



# University of Venda for Science and Technology

Annual Report  
January - December 2003







## **Vision**

The University of Venda, as a research and innovative comprehensive university will be a leader in offering integrated academic and career-focused programmes at under-graduate and post-graduate levels for regional, national and international development

## **Mission**

The University of Venda provides, through a problem-orientated, project-designed curriculum, quality education and training in the academic and vocational programmes to which the human and social sciences provide a social context and an African perspective for the cultivation and empowerment of humanity regionally, nationally and internationally.

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# Report of the Vice-Chancellor

## for the year ended 31 December 2003



Prof GM Nkondo  
Vice-Chancellor and Principal

The Honourable Justice JY Mokgoro was elected as new Chairperson of Council at a Council meeting held on 11 April 2003 in the place of Professor B Pityana, who requested to be relieved from the position due to his appointment as Vice-Chancellor of UNISA.

The year 2003 completed the first phase of the implementation of the Strategic Plan 2001 – 2005 and saw the revision of that plan as required by the new mandate given to the university by the Department of Education. The Limpopo Academic Programme Review Committee, consisting of UNIVEN, UNIN and MEDUNSA, has been established to look at regional cooperation and clearance of programmes required by the Minister. The Council ensured, through its sub-structures of governance, the buttressing of the academic enterprise of the university. In this regard the university aligned the academic and administrative structures and function through the establishment of a system of Administrative Boards along similar lines as Academic Boards.

The university also strengthened the management and governance positions and re-aligned structures through the creation and filling of positions of Coordinator: Strategic Plan Implementation, and Executive Director and Director: Quality Assurance and Promotion. The Executive Director: Communication, Marketing and International Relations was also appointed. A visiting Professor, who is a former Vice-Chancellor of another university, was appointed for a year as Acting Director of the E'skia Mphahlele Institute of African Studies.

The table hereunder shows the breakdown of the staff complement in terms of race and gender.

E.E Variable	Univen (N=707)	%	Academic staff (N=243)	%	Support staff (N=464)	%
African	668	94.5	210	86.4	458	98.7
Coloured	01	0.14	0	0	01	0.2
Indian	07	0.99	07	2.88	0	0
White	31	4.4	26	10.7	05	1
Female	308	43.56	78	32.1	230	49.57
Male	399	56.44	165	67.9	234	50.43

The re-alignment of academic structures mentioned above resulted in the clustering of seven schools into the following three faculties:

- Faculty of Health, Agriculture and Rural Development
- Faculty of Humanities, Management Sciences and Law
- Faculty of Natural and Applied Sciences

This arrangement provided an avenue for effective management of the teaching and learning processes, and encouraged greater cross-pollination of ideas between staff and students across disciplines.

In 2003, the focus was on the facilitation of an effective learning environment, and on fostering international and national linkages. Arrangements were made for members of staff to visit the University of Virginia in the USA for a workshop. These initiatives were intensified in 2003, with more national and international institutions of higher learning concluding collaboration agreements with the university.

The number of African staff has continued to show a steady increase, whereas, contrary to expectations, the number of female staff has remained constant. The profile of senior female staff at middle management and senior management level has increased, with two of the three Executive Deans being female, and three of the seven Deputy Deans being female. Of the ten members of the Executive Management Committee members, four are female.

The Programme and Qualification Mix document released by the Minister of Education in 2002 indicated areas in which we should collaborate with the University of the North and MEDUNSA. Discussion in this direction took off to a good start in 2003. We are now collaborating with MEDUNSA in offering the Physiotherapy programme.

Student enrolments continued to increase in 2003. The number of students from the SADC region displayed a slight increase. The table hereunder shows student enrolments in the different schools for 2003.

#### Student enrolment per race, gender and school

Gender	F			M				SUM
	SUM			SUM				
Ethnic Group	Black	Indian	White	Black	Coloured	Indian	White	
School of Human & Social Sciences	1396		1	1515		1		2913
School of Management Science & Law	1406	1	1	1913	1	1	7	3330
School of Maths & Natural Sciences	269		1	369				639
School of Environmental Science & Engineering	537		1	926				1464
School of Agriculture, Rural Development & Forestry	171			222				393
School of Health Sciences	471			171			1	643
Graduate & Integrated Studies	68			40				108
Giyani Campus				3				3
Makhado Campus	5			2				7
SUM								9500

University staff continued to engage in research by themselves, or in collaboration with colleagues elsewhere. Postgraduate students also engaged in research activities with their professors. Some academics engaged in commissioned research and in research activities funded by external research agencies.

On 31 December 2003, the University Council had 25 members, drawn from internal and external structures.

The following persons ceased to be members of Council during 2003:

- Prof P Katjavivi – AAU Representative - Resignation
- Mr S Khwiyane – SRA Representative - Term expired
- Mr R Mushweu – SRA Representative - Term expired

The following new members joined Council in 2003:

- Dr O Shisana – Designated by the HSRC
- Mr RM Netshivha – SRA Representative
- Ms V Mailula – SRA Representative



# Report of the Senate on the Teaching and Research for the year ended 31 December 2003



Prof MM Ramogale  
Vice-Principal: Academic  
Affairs and Research

## Introduction

The Senate is responsible for the academic enterprise of the university, including research development and management, and examinations. The Senate undertakes this work through its committees, such as the Boards of Schools, the Academic Planning Committee, the Research and Publications Committee and the Executive Committee of Senate.

As on 31 December 2003, Senate consisted of 107 members, of whom 39 were Professors. The Senate draws its members from two representatives of Council, Vice-Chancellor and Deputy Vice-Chancellors, Executive and Deputy Deans, Executive Directors and Directors of academic centres, heads of academic departments, Professors, senior lecturers, lecturers, resource persons, observers and student representatives, in accordance with a proportion determined by the Statute.

## Curriculum matters

The university has adopted a problem oriented and, project based delivery mode. Students, assisted by their instructors, identify problems in society and develop solutions thereto. The curriculum accentuates the integration of theory and practice. The philosophy is to empower the students with the requisite skills to face present day as well as future challenges.

The curriculum restructuring process started with an Oversight Committee determining programmes and qualifications to be phased out or retained in line with the new mandate. The Applied Sciences and Innovation Committee was also established and came up with the Y-model (Academic and Applied Sciences).

In 2003 the emphasis has been on buttressing and consolidating the current academic programmes, and on ensuring careful planning with regard to the envisaged new academic programmes. Once more, focus was on the programmes in the science and applied sciences areas in pursuit of the strategic direction of the institution.

The role of the Centre for Youth Studies, Centre for Gender Studies, and the Centre of African Studies as vehicles for interdisciplinary studies was enhanced. The Centre for Entrepreneurial Studies was established.

In 2003, focus was again placed on the recruitment of postgraduate students. To this end, Senate strengthened the work study programme. The programme enables postgraduate students to do work related to their areas of study, thereby affording them an opportunity to integrate theory with practice. They in turn have part of all their fees covered by the programme, depending on the extent of their involvement and commitment.

## Qualification and Programme Mix for 2002 – 2006

In 2003 the university continued to review the response of the Ministry to the Programme and Qualification Mix submission, and identified problem areas which the attention of the Department of Education was drawn to. In general, Senate noted that the catalogue of approved qualifications was in line with the strategic direction of the institution.

## Quality Assurance

Senate re-affirmed the primacy of the external examining system as a central quality assurance mechanism. A system of peer review is followed with the introduction of new academic programmes.

This requires a review of proposals for the introduction of new programmes by experts in the field at other institutions. A Quality Assurance directorate was established to coordinate quality assurance initiatives and to direct quality assurance activities. The primary responsibility for quality assurance lay in the offices of Executive and Deputy Deans whose responsibility it was to ensure adherence to quality assurance procedures and mechanisms. Administrative heads also have quality assurance responsibilities.

## Enrolment and qualifications

Headcount enrolment was 9 500 in 2003. Of these 5 172 were male and 4 328 were female. The racial composition was 9 484 African, 1 coloured, 3 Indian and 12 white.

In the sciences and applied sciences, enrolment figures rose from 2 466 to 3 374, a growth of 37%. A total of 943 students graduated in 2003.

