Development programme in your Department/ Faculty.**

1 = Completely Unsuccessful

2 = Unsuccessful

3 = Not Sure

4 = Successful

5 = Highly Successful

6.1 **The general approach of the tutors/lecturers**

Data in tables reflected in percentages.

GENERAL APPROACH	1	2	3
COMPLETELY UNSUCCESS	4.5	5.3	2.6
UNSUCCESSFUL	22.7	7.9	6.8
NOT SURE	31.8	26.3	20.8
SUCCESSFUL	36.4	50	57.8
HIGHLY SUCCESSFUL	4.5	10.5	12

Both Education and Engineering rate the general approach of tutors/lecturers as successful. Seventy percent of Education students rate the general approach as successful. Engineering has a relatively high "successful" rating of 61%. The ratings in Education and Engineering was consistent with Question 5.

Forty one percent of Speech Therapy student rate the general approach of tutors as successful. This response is consistent with the responses from Question 5.

Students are not confident with their tutors in Speech Therapy. This accounts for the consistent negative rating on skills development and tutorial effectiveness.

6.2 The quality of teaching/tutoring

QUALITY - TUTORING	1	2	3
COMPLETELY SUCCESSFUL	4.5	5.1	3.7
UNSUCCESSFUL	13.6	12.8	7.9
NOT SURE	18.2	20.5	17.9
SUCCESSFUL	59.1	48.7	56.8
HIGHLY SUCCESSFUL	4.5	12.8	13.7

All three departments/faculties have high "successful" rating on this item. Sixty four percent of Speech Therapy students rated this as "successful". This is the highest student rating on the questionnaire for Speech Therapy. Education had the highest "successful" rating in this item - 71%. Engineering also rated the quality of teaching as successful (62%).

The positive score in Speech Therapy is contradictory to other question on tutors/ lecturer and their knowledge of subject matter and skills needed.

6.3 The content of the programmes

CONTENT	1	2	3
COMPLETELY UNSUCCESSFUL	0	10.3	1.6
UNSUCCESSFUL	19	15.4	11.1
NOT SURE	38.1	30.8	32.1
SUCCESSFUL	38.1	30.8	41.6
HIGHLY SUCCESSFUL	4.8	12.8	13.7

All departments have relatively "unsuccessful" rating on this item. The highest positive score was 55% in Education. This is lower than the average score in the faculty thus far. Engineering and Speech Therapy have similar average 43%.

Students generally did not rate content of AD programme as successful. Other factors that impact on a successful tutorial were more positively rated e.g. tutor knowledge of subject matter and skills needed, support of tutors etc. Further investigation into what students would like included into the AD programme would be useful.

6.4 The support provided by the tutors and lecturers

SUPPORT OF TUTORS	1	2	3	TOTAL
COMPLETELY UNSUCCESS.	14.3	5.3	2.6	4
UNSUCCESSFUL	23.8	15.8	7.4	10
NOT SURE	23.8	18.4	18.9	19.3
SUCCESSFUL	33.3	47.4	48.9	47.4
HIGHLY SUCCESSFUL	4.8	13.2	22.1	19.3

Both Education and Engineering had high positive ratings. Education students rated the success over 70%. Speech Therapy had a rather low success rating of 38%. This low score is consistent with the score obtained in Question 5.

The positive rating given to tutors in previous questions in both Engineering and Education is consistent with this item.

6.5 The availability and accessibility of tutors/lecturers

AVAILABILITY OF TUTORS	1	2	3	TOTAL
COMPLETELY UNSUCCESSFUL	9.1	7.7	4.8	5.6
UNSUCCESSFUL	13.6	10.3	19.1	17.3
NOT SURE	27.3	23.1	22.9	23.3
SUCCESSFUL	45.5	35.9	36.7	37.3
HIGHLY SUCCESSFUL	4.5	23.1	16.5	16.5

All three departments/faculty rated the success in the 50's. This is a very good rating for Speech Therapy compared to the other ratings.

It is however, a low response for both Engineering and Education.

This is understandable in Education as the nature of tutor appointment tutor-student contact is limited. In Engineering however, the co-ordinator is a full time staff. This raises the question of who Engineering students are rating, is it department staff or "outside" tutors?

The Speech Therapy 's positive score is expected as the class has a small student number of about 20 students. It is therefore easier for the tutor to be available for each student.

