



Office of the Principal and Vice Chancellor





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2013 HETL CONFERENCE

UNIVERSITY OF CENTRAL FLORIDA, ORLANDO, USA

**PROF MS MAKHANYA, PRINCIPAL AND VICE CHANCELLOR
UNIVERSITY OF SOUTH AFRICA**

13 January 2013

INTRODUCTION

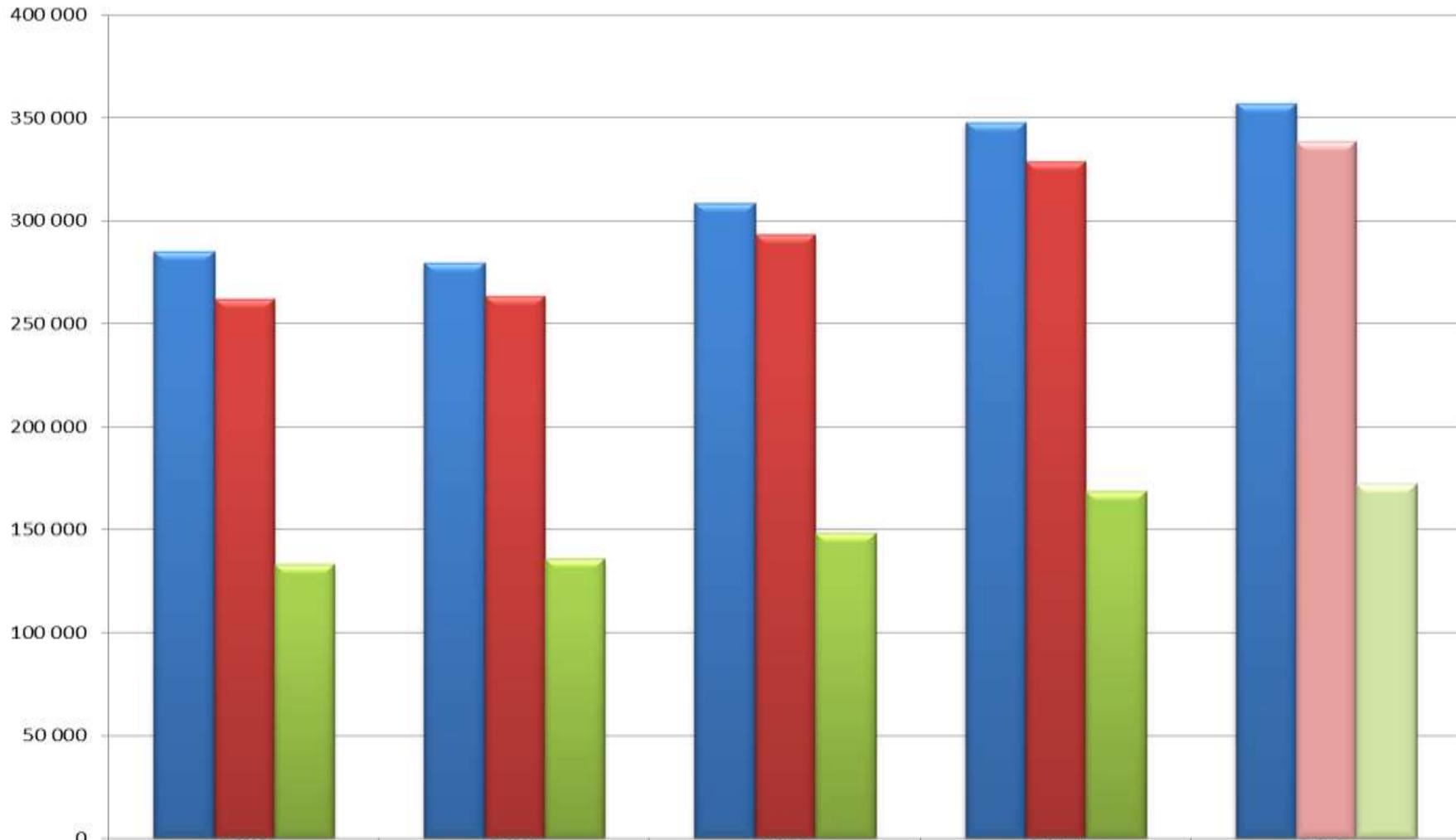
- The massification of higher education:
 - corporatisation blamed for a perceived “dumbing down” of the core business of education
 - “human capital” vs. graduates
 - ‘sage-on-the-stage” threatened by technological advancement
 - academic capitalism
 - the hegemony of the performative character of knowledge
- BUT
 - Millions of previously excluded students are accessing higher education
 - forms of distance and online education are accommodating the increased demand
 - success and throughput rates indicate that teaching and learning is in crisis, world-wide
 - we need quality, appropriately qualified and skilled graduates
 - the contribution that Open and Distance Learning (ODL) as practised by the University of South Africa (Unisa), is making