## Research Development

In 2003 the university made a conscious effort to source research funds to supplement internal research funding. The strategic planning required the development of a new research policy. Senate decided to increase the grant for research from internal funds, and to streamline its procedures so as to make researchers more accountable for the funds allocated to them. The main focus areas for research were in areas representing the strategic direction of the institution, such as Agricultural Sciences, Rural Development, Environmental Sciences and Health Sciences. Focus was also placed on community development related research projects.

## Conclusion

In 2003 Senate conducted its business well, in the context of the many challenges facing higher education at the time.



Faculty	School Of	Post Graduate		Under Graduate		Country
		Males	Females	Males	Females	
Faculty of Health, Agriculture and Rural Development	Agriculture, Rural Development and Forestry	38 1	36	183 4	134 1	RSA Zimbabwe
	Health Sciences	16 1	56 1	155	414	RSA Zimbabwe Countries in Europe
Faculty of Humanities, Law and Management Science	Management Sciences and Law	92 1	53	1815 4 1	1341 5 1 4 1 4	RSA Zimbabwe Zambia Namibia Malawi Countries in Asia Other African Countries
	Human and Social Sciences	172 1 1	137 1	1346 1	1264	RSA Zimbabwe Countries in Europe Other African Countries
Faculty of Natural and Applied Sciences	Environmental Sciences and Engineering	35 2	32	888 1	503 1 1	RSA Swaziland Zambia Malawi Other African Countries
	Mathematics and Natural Sciences	31 2	24	323 4 1	245 1	RSA Other African Countries Namibia Zimbabwe
	Post Graduate and Integrated Studies	13	37	27	30 1	RSA Zimbabwe



Faculty School Name	Qualification Name	Females	Males	Total
Human and Social Sciences	Science Teacher Education Diploma	1	1	2
	Post Graduate Diploma In Education	6	7	13
	National Professional Diploma In Education	179	166	345
	Diploma In School Library & Science Info	1		1
	Diploma In Education Management	3	12	15
	Diploma In Early Childhood Education	3	1	4
	Certificate In Music	4	4	8
	Certificate Course In Business English	24	20	44
	Bachelor of Pre-Primary Education	4		4
	Bachelor of Education	1	2	3
	Advanced Certificate In Remedial Education	2	4	6
	Advanced Certificate In Environ.Education		1	1
	Advanced Certificate In Remedial Education		4	4
	B.ed In Educational Management	4	1	5
	BA Honours In International Relations		2	2
	BA In International Relations	11	15	26
	Bachelor of Arts	18	10	28
	Bachelor of Arts Honours	2	2	4
	Bachelor of Arts Honours In Linguistics	2		2
	Bachelor of Arts Honours In Psychology	9		9
	Bachelor of Arts Honours In Xitsonga		2	2
	Bachelor of Arts Honours In Northern Sotho		1	1
	Bachelor of Arts Honours In Political Studies		2	2
	Bachelor of Arts Honours In Tshivenda	3	4	7
	Bachelor of Arts In Education	6	2	8
	Bachelor of Arts In Social Work	19	14	33
	Master of Education In Educational Manag		1	1
	Master of Education In Curriculum Stud		1	1
	Master of Education: Teacher Education		1	1
	Higher Education Diploma-General		1	1
	Diploma in Education(Secondary)	3	1	4
	TOTAL	305	282	587





Faculty School Name	Qualification Name	Females	Males	Total
Management Sciences and Law	Foundation Programme In Management Scien	8	4	12
	Cert In Human Resource And Labour Relati	3	3	6
	Bachelor of Commerce In Industrial Psych	2	3	5
	Bachelor of Commerce In Human Resource	3	1	4
	Bachelor of Commerce In Hospitality Mana	2	3	5
	Bachelor of Commerce In Economics	4	9	13
	Bachelor of Commerce In Cost Management	11	11	22
	Bachelor of Commerce In Bus. Management	2	1	3
	Bachelor of Commerce In Accounting	47	52	99
	Bachelor of Commerce (Tourism Management)	1	2	3
	Bachelor of Commerce (Bus. Info. Systems)	3	3	6
	Bachelor of Administration	18	22	40
	Bachelor of Admin (Human Resources Man)	6	3	9
	Bachelor of Commerce Honours-Economics		2	2
	Bachelor of Administration in Economics		1	1
	Baccalaureus Legum Undergraduate	5	33	38
	Baccalaureus Iuris	2	2	4
	Baccalaureus Artium Legum	1	1	2
	Baccalareus Artium Honoribus Juris CRM		1	1
	Baccalaureus Artium Juris Criminalis	3	23	26
	B.Admin Honours In Human Resources Mangt	1		1
	Magister Legum		3	3
	Master in Public Management		1	1
	B.Comm(Hons)In cost Management Accounting		1	1
	Master of Commerce		1	1
	TOTAL	122	186	308
Mathematics & Natural Sciences	Master of Science In Microbiology	1	2	3
	BSc Hons (Biological Sciences)	1	3	4
	BSc Honours In Biochemistry	1	1	2
	Bachelor of Science Hons Statistics	1		1
	Bachelor of Science Honours In Physics	1	2	3
	Bachelor of Science Honours In Chemistry	2		2
	Bachelor of Science	31	28	59
	Master of Science in Mathematics		1	1
	Master of Science in Chemistry		1	1
	Doctor of Philosophy		1	1
	TOTAL	38	39	77
Environmental Science & Engin.	Diploma In Mining Impact And Post Mining	1	9	10
	Bachelor of Urban And Regional Planning	1	6	7
	Bachelor of Environmental Sciences Hons.	9	13	22
	Bachelor of Environmenatal Sciences	38	46	84
	Bachelor of Environmental Management	8	7	15
	Bachelor of Earth Sciences in Mining	3	16	19
	Bachelor of Earth Sciences	3	4	7
	Bachelor of Earth Science in Hydrology		3	3
	Master of Environmental Sciences		2	2
	TOTAL	63	106	169

Faculty School Name	Qualification Name	Females	Males	Total
Agriculture, Rural Dev. & Forestry	Bachelor of Agriculture	5	7	12
	Bachelor of Family Ecology & Consumer Sc	4		4
	Bachelor of Science In Agriculture	1	4	5
	Bachelor of Science: Food Science Tech	3	3	6
	Honours In Rural Development	9	7	16
	Masters of Science In Agriculture	1		1
	Masters in Rural Development		1	1
	TOTAL	23	22	45
Health Sciences	Master of Public Health	1	1	2
	Diploma In Psychiatric Nursing	8	1	9
	Diploma In Nursing Science	44	7	51
	BSc Honours In Community Nutrition	2		2
	Baccalaureus Curationis Honores	4	2	6
	Baccalaureus Curationis (Nursing Science)	34	3	37
	Baccalaureus Curationis Honores	7		7
	Baccalaureus Curationis (Praxis Extensa)	1		1
	Advanced Diploma In Community Health	4		4
	TOTAL	105	14	119
Graduate & Integrated Studies	Bachelor of Arts, Youth In Development	3	3	6
	Honours Degree In Gender Studies	3	1	4
	TOTAL	6	4	10





# Strategic planning implementation

## Introduction

Prof NS Mahoko has been deployed to co-ordinate the implementation of the university's 2003 – 2008 Strategic Plan.

## Awareness campaigns

Since the idea of Strategic Plan implementation is new for Univen, it was considered necessary to inform its community about the implementation process. The office of the Strategic Plan Coordinator embarked on awareness campaigns. Awareness meetings were held with the following important stakeholder groups – administrative staff, academic staff by school, service staff, Deans, and the Executive of the convocation. A total of 270 people participated.

## Quick-Wins

These are the activities that could be carried out without the need for additional funds, and could therefore be started immediately.

These included the following areas in the 2003 – 2008 Strategic Plan log frames:

- Student development, management and welfare
- Student academic development
- Student health
- Counselling and general student development
- Disability programmes
- Quality Assurance

Key people have been identified and given assignments for the implementation of these tasks.

## Univen's mandate

It is common knowledge that Univen was to merge with UNIN and MEDUNSA. However, after extensive negotiations with the Ministry of Education, Univen was allowed to become a stand-alone university, but must become a comprehensive institution. This implied that Univen had to add career-focused and technology programmes to its already existing academic programmes, and cut down on academic programmes.

In view of this shift in emphasis, a number of academic programmes in the humanities will be reduced. Career-focused and technology programmes have been suggested at certificate, diploma and degree levels. Technology programmes or short courses will also be introduced.