6.6 The ability of tutors/lecturers to understand my problems

UNDERSTAND PROBLEMS	1	2	3	TOTAL
COMPLETELY UNSUCCESSFUL	22.7	2.6	3.2	4.8
UNSUCCESSFUL	22.7	12.8	19.6	18.8
NOT SURE	27.3	15.4	27	25.2
SUCCESSFUL	27.3	33.3	33.3	32.8
HIGHLY SUCCESSFUL	0	35.9	16.9	18.4

Sixty nine percent of Engineering students rated the tutors understanding of student problems as "successful". The Engineering programme outlined earlier caters for student development holistically. The co-ordinators cater for the student needs both within the academic sphere and out of it, hence the high score in this area.

Education, has an average score on this item. Speech Therapy had a very low success rating (27%). The negative/unsure score in Speech Therapy was very high (72%). Students rate tutor understanding of their problems unsuccessfully.

In Speech Therapy, tutors are available and they don't understand student problems. There is a definite lack of confidence in the AD programme.

6.7 Tutors/lecturers understand my needs as a first year student

UNDERSTAND - NEEDS	1	2	3	TOTAL
COMPLETELY UNSUCCESSFUL	19	10.8	11.7	12.2
UNSUCCESSFUL	28.6	2.7	8.4	9.3
NOT SURE	33.3	27	25.7	26.6
SUCCESSFUL	9.5	35.1	31.8	30.4
HIGHLY SUCCESSFUL	9.5	24.3	22.3	21.5

The success ratings of both Engineering and Education students were in the 50's. Speech Therapy had a significantly very low rating on this item (19%) i.e. eighty one percent of student rated the tutors ability to understand student needs as "unsuccessful".

The impact of the AD programme on the students were varied. In Speech Therapy, the comparative analysis revealed poor student perceptions of the programme. Reasons for such perception are outlined at the end of Chapter three.

In the Bridging course, the impact of the AD programme was slightly above average. It would appear from the analysis that many students perceive the Academic Skills and language programme as AD. They do not see the whole programme as a AD initiative.

In Education, the programme impacted most positively. Majority of students rated the programme as above average.

The development of skills in students received an overall poor rating. Reasons for this could be that departmental AD programmes have not

catered for skills adequately or that the programme was not taken seriously by students.

The success of the Academic Development programme varies in the different departments/faculty. Many factors contribute to the successes and limitations of these departments. These factors are discussed in detail at the end of chapter 3, 4 and 5 respectively.

Given that each department has its own set of constraints and issues that are department specific, it is difficult to evaluate using a general questionnaire. The questionnaire was very useful however in highlighting successful and "not so" successful areas within AD and it serves to provide AD practitioners with a frame of reference for future work.

AD, despite the issues discussed above, has made considerable inroads into universities and its structures. It forced the institutions to look at their management and teaching structures and create mechanisms to facilitate teaching and learning.

Each departmental programme had its merits, its successes and its limitations that was tailored to meet the needs of staff and students in that department. The successes are not easily transferable to and from one programme to another as they are very department specific and based on the unique features of each department.

The introduction of the modularised degree structure is very likely to assume the responsibilities of Academic Development. To convert to a modularised degree structure, the curriculum needs to be reviewed. This does not just

mean chopping the curriculum in two modules but rather going through a process of curriculum development which aims to address the needs of the staff, the students and the institution.

A significant point in this modularised process is that it has the support of the management and is implemented through policy, led by an academic committee with a member of the university management as chairperson. The university has utilised considerable resources in getting "experts" from outside the university- nationally as well as internationally to facilitate this process.

The role of Academic Development then has evolved to become somewhat sub-summed within modularisation. Some of the issues that still impact significantly on AD however are: the language issue and Staff development. Modularization at its initial stages focuses its attention on curriculum development.

6.5 CONCLUSION

Academic Development if addressed holistically, does have the capacity to address the needs (teaching and learning) of the university. The success of the programme at UDW was hampered by many factors, most significant of which was the lack of policy.

If the programme had the support of the management (through policy), mainstream staff support would have followed and Academic Development as a university strategy would certainly have been better.

As a strategy it would have also been more cost effective as a tremendous

amount of funds and manpower was spent creating a structure that operated in parallel or adjunct to mainstream activities.

Staff within Academic Development have an accumulation of expertise that is fundamental to the university in its present state of transformation to a modularised structure. Ignoring AD and the work that it has done thus far will be an incredible loss for the university. Immediately, AD staff can play an active role in the modularisation process. Their expertise and knowledge and experience can be invaluable. The present lack of co-ordination and continuation has left Academic Development in a state of "limbo" with little direction from the university management.