ACCOMMODATING DIVERSITY

THE UNIVERSITY OF SOUTH AFRICA (Unisa)

- Unisa is the largest University in South Africa and the African Continent and one of the world's mega universities
 - the only dedicated DE university in SA
 - approx 400 000 students (> 1/3 of all SA students)
 - a transforming policy environment
 - committed to social justice and transformation (to be *the* African university in the service of humanity)
 - a regional, continental and global presence - A continental strategic presence
 - concerns about sufficient capacity

A DIVERSE STUDENT BODY: Student Headcount Enrolments & FTE



	2008	2009	2010	2011	2012
Provisional (HC)	285 199	279 740	308 776	347 608	357 073
HEMIS (HC)	261 927	263 559	293 437	328 864	338 577
HEMIS (FTE)	133 022	136 108	148 275	168 679	172 370

* Projected figures for HEMIS HC and FTE 2012

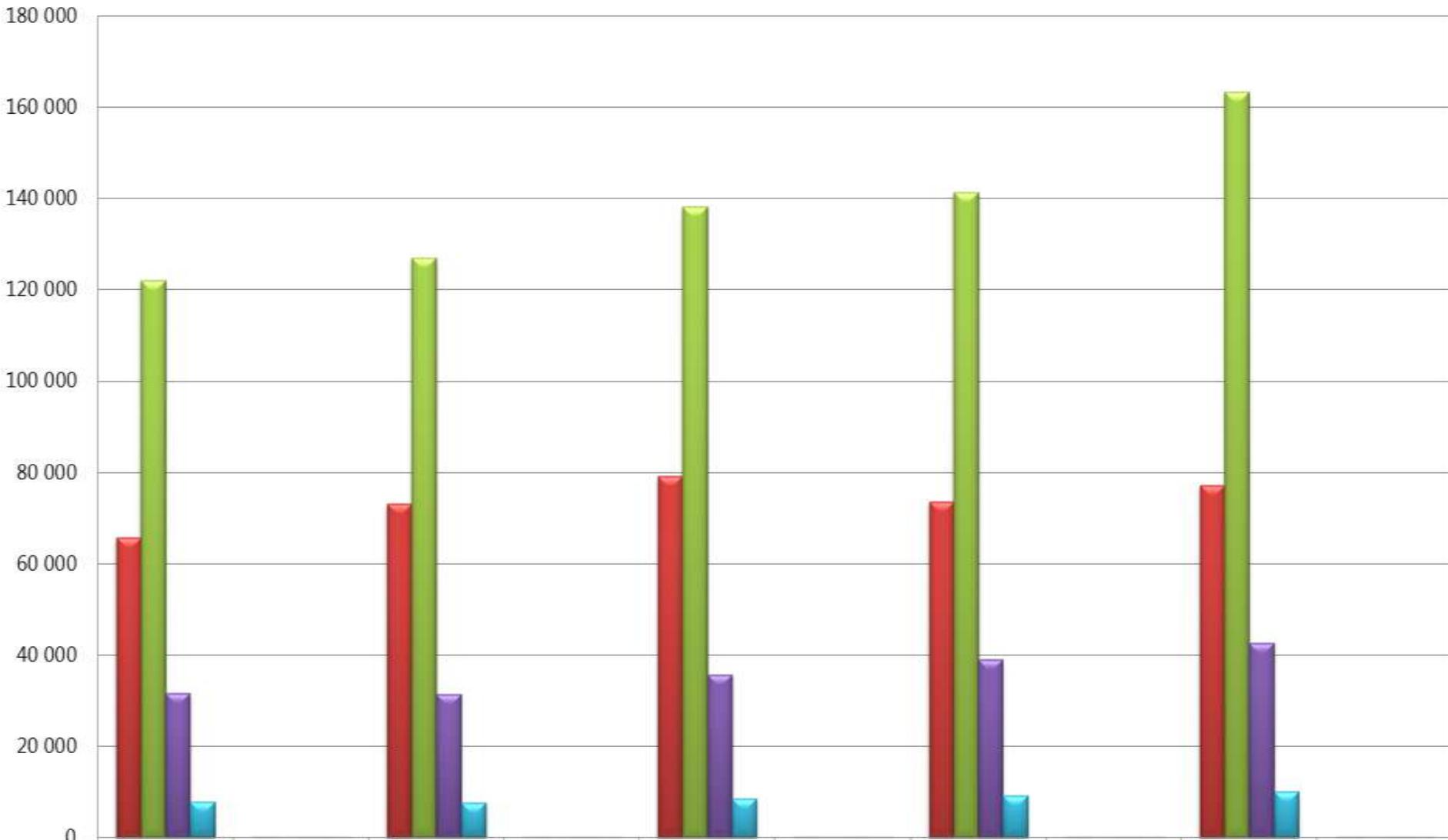
A DIVERSE STUDENT BODY Contd

- Enrolment planning
 - more university entrants that can possibly be accommodated in the country's 23 tertiary institutions
 - Enrolment targets exceeded regularly, Unisa absorb overflow
 - Planning implications

A DIVERSE STUDENT BODY

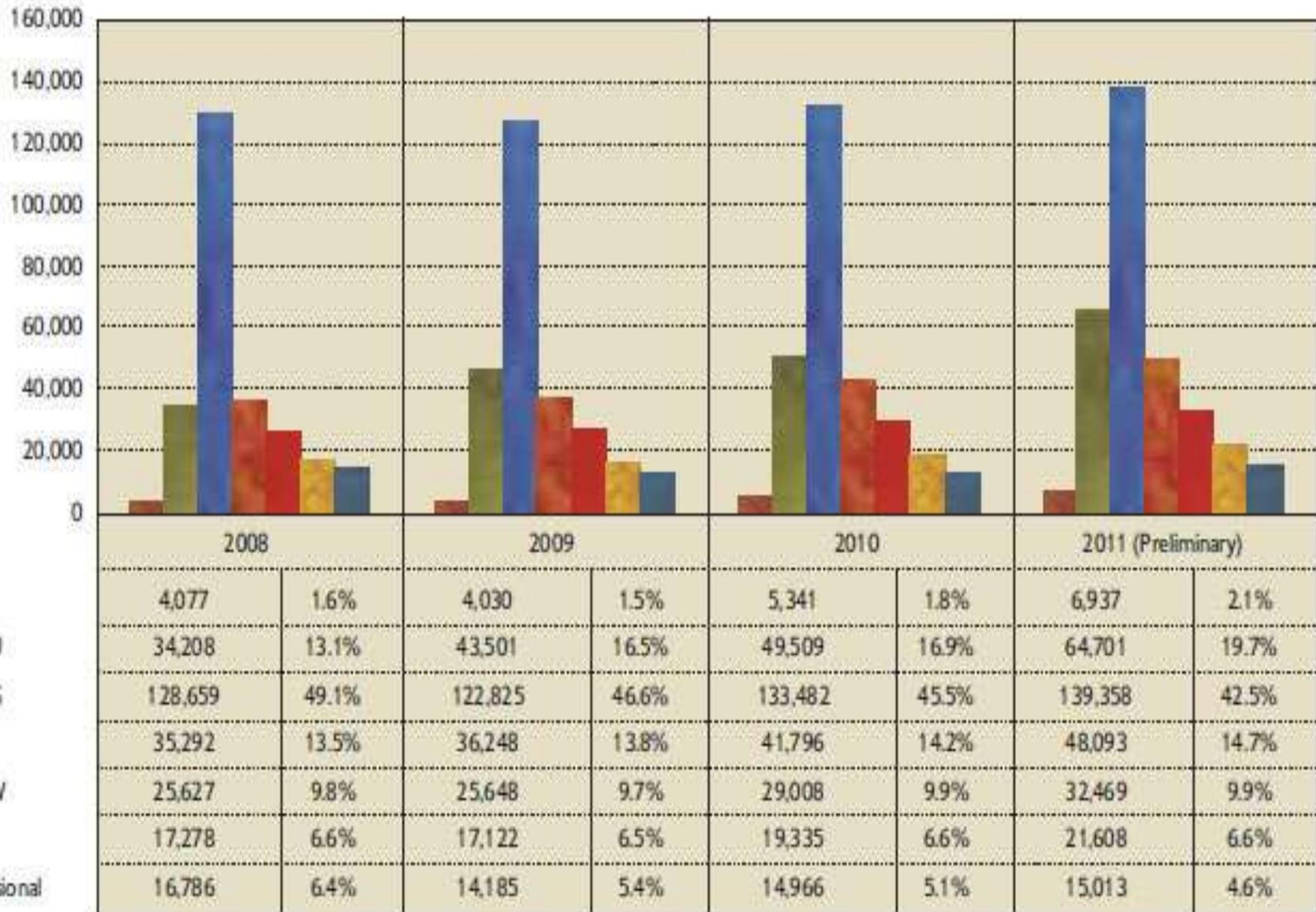
Nationality	2009		2010		2011(Prelim)	
South Africa	245.512	92%	269.061	97.7%	300.221	91.5%
Other SADC countries	15.682	6.4%	18.647	6.6%	21.774	6.6%
Other African countries	3.815	1.4%	4.067	1.4%	4.250	1.3%
Rest of the world	1.505	0.6%	1.606	0.5%	1.746	0.5%
No information	45	0.0%	56	0.0%	188	0.1%