People will be able to use their prior learning experiences to access entry into desired programmes. People could also exit a programme at the end of a successful first year with a certificate, or at the end of a successful second year with a diploma. It also means a person can return after some time to complete a degree provided the industrial attachment programme is completed.

Univen acknowledged from the onset the lack of resources – financial, material and human – it is faced with as a historically disadvantaged institution. It never received funding to redress these imbalances.

Deloitte was awarded a tender to develop a business plan for the university and if needed, to assist with its implementation. This would convince the Ministry of Education to fund Univen's implementation of its new mandate.



Prof NS Mahoko  
Co-ordinator:  
Univen Strategic Plan





# Overview of Schools

## School of Agriculture, Rural Development and Forestry

### Strategic objectives

The strategic objectives of the school are:

- To consolidate the under and post-graduate programmes and improve the quality of the learning environment.
- To identify and establish career-focused and vocational programmes in identified strategic areas.
- To improve the human resource profile of the school.
- To sustain and promote research, publications and other knowledge output that are required for academic scholarship in accordance with international standards.
- To strengthen and establish local, regional, national and international knowledge and cross-cultural awareness as well as to promote collaborative research.
- To develop infrastructure and generate financial resources to support the implementation of the curriculum.
- To engage the process of quality assurance and promotion of academic and administrative performance of the school.
- To improve academic administration and management to meet appropriate efficiency and accountability standards.
- To improve the pass rate, throughput, graduation rates and overall efficiency of the school.

### Academic programmes

The school is comprised of the following disciplines:

- Agricultural Sciences - areas of specialisation are Forestry, Animal Science, Horticultural Sciences, Soil Science, Rural Engineering, Animal Science and Agricultural Economics and Extension.
- Family Ecology
- Consumer Science
- Food Science

Six bachelor degree, two honours degree, three masters degree and two doctoral degree programmes are available at the school, where 451 students were registered in 2003. 111 were postgraduate. 31 undergraduate and 11 postgraduate students graduated.



The school houses the Centre for Rural Development that is aimed at research, community outreach programmes and service provision. This is achieved through academic programmes, short courses, workshops and other initiatives that involve community

participation. During this period, two staff members received their masters degrees and one a doctoral degree.

### Curriculum transformation

The school reviewed its strategic plan for 2003 – 2008 to be in line with the new mandate of the university and career focused programmes were identified, amongst others in food technology.

### Research output

Staff of the School of Agriculture, Rural Development and Forestry embarked on various research projects during the year under review, supported by funding from the university itself or from external sources such as the National Research Foundation (NRF), Africare, the Australian Agency for International Development (AUSAID) and (IPSAD) Interactive, and on participation strategies for generating innovation for small scale agriculture in development countries. Research projects embarked upon are listed in table 1.

### Community service rendered

Community outreach programmes are central to the vision of both the university and the School of Agriculture, Rural Development and Forestry. Community projects conducted or initiated during the year under review are listed in table 2.

### Conferences and visits

The school encourages the internationalisation of the curriculum through local, regional and international collaboration by students and staff alike. Visitors from various overseas universities were hosted in 2003 and the dean of the Faculty of Health, Agriculture and Rural Development, Prof NS Mahoko, attended a conference at the Georgia State University.

Staff engaged in workshops, seminars and other collaborative projects with the provincial and national departments responsible for agriculture, water, forestry and land affairs.

### Linkages with other institutions

Both the School of Agriculture, Rural Development and Forestry and its Centre for Rural Development have established links with other research institutions, professional associations, private companies and related bodies. These relate to the sharing of knowledge, research projects, funding and practical training.

These organisations include the Department of Water Affairs and Forestry, Department of Science and Technology, the Land Bank, the University of the North, the Agricultural Research Council, the Australian Centre of International Agricultural Research, the University of Aberdeen, the Nkuzi Development Association and the British Council.





<b>Table 1</b>			
<b>Department / Unit</b>	<b>Staff</b>	<b>Research Project Theme</b>	<b>Source of Funds</b>
Animal Science	Dr O Acheampong Boateng Prof M.O Makinde	- Nutritional values of agricultural by-products - Silk production	National Research Foundation
Food Science and Technology	Prof A.O Olorunda	- Effects of processing technology	University of Venda
Agricultural and Rural Engineering	Prof T.E Simalenga	- Tillage for soil water conservation - Solar driving of fruits and vegetables	National Research Foundation National Research Foundation
Soil Science	Dr J.J.O Odhiambo	- Improving cowpea production	National Research Foundation
Horticulture Sciences	Dr G.R.A Mchau	- Sericulture (silk) production - Indigenous trees in farming systems - Innovations for rural development	National Research Foundation IPSAD University of Venda
Family Ecology and Consumer Sciences	Prof L.L Maliwichi	- Poverty alleviation - Household food security	National Research Foundation National Research Foundation
Agricultural Economics and Extension	Prof S.A Oni	- Agro-economic impact of HIV / AIDS in Limpopo Province	National Research Foundation
Forestry	Prof R Ole Meiludie	- Sericulture (silk) Production	University of Venda
Plant Production	Mr S.R Netshifhefhe	- Sericulture (silk) Production	University of Venda
Centre for Rural Development	Prof A Okorie Prof A.E Nesamvuni	- Impact assessment of Africare sponsored agribusiness management community based projects. - Economic impact of HIV / AIDS on rural households - Modelling of broiler breeder hens	Africare Aus Aid National Research Foundation
School Wide	All senior staff	Study of Agricultural Industry in Limpopo Province	Limpopo Dep. of Agriculture

<b>Table 2</b>	
<b>Department / Unit</b>	<b>Community outreach activities/ projects</b>
Agricultural Economics and Extension	<ul style="list-style-type: none"> <li>- Training workshop on farm and agribusiness management</li> <li>- Train the trainers workshop on farm projects</li> <li>- Pilot project on village extension training</li> <li>- Grassroots innovation programme/project of the SMME division in the Provincial Department of Finance, Economic Affairs and Tourism.</li> </ul>
Agricultural and Rural Engineering	<ul style="list-style-type: none"> <li>- Fruit and vegetables drying and construction of solar dryers demonstration</li> <li>- Advisory service on animal traction and rice production</li> <li>- New technologies in welding, ripper planter, peanut roaster and processing</li> <li>- Farmers field days in selected villages</li> </ul>
Soil Science	<ul style="list-style-type: none"> <li>- Follow up on the success of a BASED (Broadening Agricultural Services and Extension Delivery), held in 2002</li> <li>- Conduct workshops / seminars / field-day demonstrations for farmers and extension technicians on soils and their management.</li> </ul>
Animal Science	<ul style="list-style-type: none"> <li>- Assessment of technologies and innovations of the BASED programme in the Vhembe District</li> <li>- Integrated animal production programme</li> <li>- Provide technical advice to Nguni Cattle Breeder Society, Northern Livestock Association, Mega Poultry Project, King Mphephu Development Plan, and Extension officers and farmers in both commercial and emerging livestock sector in the Province</li> </ul>
Horticulture Sciences	<ul style="list-style-type: none"> <li>- Mangodi Water Wise Project</li> <li>- Training farmers in Lwamondo in vegetable production</li> <li>- Innovation for Rural Development Project</li> <li>- Venda Farmers Export Marketing Programme</li> <li>- Development of short courses in horticulture for Ndlandlamuka Local Project, Giyani</li> </ul>
Plant Production	<ul style="list-style-type: none"> <li>- Mother and Baby Trials sponsored by CIMMYT in Lwamondo and Maungani</li> <li>- Mangodi Water Wise Project</li> <li>- Training farmers in Lwamondo in vegetable production</li> <li>- Rivoni Blind School Project on vegetable production at Elim</li> <li>- Satya Saibaba Project on Maize and Vegetable production at Ha-Mutale area</li> </ul>
Forestry	<ul style="list-style-type: none"> <li>Outreach programmes in villages and forest industries within the Northern District, on issues relating to:</li> <li>- Sustainable natural and plantation forest management</li> <li>- Forest conservation</li> <li>- Forest for people livelihood, for example, agroforestry, community forestry, etc</li> </ul>
Family Ecology and Consumer Sciences	<ul style="list-style-type: none"> <li>Outreach programmes rooted in research projects titled:</li> <li>- Poverty Eradication / Job creation</li> <li>- Household food security</li> <li>A number of projects activities to be undertaken include:</li> <li>• sewing      • food preservation      • peanut butter making      • catering training      • jam making, etc</li> </ul>
Food Science & Technology	<ul style="list-style-type: none"> <li>- Organise courses and training in technology transfer in food preservation and processing, storage and packaging</li> <li>- Technical advice on postharvest technology including processing, preservation and packaging</li> </ul>
Centre for Rural Development	<ul style="list-style-type: none"> <li>- Regional Management Forum</li> <li>- Participation in Integrated Development Plans (IDPS) Process</li> <li>- Income-generating projects</li> <li>- King Mphephu Development Plan</li> <li>- Project Management Workshops</li> <li>- A number of community-based projects at nearby villages</li> </ul>