The SAAAD needs assessment and audit project (1997) states that AD will no longer be directed at "weak" or "under-prepared" students, but will affect all at an institution through a review and redefinition of teaching, learning and assessment practices.

Such an approach could entail the following activities:

- * Staff development courses - professional development needs of academic and academic related staff.
- * Curriculum development programme - working with teams to modify and improve curricula.
- * Organisational development - assisting with the development of the institution through participation in transformation. For and giving advice and support in implementing new policies and strategic objectives which concern teaching, learning and assessment.

- * Student development - helping students individually and in groups to learn and study effectively.

AD programmes at UDW as exemplified in three departments have engaged in some of the above activities. There are however many areas of growth and development that need to be explored.

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STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to ascertain the impact of the Academic Development Programme on the student. This is not a test and there are no right or wrong answers. The information you provide is confidential.

SECTION A : BACKGROUND INFORMATION

Instructions:

Please place a cross (X) in the correct section of the box.

1. DEPARTMENT :

Speech & Hearing Therapy	
Engineering	
Education	

2. GENDER :

Male	Female

3. AGE :

16-20	21-25	25+

4. YEAR-COMPLETED MATRIC : 1995 1994 1993 1992 1991-

5. MAJORS (AREA/DISCIPLINE)

Arts/Humanities	Science	Commerce

SECTION B**EVALUATION OF ACADEMIC DEVELOPMENT****INSTRUCTIONS**

Please answer the following questions relating to the Academic Development programme in your department by placing a cross (x) in the appropriate block for each question.

1. Do you think that you need Academic Development as a first year student?

1.1	Yes	
1.2	No	
1.3	Not Sure	

2. Do you think that you can pass this year without the Academic Development Programme?

1.1	Yes	
1.2	No	
1.3	Not Sure	

3. How would you rate the **GENERAL EFFECTIVENESS** of Academic Development in your Department with respect to your personal growth this year?

1 = Highly effective	
2 = Effective	
3 = Not sure	
4 = Somewhat ineffective	
5 = Totally ineffective	

4. In your own development this year, how would you rate the effectiveness of the Academic Development in the following areas:

1 = Totally ineffective	
2 = Somewhat effective	
3 = Not sure	
4 = Effective	
5 = Highly effective	

	1	2	3	4	5
4.1 Reading skills					
4.2 Writing skills					
4.3 Thinking skills					
4.4 Essay writing skills					
4.5 Note-taking skills					
4.6 Listening skills					
4.7 General study skills					
4.8 Problem solving skills					

5. Rate how you feel about each of the following statements with regard to the Academic Development programme in your Department/ Faculty. Use the following codes.

1 = Strongly Disagree
 2 = Disagree
 3 = Not sure

4 = Agree
 5 = Strongly Agree

	1	2	3	4	5
5.1 There is sufficient time for Academic Development					
5.2 It is part and parcel of regular lectures					
5.3 The programme has good tutors					
5.4 The tutorials are conducted effectively					
5.5 The tutors have good subject knowledge					
5.6 The tutors have a good knowledge of the skills needed					
5.7 There is a close link between regular lectures and tutorials					

6. What do you think has been the most successful parts of the Academic Development programme in your Department / Faculty.

- 1 = Completely Unsuccessful
- 2 = Unsuccessful
- 3 = Not sure
- 4 = Successful
- 5 = Highly successful

	1	2	3	4	5
6.1 The general approach of the tutors/lecturers					
6.2 The quality of teaching/tutoring					
6.3 The content of the programmes					
6.4 The support provided by the tutors and lecturers					
6.5 The availability and accessibility of tutors/lecturers					
6.6 The ability of tutors/lecturers to understand my problems					
6.7 Tutors/lecturers understand my needs as a first student					

7. If you could change ONE thing about the Academic Development Programme, what would that be? Please write clearly.

Thank you for your time and participation!

Appendix Two

SCHEDULE OF QUESTIONS: INTERVIEW WITH AD ADVISORS

Some of the questions that guided the interviews were:

- a. Under what circumstances did AD emerge in your department?
- b. What was AD responding to in your department?
- c. Why did AD take the form that it did in your Department?

The above questions (a) - (c) were intended to gather more historical data relating to the programme.

- d. What would you regard as the main achievements of AD in your department?
- e. What would you regard as the main limitations of AD in your department?
- f. What factors explain the successes or limitations of AD in your department?