A DIVERSE STUDENT BODY – AGE



	2006		2007		2008		2009		2010	
<24	65 912	29,0%	73 210	30,6%	79 206	30,2%	73 689	28,0%	77 276	26,3%
25-39	122 036	53,6%	127 025	53,1%	138 191	52,8%	141 404	53,7%	163 334	55,7%
40-49	31 641	13,9%	31 457	13,1%	35 856	13,7%	39 119	14,8%	42 726	14,6%
>50	7 950	3,5%	7 688	3,2%	8 674	3,3%	9 347	3,5%	10 101	3,4%

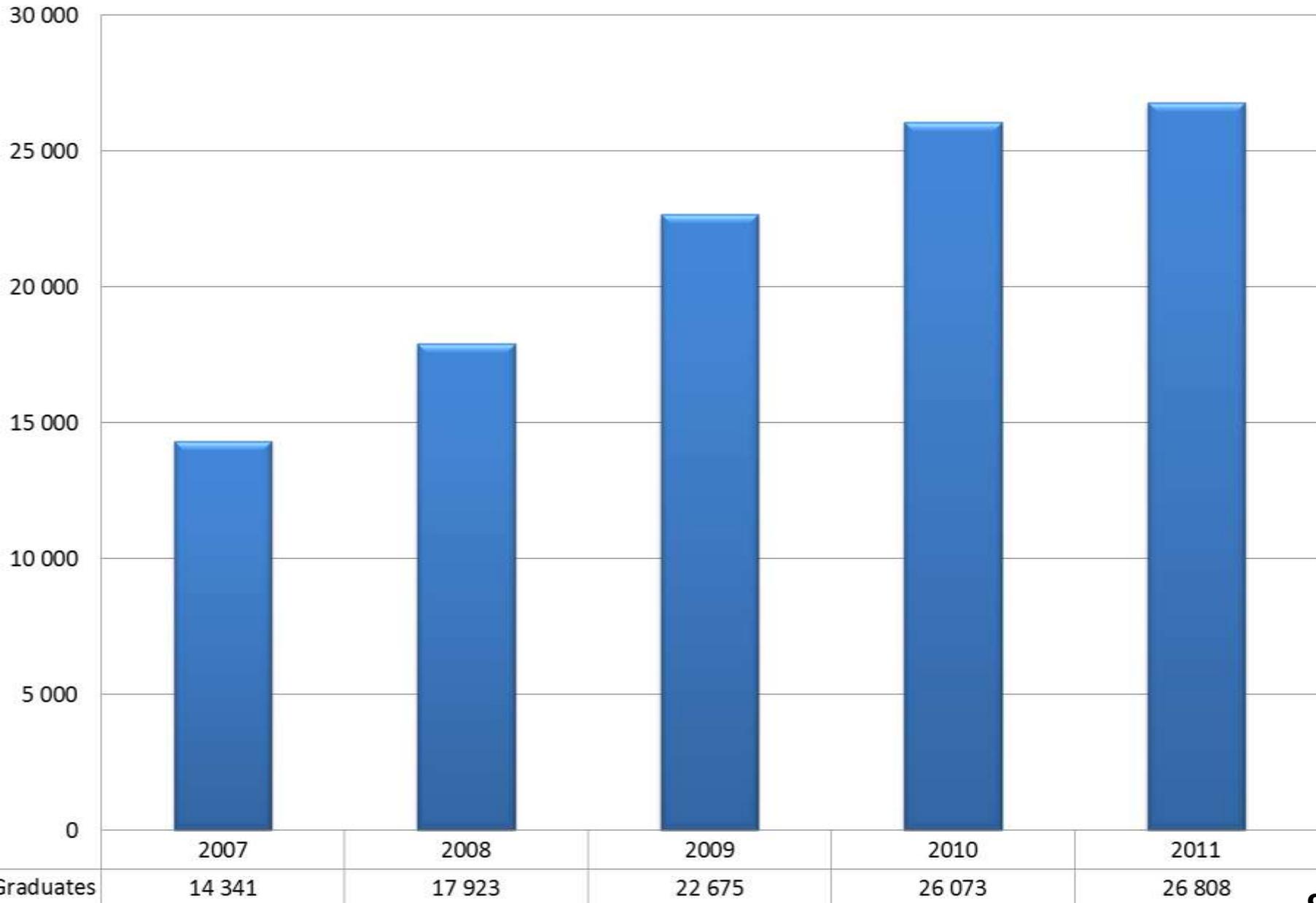
ENROLMENTS PER COLLEGE



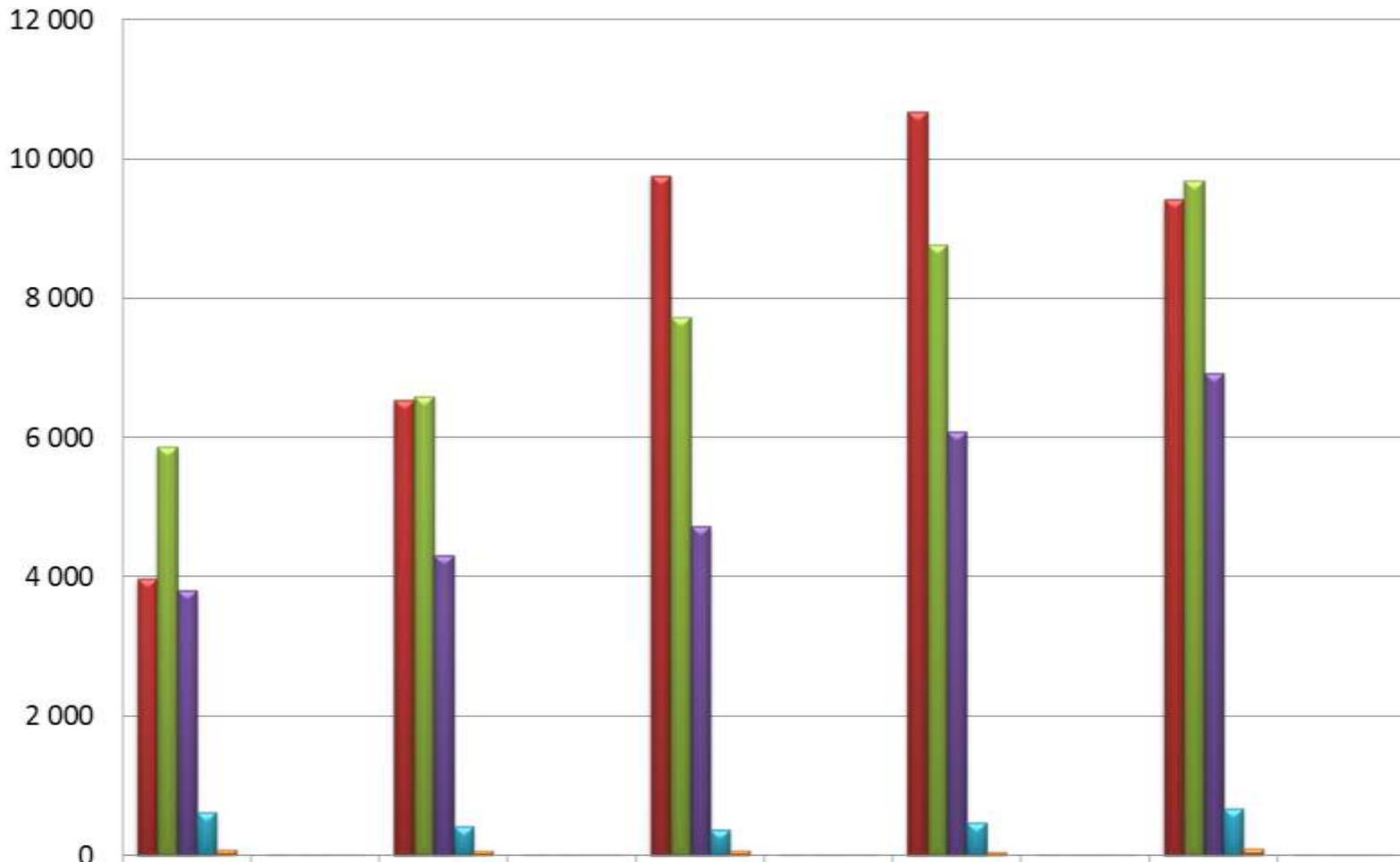
A DIVERSE PROGRAMME AND QUALIFICATIONS MIX

- (ODL) model of teaching that combines the principles of learner-centredness; lifelong learning; flexibility of learning facilitation provisioning; removal of barriers to access; recognition of prior learning; provision of relevant learner support and the construction of learning programmes
- Learning at Unisa involves the use of blended techniques
- Unisa has begun harnessing the potential of information and communications technology (Signature courses)
- Admission requirements
- Our social justice mandate - accommodating the “digital-divide”
- A rich and varied PQM
 - Too large and complex
 - Streamlining for efficiencies