# Overview of Schools

## School of Health Sciences

### Strategic objectives

The strategic objectives of the school are:

- To consolidate the under and post-graduate programmes and improve the quality of the learning environment.
- To identify and establish career-focused and vocational programmes in identified strategic areas.
- To improve the human resource profile of the school.
- To sustain and promote research, publications and other knowledge output that are required for academic scholarship in accordance with international standards.
- To strengthen and establish local, regional, national and international knowledge and cross-cultural awareness as well as to promote collaborative research.
- To develop infrastructure and generate financial resources to support the implementation of the curriculum.
- To engage the process of quality assurance and promotion of academic and administrative performance of the school.
- To improve academic administration and management to meet appropriate efficiency and accountability standards.
- To improve the pass rate, throughput and graduation rates and overall efficiency of the school.

### Academic programmes

The School of Health Sciences is comprised of the following disciplines:

- Nursing Science
- Public Health
- Nutrition
- Physiotherapy
- Psychology
- Biokinetics, Recreation and Sport Science.

Two certificates, seven bachelors degrees, six honours, three masters and one doctoral programme are available at the school, where 666 students were registered in 2003, 55 of which were postgraduate. 96 undergraduate and 15 postgraduate students graduated during the period under review.

The school houses the Department of Sport and Recreation. A director for the department was appointed to create and sustain a culture of sport and recreation. During the year under review, several of the university's sport codes were affiliated with the South African Student Sport Union (SASSU) and its disabled sport was affiliated to Disabled Sport South Africa (DISA). Univen participated in the SASSU Winter and Summer Games held throughout the country, as well as the SA Disabled Championships.

The department received several sponsorships, including R987 000 from the national lottery for infrastructure development.

The school also houses the Centre for Biokinetics, Recreation and Sport Science that is aimed at research, community outreach programmes and the provision of service. This is achieved through academic programmes, short courses, workshops and other initiatives that involve community participation.

### Curriculum transformation

The school reviewed its strategic plan for 2003 – 2008 to be in line with the new mandate of the university and career focused programmes were identified.

### Research output

During the year under review the School of Health Sciences published 15 journals and presented three conferences. It was represented at three conferences presented externally. Three researchers were named top three in output by the university's Research & Development Unit, namely Prof LO Amusa, Dr TX Maluleke and Dr S Promtusanannon.

### Community service rendered

The School of Health Sciences embarked upon various community service projects in 2003. These included the testing of athletes for the Limpopo Academy of Sport, mobile clinic services, radio talks on various health related topics, counselling for survivors of trauma and for cancer patients, self-breast examination field days in villages and food security projects.

Most of these projects are multidisciplinary and also involved other schools within the Faculty of Health, Agriculture and Rural Development.

### Conferences and visits

The school encourages the internationalisation of the curriculum through local, regional and international collaboration by students and staff alike. Visitors from various overseas universities were hosted in 2003. The institutions were the Virginia State University (November), Georgia State University (July), Medical Research Council (MRC) (May & August). Prof NS Mahoko, Executive Dean at the time, visited the Georgia State University.

Staff engaged in workshops, seminars and other collaborative projects with the provincial and national departments responsible for health and welfare.

One staff member received a masters degree and another a doctoral degree during 2003.



# Overview of Schools

## School of Environmental Sciences and Engineering

### Strategic objectives

- To provide an institutionalised approach to the development of strategies and skills for addressing the widespread environmental problems within the region. These include declining productivity of agricultural lands, soil erosion, declining biodiversity, encroachment into marginal and sensitive environments and impacts due to mining activities.
- To help alleviate poverty and other socio-economic woes within the region through the dissemination of knowledge and skills on sustainable resource allocation, development and management.

In order to achieve these strategic objectives, environmental science training was conceptualised to involve training in the following:

- Understanding the nature of the human environment processes so as to access the natural resource potential and the vulnerability of the natural environment.
- Understanding the nature of the human environment processes so as to assess the pressure on the environment and develop strategies for harmony between the resource demand and resource potential.
- Planning for resource allocation and development in consistency with acceptable environmental quality.
- Assessing the impact of the development process and strategies to mitigate environmental impact of the development process so as to achieve sustainable environmental quality.

### Academic programmes

During the year under review, the school offered a range of pre and post degree qualifications in the following departments:

- Department of Ecology and Resource Management
- Department of Geography and Geo-Information Sciences (GIS)
- Department of Hydrology and Water Resources
- Department of Mining and Environmental Geology
- Department of Urban and Regional Planning.

The school also manages an Environmental Advisory and Assessment Unit for income

generation and community service and a GIS Resource Centre that is involved in GIS analysis and map making, and offers a GIS certificate course.

During the year under review the school had a total of 1 492 undergraduate students and 111 postgraduate students. All undergraduate qualifications in the school include a major in Ecology and Resource Management and there is a strong focus on practical skills and experiential learning.

### Curriculum transformation

The Department of Urban and Regional Planning undertook a thorough review of its programmes during 2003. This included the restructuring of the Bachelor of Urban and Regional Planning (B.URP) programme and revising its entry requirements.

The school board also recommended a review of all programmes in the other departments.

### Research output

The school has a number of highly dedicated academics who are involved in teaching, research and publication of research findings.

The following research projects were undertaken by staff members in 2003:

- School-wide research project:  
A comprehensive study of environmental degradation of Nzhelele-Makhado area and development of integrated environmental models (all staff members and postgraduate students).
- Surface water supply variables and enhancement of groundwater recharge in the Vhembe region of Limpopo Province (Prof L Obi, Mr J.O Odiyo, Prof S.O Fakoti).
- Small-Scale Mining: Technology Transfer and Poverty Reduction (Prof J.S Ogola, Mr F.O Korkor, Dr F.A Dacosta, Dr K.M.A Walemba and 8 Honours – Joint research with CSIR).
- Mineral assessment in the Giyani greenstone belt for small-scale mining, Limpopo Province (Prof J.S Ogola and Dr K.M.A Walemba and 3 Honours students).
- Geology and Mineralisation in the Potgietersrus Platinum deposit (Prof M Viljoen, Prof J.S Ogola, Dr P. Nex and Dr K.M.A Walemba and 5 Honours students).



- Determination of water balance in gold mine residue deposits as an input to pollution prediction: Case studies in the Kopanong waste rock dump and Driefontein and Old North Complex Tailings Dams (Prof J.S Ogola and B Maiyana – Master Student, Joint project with Pulles Howard and de Lange).
- Tyre dump rehabilitation at Grootegeluk mine (Prof J.S Ogola and Ms. R.H. Mundalamo – Masters student) – Joint Project with Pulles Howard and de Lange).
- Field survey on small business and enterprises in the Mutale and Thulamela Thohoyandou municipalities (Prof A Musyoki)
- Identification of target clients design of assistance packages and establishment of a monitoring and evaluation mechanics for Local Economic Development Agencies (Prof A Musyoki)

The following research grants were made available in 2003:

- United Nations Office Projects Services (UNOPS) funded Vhembe District Economic Survey (Prof A Musyoki and colleagues at the Entrepreneurship and Economics Department).
- THRIP/PHD research funds: Trye dump rehabilitation project at Grootegeluk Coal Mine (Prof GS Ogola).

- RPC funds: Surface water supply variables and enhancement of groundwater recharge in the Vembe region of Limpopo Province (Prof L. Obi, Mr J.O Odiyo, Prof S.O Fatoki).
- NRF research grant: Women's economic development strategies in the Limpopo Province (Prof A Musyoki, Niche area Leader).

### Community service rendered

The school's Environmental Advisory and Assessment Unit is responsible for community service and income generation. In 2003 the unit assisted in securing funds for the fish breeding project at Muledane. It was also involved in five consultation projects where environmental impact assessments were done.

### Conferences and visits

The school encourages the internationalisation of the curriculum through local, regional and international collaboration by students and staff alike.

Academic staff members of the school attended a number of overseas and local conferences during 2003.





# Overview of Schools

## School of Human and Social Sciences

### Strategic objectives

The School of Human and Social Sciences comprises of 17 departments that offer majors in humanities, social sciences and education. Every student has a wide choice of majors and career focus. These include journalism, teaching, interpretation, counselling, educational psychology, political science, curriculum planning, history, music and court interpreting.

### Curriculum transformation

The school started a reconfiguration exercise to be in line with the new mandate of the university, namely to offer a mix of academic and career-focused training programmes.

In preparation for this, a restructuring plan for the school was developed, proposing fewer departments and qualifications.

### Research output

During the year under review, a vast amount of research was undertaken by staff of the School of Human and Social Sciences. This included:

- Multilingual Dictionary for Mathematics Grades 1 to 6 of the Department of Arts and Culture by members of staff in the MER Mathivha Centre for African Language, Arts and Culture.
- Dr HM Hofmeyr: "Die invloed van Ernst Bloch op die Politieke Teologie van Johann Baptist Metz". In: *Hervormde Teologiese Studies (HTS)* 59(4) 2003, 1199-1222.
- Zesaguli, J.K.P. (2003b). "Science Student Teachers' Experiences Of The Gender Issue In Science Education, During Their School-Based Teaching Practice." *Journal of Educational Studies*, Vol.2, No.1, June 2003, pp. 50-69.
- Zesaguli, J.K.P. (2003c). FR. GREGORY CROFT: Critical Factors And Formative Experiences In His Life and Science Teaching Career - A Biographical Case Study.
- D.T. Ngobeli, Literacy text book and reader for the intermediate phase, Kha ri shele mulenzhe, Grade 4 (Revised version). Literacy text books and readers for the Foundation phase, Kha ri shele mulenzhe, Grade 1,2 and 3. The books are currently prescribed for schools in the Limpopo.
- N.P. Mudzielwana, Literacy text books and readers for the Foundation phase, khari shele mulenzhe, Grade 1,2 and 3. The books are currently prescribed for schools in the Limpopo.
- A. Kirkaldy, "The Darkness within the Light: Berlin missionaries and the Landscape of

Vendaland c. 1870-1900" in *Historia*, 48(1), May 2003, pp.169-202.

- A.Kirkaldy and L. Kriel, "Mission History", in K. Berger, J.E. Crafford, I. Gaigher, M.J. Gaigher, N. Hahn and I. Macdonald (eds) *A First Synthesis of the Environmental, Biological and Cultural Assets of the Soutpansberg*, Louis Trichardt, Leach Printers and Soutpansberg-Limpopo Biosphere Initiative, 2003, pp.21-23.
- F. Malunga, "Sekhukhune II and the Pedi Operations of the Anglo-Boer War, 1899-1902", in *Scientia Militaria, South African Journal of Military Studies*, Vol.31, No.1, 2003, pp. 19-36.
- F. Malunga, "Schism and Secession: the founding of the Bapedi Lutheran Church, 1890-1898", in *Historia*, 48(2), November 2003, pp. 48-65.
- Dr N.M. Musehane, Translation of the document entitled Ndila dza u ita khumbelo na mafhungo a thendelo ya mugudelaureila (Limpopo Department of Transport-Procedure for the application and issue of a learners licences (03 June 2003).
- Translation of the book Day by Day Life Skills into Tshivenda Vhutsila kha zwa Vhutshilo-Bugu ya Mudededzi to be published by Maskew Miller Longman, 30 June 2003.
- Prof P.D.F. Siyakhwazi, (2003). Teaching Strategies used in Home Economics classes at colleges: Implications on Re-conceptualisation of Home Economics in Zimbabwe. *Journal of Educational Studies*. Vol.2, No.1 June, pp. 32-50.

Four research grants were awarded to the school:

- Dr M.A. Makgopa secured a research grant from National Research Foundation (NRF) - focus area: Indigenous knowledge systems for the period 2004-2005.
- Prof PDF Siyakhwazi secured a research grant from National Research Foundation (NRF), focus area: Women's Development Projects 2003-2004.
- Dr J.K. Zesaguli – A second instalment of an AFLIST GRANT for the Teaching of Large Science Classes Centre research activities has been forwarded to the University of Venda for Science and Technology.
- Dr D. Mogari secured an NRF grant to carry out research in teaching of Mathematics in Schools.



### Community outreach programmes

The School of Human and Social Sciences prides itself on its involvement in community development issues.

Specific projects embarked upon during 2003 include:

- The coordination of Saturday and winter classes for high school learners in various areas.
- Managing a diploma programme for under-qualified teachers.
- Training teachers at and facilitating funding for the Tswelopele day care centre.
- Organising a teacher development programme for Mathematics in the Dzanani Circuit.
- Ongoing community involvement through the Dzata Steering Committee.
- Dr R Gaigher held a workshop with teachers and officials from the Department of Education, as well as a focus group discussion with Univen students, on albinism.

- Advice on the protection of historical buildings in Polokwane.
- Community projects involving students that focused on poverty alleviation, life skills training and the managing of cases handled by social workers.
- A talent search programme amongst school pupils coordinated by the Music Department.

### Conferences and visits

A number of lecturers at the school presented papers at various conferences, workshops and seminars during 2003.

Apart from local events, papers were also presented at conferences and events in Tanzania by Dr HM Hofmeyr, in the USA on behalf of Dr MA Makgopa and in Swaziland by Dr J Zesaguli.

### Linkages with other institutions

The Institute of Maths and Science Education is linked through the African Forum for Children's Literacy in Science and Technology (AFCLIST) with various universities including the University of Zimbabwe, Bindura University, the University of Swaziland and Makerere University.

For the second year the Sociology Department cooperated with the Department of Human Genetics at Coventry University, UK, in researching albinism.

The school also works with the Department of Sport, Arts and Culture and the Flemish government. Dr JM Dederen serves on a committee looking into the establishment of an Arts and Culture Centre. It is linked to the SAQA Archaeology Standards Generating Body.

Mr EOM Hanish serves on the following committees:

- the Park Committee for the Vhembe Dongola National Park
- the Archaeological Task Group responsible for the preservation and management of the new Map Cultural Landscape World Heritage Site.

Staff members in the MER Mathivha Centre have links with the International Academy of Language, the Law-Canada Abo Akademi University, the Social Science Research Unit in Finland and the Zimbabwe Midlands University.





## School achievements

A number of academic staff at the school were awarded PhD and other degrees during 2003.

Particular staff achievements include:

### Non-academic

- EOM Hanisch was appointed to the council of the Limpopo Province Heritage Resources Authority.
- Dr Musehane was awarded the World Medal of Honour for Superior Achievement and Contributions to Society by the American Biographical Institute and was named the institute's Man of the Year 2003 for Overall Accomplishments and Contributions to Society.
- MV Shai was awarded a writer's grant by the National Arts Council for the writing of a Northern Sotho historical novel based on the dynasty of Rain Queen Modjadji.
- PE Matshidze was appointed coordinator for the African Civilisation (AFC) modules and was given permission by the university to practice as an advocate.
- Dr A Kirkaldy served as a reference for Historia and served as a member of the advisory panel on child labour in Limpopo, with Dr WF Malunga.
- Mr NT Mahosi continued assisting the winter schools project at Nzhelele and Kutama by teaching grade 12 History.
- Dr MA Makgopa secured a R200 000 grant from the National Lotteries Distribution Trust Fund for the organisation of a folklore festival held in Tzaneen in October 2003.
- Prof PDF Siyakhwazi served as a referee for Health SA Journal and the South African Journal of Psychology, and as editor in chief of the Journal of Educational Studies.
- Dr MC Mashige is the editor of the Southern African Journal for Folklore Studies.
- Dr CM Thosago serves on the editorial board of Alternation: Journal of the Centre of Southern African Literature and Languages.

### Academic

- JM Dederen was awarded his PhD from Rand Afrikaans University, with a dissertation titled "Creative Voices," dealing with the work done by various wood carvers and artists in Venda.
- Dr Malunga was awarded his PhD by Vista University.