EDUCATION FOR SUCCESS - Graduates

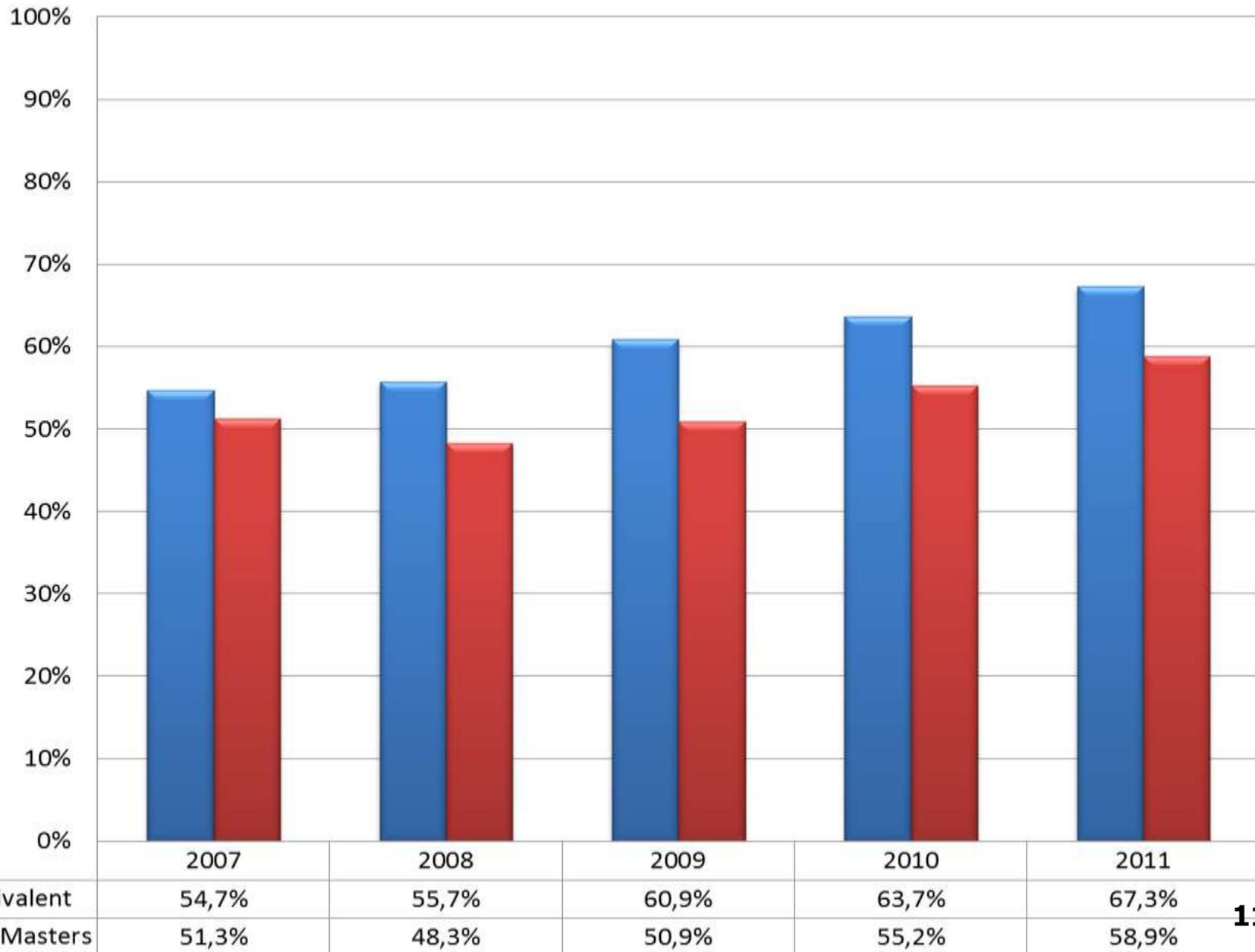


GRADUATIONS BY QUALIFICATIONS TYPE

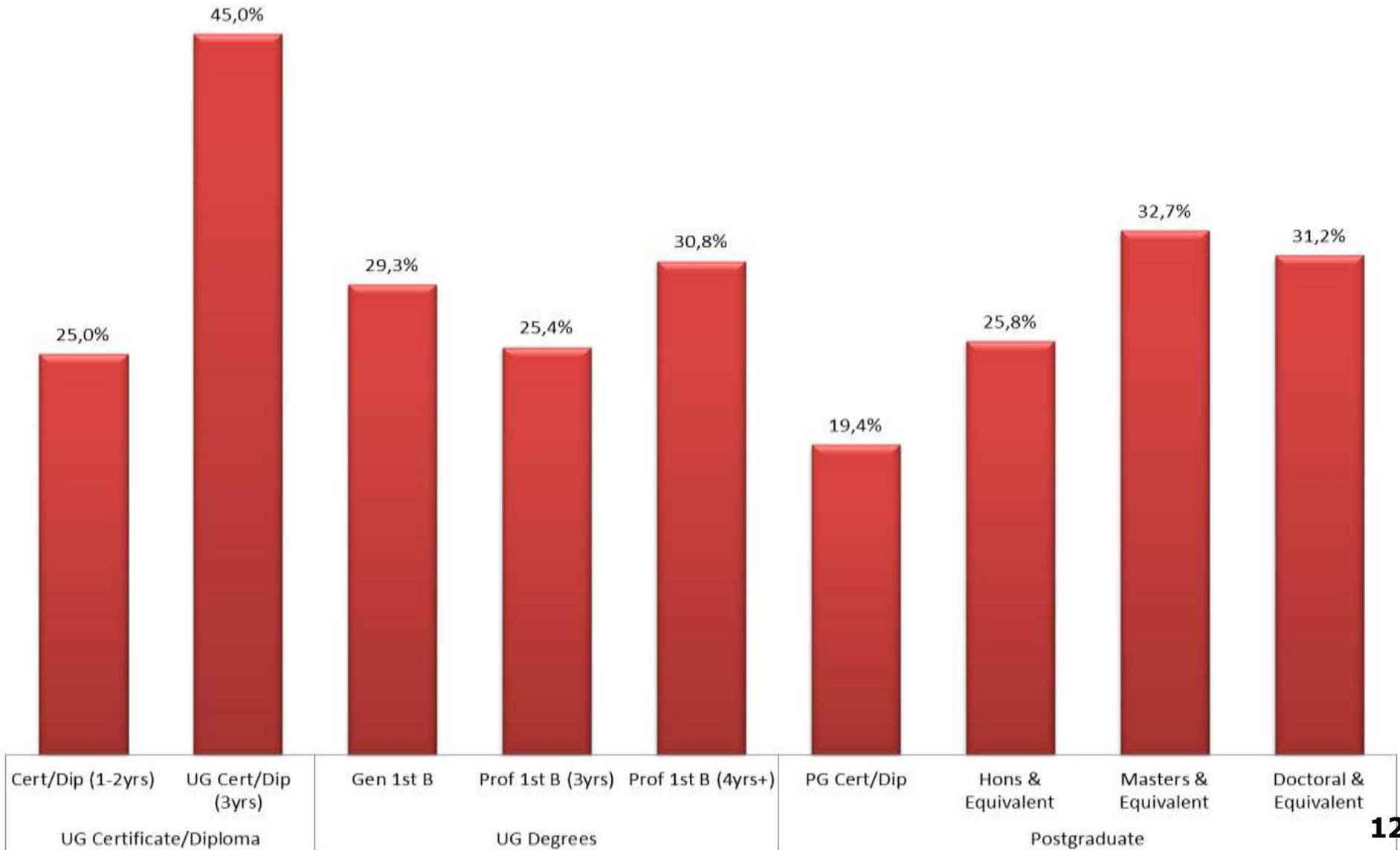


	2007		2008		2009		2010		2011	
■ UG Certificates & Diplomas	3 977	27,7%	6 535	36,5%	9 764	43,1%	10 683	41,0%	9 420	35,1%
■ UG Degrees	5 869	40,9%	6 593	36,8%	7 739	34,1%	8 777	33,7%	9 690	36,1%
■ PG below Masters	3 804	26,5%	4 314	24,1%	4 728	20,9%	6 084	23,3%	6 928	25,8%
■ Masters	613	4,3%	414	2,3%	373	1,6%	474	1,8%	677	2,5%
■ Doctoral	78	0,5%	67	0,4%	71	0,3%	55	0,2%	93	0,3%

Degree Credit Success Rate



Cohort Analyses – First year dropouts



PRODUCING THE RIGHT CALIBRE OF GRADUATES

- A disconnect between the world envisioned by higher education practitioners and that in which the graduates must function effectively and successfully
- Bowden *et al* (2000), cited in Bridgestock (2009): “the qualities, skills and understandings a university community agrees its students would desirably develop during their time at the institution, and consequently shape the Contribution they are able to make to their profession and as a citizen
- Glover et al (2002): “a set of qualities that usually mark a person who has undertaken a degree course developed under the auspices of nationally monitored quality systems.”
- Curricula need to be designed in response to global dynamics, and graduates will need to be skilled, via the curriculum and tuition and learner support, to desired levels.
- Unisa graduate attributes
- An understanding of the self as an African
- Who are we teaching?
- Our quality advantage and benefit

CONCLUSION - LOOKING TO THE FUTURE

- Massification is ongoing
- As the major educator in South Africa Unisa will need to ensure that it is appropriately equipped and capacitated to accommodate these and its own South Africa higher education dynamics. There is no short-term solution, but we believe that by being sensitive to emerging trends and dynamics; adopting an open and innovative mindset; being prepared to be agile and to make our peace with ongoing change; ensuring that we employ the right calibre of staff; creating a conducive people-centred institutional culture; and embracing our responsibility with both enthusiasm and circumspection, we shall achieve our goal of being a high performance institution.



THANK YOU