- MT Babane completed his M.ED degree in Language Education with the University of the North.
- NM Sadiki completed his PhD with the Rand Afrikaans University.
- KN Phalanndwa completed his PhD with the University of Venda.

## Projects

- During the year under review the School of Human and Social Sciences embarked on various projects. This included the annual African Arts Festival and the Indigenous Music Project launched in October 2003, that saw the recording and documentation of all areas of indigenous music and instruments in Limpopo with a grant from the National Department of Arts and Culture.
- The Univen band and the Univen choir continued to excel locally and nationally.





# Overview of Schools

## School of Management Sciences and Law

### Academic programmes

Academic programmes in the School of Management Sciences and Law are aimed at educating students to play a competitive and sustainable role in management sciences and law, while extending legal aid services to far-flung communities.

Certificate, diploma, undergraduate and postgraduate courses are on offer.

### Curriculum transformation

The school embarked on academic planning consistent with the university's quality assurance requirements.

The LLB degree, introduced in 2000, will be reviewed in 2005. The curriculum for the Bcom in Hospitality Management and Culinary Services was revised in accordance with the requirements of the THETA.

### Research output and conference papers

- 'The Right to Development: Challenges and Practices in the Global Economic Order' in E. Bayona et al (eds) *Peace, Unity and people-Centred Development: The Legacy of Mwalimu J.K. Nyerere*, University of Venda for Science and Technology (South Africa) and the Mwalimu Nyerere Foundation (Tanzania).
- The following papers were presented at conferences:
  - '*Trafficking in Women*' at the panel discussion on Feminism, International Law and the Caribbean, Caribbean Regional Conference of the International Law Association, Barbados, West Indies.
  - '*Sustainable Development in International Law: Principles, Prospects and Dilemmas*' at the Law Week: Law and Contemporary Society, University of the North, Polokwane.
  - '*Feminism, International Law and Trafficking in Women*', at the 21st Annual Spring Lectures Series: Globalisation, Poverty and Gender Inequality, University of the North, Polokwane.
  - '*Trafficking: Law, the Female Body and Commodification*' at the Workshop on Law and Society at the University of the Witwatersrand.

### Community service rendered

Advocates Mushasha, Choma and Mr Mawila continued to serve as commissioners in the Small Claims Court in Thohoyandou, Malumele, Dzanani, Mutale and Vuwani. Messrs Mukwevho, Tshidada and Goliada served as members of the Police Community Forums in their areas of residence. Mr Mawila continued to serve in the SA Law Reform Commission Project on Customary Law.

### Staff and student achievements

Mr Sebola obtained an LLM in Constitutional and Administrative Law from the University of Pretoria. Mr MM Nekhavhambe completed the MPA from the University of Pretoria. Mr Mukwevho of the Department of Criminal Justice was appointed as a member of the Standards Generating Body on Corrections of SAQA.

The students in the school obtained the second highest pass rate of all the schools in the university. Ms Marole Mulalo won the Abe Bailey Travel Bursary and Mr NN Gidi won the Law Society of the Northern Provinces prize for the most outstanding student in the Professional Training module, as well as prizes for being the best student in Criminal Procedure and Civil Procedure. Ms Manyani Lufuno Queen was awarded a Glerand MIB bursary.

### Ismail Mahomed Centre for Human and Peoples' Rights

The Ismail Mahomed Centre for Human and Peoples' Rights strives to nurture a human rights culture throughout South Africa, Africa, and the international community through a people-centred programme of activities that integrates human rights issues with various academic disciplines. To this end, it undertakes policy research, advocacy, training and community outreach projects on various human rights issues.

The centre had a particularly productive year in 2003. It continued to be the academic coordinator of the LLM postgraduate programmes of the School of Management Sciences and Law. The centre also participated in various meetings, conferences and workshops, most notably those of the Interim Limpopo Forum on Food Security, held in partnership with the South African Human Rights Commission.

Others include workshops or seminars with the Open Society Foundation for South Africa, the Community Law Centre of the University of the Western Cape and the University of Pretoria.

Three students of the centre participated in the 12th African Human Rights Moot Court competition held in Cameroon.

The centre was also pro-active in promoting the concept of human rights through its constitutional awareness campaign that involved presentations based on the Constitution and the Bill of Rights and the distribution of posters carrying related messages.

The centre celebrated Human Rights Day both at the university itself and participated in the provincial celebrations held in the Waterberg district.





# Overview of Schools

## School of Mathematics and Natural Sciences

### Strategic objectives

The strategic objectives of the school are to:

- viciously fight and demystify the myth that science is difficult and is preserved for only a few gifted pupils
- find ways to show that all can access science and do well at university level
- achieve the empowerment of the community it serves
- rally the support of all the various departments to develop progressive communication strategies for better learning in science.

### Academic programmes

The School of Mathematics and Natural Sciences offers pre and postgraduate qualifications in Biological Sciences, Biochemistry, Chemistry, Computer Science, Mathematics, Microbiology, Physics and Statistics.

The year under review saw an increase in student enrolment – 674 students in total - with the majority of students coming from rural Limpopo and Mpumalanga.

The school also offered service programmes to different departments in the university, catering for more than 1 000 students.

Over 50 percent of the academic staff members of the school underwent assessor's training in 2003.

The school's Quality Assurance Committees met regularly to entrench quality assurance mechanisms in the different departments.

### Curriculum transformation

The curriculum in the school is problem-oriented and project-based to expose students to the principles of outcome-based education.

Curricula were adapted as follows:

- modules were reviewed and streamlined in terms of the university's new mandate
- additional vocational / technological programmes were identified for integration into the existing curriculum
- the BSc Aquatic Sciences programme in the department of Biological Sciences was transformed to include Cartography with introduction to Hydrology and Microbiology as fundamental modules
- The Sciences Foundation Programme (SFP) was initiated to improve the intake of learners into the departments of the school, through a grant of the Ford Foundation.

### Research output

All the departments in the school were engaged in quality research in various fields of specialisation. The integration of research into teaching is central to the goals and functions of the school.

The school's research output in 2003 was higher than ever before.

Staff members who contributed to new publications were GJ Foord (Biological Sciences), Dr NM Agyei, Prof L Mammino, Dr MJ Mashimbye and Dr Isaiah DI Ramaite (Chemistry), Prof CL Obi,





Dr EO Igumbor, Ms N Potgieter and Dr PO Bessong (Microbiology), TA Tshifhumulo and DT Rambane (Mathematics) and Prof A Amey (Statistics).

Research grants were received from the National Research Foundation, Univen itself, the Water Research Commission and the Medical Research Council.

Various departments in the school maintained linkages with local and international academic, industrial and technical organisations. These include the CNRS Laboratory in France, the Medical University of South Africa, the University of Pretoria, the University of Zimbabwe, the University of Botswana, the Department of Water Affairs and Forestry, the Botanical Research Institute and the Paul Smith College in New York.

Various staff members also attended a number of local and international conferences and workshops.

Academic seminars were conducted monthly, often with guest lecturers from other local and overseas universities.

### **Community service rendered**

During the year under review the school established and maintained various community development projects in collaboration with other stakeholders, including:

- Consultative work in Thohoyandou with the Department of Land, Agriculture and Environmental Affairs
- Setting up partnerships with traditional healers and farmers to test and document the efficacy of plant extracts.

- Awareness programmes on personal hygiene and environmental pollution.
- Antimicrobial studies of medicinal plants in the Vhembe region.
- The screening of Venda-based volunteers for HIV/Aids and the monitoring of their status.
- Assessing the microbial quality of water supply in rural communities in Venda.
- A number of chemistry experiments for high school learners in the community and support to the Vuwani Science Resource Centre.
- Supervising Science EXPO projects of school learners from secondary schools in the region.

### **Special achievements**

Both staff and students at the school excelled in 2003. Specific achievements include:

- Various staff members embarked on PhD programmes
- Elign Mbada, an honours student of chemistry, attended the "Sixth Summer School on Green Chemistry" in Venice, Italy
- PO Bessong, a PhD student of microbiology, who was on Exchange Grant Support, completed his study on "Molecular Characterisation of HIV subtypes in the Limpopo Province, South Africa," at the CNRS laboratories in France.





# Overview of Schools

## School of Postgraduate and Integrated Studies

The School of Postgraduate and Integrated Studies was established in 2003 as part of the implementation of the university's strategic plan for 2001 – 2005, to promote quality postgraduate training in all the schools.

The school also promotes interdisciplinary training in key strategic areas that are geared towards meeting immediate national concerns. Training programmes are situated in institutes and centres where activities cut across all schools. The programmes are fully developed and have attracted a diverse range of undergraduate and postgraduate students.

### Strategic objectives

The strategic objectives of the school are to:

- Coordinate all postgraduate training at the university
- Support all schools in developing high quality curricula
- Promote interdisciplinarity and integration of knowledge
- Recruit students for postgraduate training
- Administer general rules and regulations
- Develop and promote student research
- Generate resources for postgraduate training

### Academic programmes

In addition to the overall coordination of postgraduate studies, the school offers a variety of undergraduate and postgraduate qualifications at its Institute for Youth Studies, the ESKIA Mphahlele Institute for African Studies and its Centre for Indigenous Knowledge Systems, the Institute for Gender Studies, and the Institute of Entrepreneurship, Innovations and Poverty Eradication.

### Achievements

In its first year of existence the school achieved many of its objectives and boasts numerous achievements.

### Institute for Gender Studies

- Postgraduate programmes at the centre attracted students from Univen itself, government departments and NGO's.
- The centre has links with UCLA, Cornell, Leeds and Manchester universities.

- Prof R Ayuru developed a paper entitled "Gender-based violence and sexual harassment in higher institutions of learning."
- Academic staff attended various conferences and workshops at provincial level.

### Institute for Youth Studies

- Programmes presented at the institute attract students from across South Africa as well as internationally.
- In 2003 a significant amount of research was conducted, among others on resource allocation and sustainable development in Limpopo.
- The Institute collaborated with the University of the North West and the Lutheran University in Germany.
- Prof BC Bindi presented a paper entitled "Empowerment, gender and sustainable development in sub-Saharan Africa" at an international conference in Tanzania.
- Academic staff attended various conferences and workshops.

### ESKIA Mphahlele Institute for African studies

- During the year under review more than 2 500 students enrolled for the modules on African civilisation.
- Prof A Musyoki co-edited a book – IKS: African Perspectives - with Dr Masoga of the National Research Foundation as proceedings of an international Indigenous Knowledge Systems conference held at the university.





### **Centre for Indigenous Knowledge Systems**

- The centre's director, Mrs J Mufamadi, is a board member of Indigenous Knowledge Systems South Africa (IKSSA) and is involved in related projects on a provincial level. She attends IKS related conferences and events on a national level and delivered numerous papers on related topics at conferences and seminars.
- Mrs Mufamadi also researched and published on various IKS related topics in 2003. She was involved in community work, among others as CEO of the Tshisima Youth Socio-Economic Development Centre and the Thohoyandou branch of the Black Management Forum.

### **Institute for Entrepreneurship, Innovation and Poverty Eradication**

- A two-year diploma programme in Micro-Finance was developed. The institute's Mrs Grace Oloo also won a grant from the Ford Foundation to conduct studies in Micro-Finance in Limpopo.
- The institute signed partnership agreements with, among others, the Grameen Bank in Bangladesh, Marang Financial Services and the Vhembe Economic Development Agency.
- The institute began work on a new programme on pro-poor Micro-Finance and Entrepreneurship.

### **Research Output**

Current research within the School of Postgraduate and Integrated Studies includes research by J Mufamadi on traditional doctors' perceptions of the treatment of sexually transmitted diseases and HIV/Aids, and on Indigenous Knowledge and beliefs about smokeless tobacco and health among a population of traditional healers.

The school was represented at various conferences and workshops across South Africa.

### **Postgraduate Academic Support and work-study Programme**

In 2003 the university enrolled a total of 785 postgraduate students - 406 male and 379 female. Students continued to take advantage of the work-study programme which provided tuition waiver to participants in the programme in exchange for tutoring, and assistance in various capacities in the university.

The School of Postgraduate and Integrated Studies is also charged with providing and supporting postgraduate training through academic debates and seminars. All schools in the university held engaging and stimulating seminars on postgraduate research. The library and residence management provided postgraduate students with special rooms for study and living respectively.





# Academic Support Services

## Student Services

### Student Affairs

Univen students come mainly, but not exclusively, from the rural areas of Limpopo and Mpumalanga. Many commute daily from the surrounding and distant communities and villages.

The elected Students' Representative Assembly (SRA) agreed upon a programme of action at their annual conference in September 2003. A sustained effort was made by student leaders to narrow the gap between the two dominant student political organisations.

Students leadership consists of the SRA cabinet, school councillors in the six schools, members of the Disabled Student Committee, the House Representative Committee and the Sports and Cultural Committee. There is a Student Parliament with a Speaker and Deputy Speaker, with its procedures based on those of Provincial and National Parliaments. Issues affecting the lives of students on campus are resolved in this forum.

Student leaders and parliamentarians were trained in leadership skills, resulting in increased service delivery.

Student Affairs is involved in all aspects of student life outside the academic terrain – physical, emotional, intellectual, social, cultural and spiritual.

During the year under review, a student peer group structure was set up to facilitate the training of students in the health education field. This initiative was taken by the HIV/Aids student desk with the assistance of the Campus Health and Wellness Centre.

Resident students continued to participate in the inter-house sports games.

The need for residential accommodation for students – also on post-graduate level - exceeded the available supply of facilities for 801 male and 860 female students in 2003. This issue was to be addressed as a matter of urgency.

### Quality of Life

The Quality of Life services is a professional service provided by the Centre of Quality of Life. It has two units, namely the Campus Health and Wellness Unit and the HIV / AIDS unit. It also performs a research function.

### Programmes and Services

- It is the only youth-specific health and wellness facility in the Vhembe district
- Its HIV/AIDS programme is suited to the needs of tertiary students.

Highlights of the centre's activities in 2003 include:

- Staff participation in various strategic planning commissions
- Hosting the 23rd annual congress of the South African Association of Campus Health Services (SAACHS), which was attended by representatives from 27 institutions across the country
- The launch of the HIV/AIDS policy of Univen and the establishment of the HIV/AIDS unit resulting in voluntary confidential counselling and testing for students and staff
- Extending networks with staff from other institutions of higher education, as well as national and provincial government departments
- A number of well-supported health and HIV/AIDS awareness campaigns on campus
- Motivational talks at secondary schools in the vicinity
- Poster development through competitions for staff and students.





### **Student Counselling, Social & Academic Development**

The Centre for Student Counselling, Social & Academic Development contributes to the promotion of student health and wellness, as they master complex developmental tasks, achieve self-direction and attain their desired career goals.

The following functions are pivotal to the centre:

- career development services
- academic and learning skills development
- life-skills development
- counselling and therapy
- community development.

The centre rendered extensive services related to depression and anxiety, psychosomatic disorders and culture-bound syndromes, developmental identity crises, family problems, financial problems, bereavement / grief, marital problems, poor academic progress, relationship problems, sexual assault, HIV/AIDS, substance abuse, suicide, unplanned pregnancy and career guidance.

The centre also assisted students with career counselling and job placement, providing information on aspects such as bursaries, job search and study skills.

Highlights of the year under review include the training of 155 employees of Limpopo's Department of Public Works in the Vhembe and Mopane districts, a career guidance workshop for the Vuvha Youth Development Initiative and numerous study skills training courses.

In 2003 the university admitted 115 disabled students, 73% of whom were visually impaired. The centre conducted an audit on services for disabled students. This initiative was informed by the identified need to establish a Disabled Student Unit.

### **Research and Development**

During the year under review, the research output of the university increased substantially compared to previous years, qualifying for 23,41 credits for subsidies from the Department of Education.

It consisted of:

- 41 accredited publications
- 4 non-accredited publications
- 30 conference proceedings
- 8 books or chapters in books.

Special acknowledgement goes to Dr S Promtussananon, Prof OS Fatoki, Dr TX Maluleke and Prof Lo Amusa.

Univen researchers participated in the following research programmes:

- NRF Institutional Research & Development Programme
- NRF Thuthuka Programme
- NRF Thrip Programme
- WRC solicited and non-solicited research programme
- SANPAD research programme

More than R2 000 000 was realised as research grants through participation in NRF programmes. In addition, an NRF block grant of R64 000 was given to the university, which was disbursed to students, as well as an NRF block travel grant of R70 000.

More than R 2 500 000 was raised as research grants from the Department of Arts and Culture, the Lotto fund and the Land Bank. The university's Research & Publication committee approved approximately R200 000 as internal research grants to different categories of staff as seed money to promote research in the university. More than R660 000 was earmarked as the university's institutional commitment to complement the NRF funding used in the IRDP and Thuthuka research programmes.

To build research capacity in the university, research centres of excellence were created in which research equipment was centralised.

### **Library services**

Despite being subjected to nationwide institutional budget cuts, the library continued to be encouraged by its clients' responsiveness to the services on offer, as well as staff commitment to serving Univen and members of the community.

It improved its support for the university's learning, teaching and research, with students using the library more than in the past.

There was an increase of 77% in funds for the acquisition of library materials, which enabled the library to purchase more new titles than in 2002. The budget allocation for periodicals increased by a third in 2003.





Access to library resources was improved significantly through a donation of IT equipment from the Department of Education / European Union Higher Education Libraries Programme. This donation impacted on access to library resources in the following ways:

- with more personal computers, more students could be accommodated in training sessions
- personal computers were installed in the study area for disabled students and staff
- the electronic workroom used by students to access electronic resources received additional personal computers and printers, making it possible for more students to use the facility at a time
- an extra cluster of OPAC personal computers resulted in students no longer having to queue to use the catalogue.

In total, 55 personal computers, six laser printers, one colour printer and one scanner were donated.

Library statistics for 2003:

<b>Acquisitions</b>			
New titles ordered			639
Total number of items ordered			4 500
<b>Cataloguing</b>			
Donations catalogued			1 300
Total number of items catalogued			6 200
<b>Circulation</b>			
Total loans and renewals:			
	2002	2003	
Loans	48 331	89 485	
Renewals	426	5 718	
<b>Inter-library loans</b>			
	2002	2003	
Book loan requests by Univen	457	341	
Loans supplied	128	160	
Articles requested by Univen	1 010	877	
Articles supplied	708	827	
Books supplied to other libraries	8	8	
Articles supplied to other libraries	10	11	

## Computer Services

The Department of Information Technology Services (dITS) provides services for the computing needs of the staff and students of Univen.

The department has a team of highly skilled IT professionals that specialise in network installations, administration and management, server administration, hardware and support of the university's desktop and networking infrastructure on an ongoing basis.

This allows academic staff and students to concentrate on academic research and lectures instead of being tied up with the running and maintenance of their desktops.

dITS achievements for the year under review include:

### **Increased bandwidth**

dITS has increased the university bandwidth from 10mb per second to 100mb per second. This has improved the speed of the entire network.

### **University web site**

dITS has successfully changed the look of the university web site, providing easy access to information about the university.

### **Increased student network access**

Univen students now have better access to online resources and the Internet. This is achieved by providing wired network access points around the computer laboratories, bringing Internet access directly to students' computers.

### **Introduction of call tracking system**

The department has introduced an efficient call tracking procedure; which has reduced the problem solving turnaround. This helps the department to track unattended and pending calls.

### **Introduced new e-mail system**

dITS has successfully introduced the new e-mailing system. The system has features that contribute positively towards the efficient usage of the mailing system.

### **Experiential training**

dITS improves its business performance through people development - hence the department takes experiential trainees as part of its learning programmes.

## Human Resource Management and Planning

During the year under review, human resource management and planning was conducted in line with the university's focus as a comprehensive institution, as well as its strategic plan.





### Intellectual Resources

The university continued to attract highly qualified staff from within and beyond the borders of South Africa.

The staff complement totalled 278 academic staff and 488 support staff. Support staff comprised 264 administrative and 226 service staff.

In all, 35 members of staff upgraded their qualifications – 22 obtained additional degrees, 10 diplomas and three certificates.

### Public Relations and Development

In 2003 the Department of Public Relations and Development was once again committed to providing the best possible service to its clients and stakeholders.

The department pursued positive media coverage by issuing news advisories, media releases and advertisements, and organising newsworthy events.

A great deal of publicity was generated by staging the annual conference of the South African Association of Campus Health Services, themed “Globalisation and Regionalisation: Position of campus health and wellness services.”

Prof Mbulelo Mzamane’s lecture on “Human Righting the legacy of apartheid in South Africa” gained valuable media space for the university.

Further exposure was created through the launch of the indigenous music project by the former Deputy Minister of Arts, Culture, Science and Technology, Buyelwa Sonjica.

As part of its student recruitment drive, the university hosted a career show. The recruitment team visited 212 schools in five districts of Limpopo, as well as SADC countries such as Botswana and Zimbabwe. The career show was complemented by

recruitment advertising and interviews on various SABC and community radio stations.

The department continued to monitor and assist Univen radio, which broadcasts 19 hours per day, seven days a week. Former Univen radio journalists and announcers continued to make inroads in the South African broadcasting industry.

### Quality Assurance and Promotion

The Directorate of Quality Assurance and Promotion (QAP) was established in October 2003.

The directorate will prepare the university for the Higher Education Qualification Committee (HEQC) audit in 2006 by:

- setting up an internal assurance system that will encompass both the academic and administrative functions of the university
- overseeing the implementation of the quality assurance system in respect of teaching, learning, student assessment and administrative efficiency and effectiveness within the institution
- preparing the university for external quality assurance processes
- developing a system for programme accreditation and liaising with external accreditation bodies
- conducting research to enrich the quality promotion function
- facilitating workshops and organising quality enhancement programmes for staff, students and other stakeholders, and
- coordinating the dissemination of information on quality assurance matters.

The directorate began to develop a QAP management framework that included an organisational system depicting all management committee structures. The QAP is a standing item on the agendas of the School Board, Senate and Senex meetings.

Since the forthcoming Higher Education Qualification Committee audit will focus largely on academic issues, the directorate has focused on curriculum management issues such as training academic heads of departments, setting up quality assurance committees in all academic departments and facilitating assessor training.

In an effort to profile the university’s quality assurance activities externally, they were benchmarked with those of the Monash University in Australia.





# Annual Financial Review

## for the year ended 31 December 2003

The annual financial statements cover all the activities of the university, including non-current income and expenditure, investment activities and financing transactions; they thus provide a comprehensive overview of the financial position of the university, including the University of Venda Foundation and its progress over the past year. There have been no major changes in the operations during the year.

Key features of the financial results were:

- The year under review was greeted with an operating loss of R4,8 million, a decrease from an operating profit of R7,6 million in 2002, representing a decrease of 38,7% from the previous year's situation, which is particularly attributed to the decrease in state subsidies and grants and an increase in personnel costs due to provisions made.
- The recurrent income has decreased by 1,1% to R203 million, due to the decrease in income from state subsidies and grants.
- The introduction of AC 133 requires the disclosure of fair value of financial instruments and as a result the two investments held with SAGE realised a value of R12,9 million.
- The overall expenditure for Council controlled recurrent expenditure has increased by 6,1% with the personnel costs underpinning the increase of 8% resulting mainly from provisions made.

- The growth of 45% (R45 million as opposed to R25,3 million in 2002) in financial support was provided to financially disadvantaged students, meaning that individual students were expected to pay the remaining 55%.
- A recorded improvement in the university's net cash position from R2,8 million to R14,08 million, after investing a further R9,3 million in fixed assets and reducing the university's long term borrowings by R10,9 million to R65,2 million.

The university's balance sheet reflects the following operating results with:

- Total borrowings reducing from R76,2 million to R65,3 million.
- Overall current liabilities decreasing by 2,6% from R35,2 to R34,2, with significant change being provision for liabilities. A significant change which needs noting is that the overdraft decreased from R20,7 million to R7,6 million resulting in more funds to finance operational activities.





The financial management activities of the university are focused on supporting key strategic thrusts identified by the university's leadership and endorsed by Council, while ensuring appropriate levels of controls and discipline in various financial processes. To this end, the university's Finance, Budget and Investment Committee will continue its focus on the following key issues:

- To identify effective strategies and existing control activities that appropriately respond to and mitigate the incidence and impact of major risks materialising.
- To consider the cost of controls relative to the benefits obtained in managing the related risks.
- To continue to build awareness within the university community of the importance and relevance of effective financial management, via broad involvement in the budgeting process, the provision of effective management information and ensuring proper reporting of results.
- To develop and formulate investment policies that will:
  - reflect an appropriate risk-return profile as well as needs for liquidity and income generation
  - determine the proportion of the total investment fund allocated to risky as opposed to safe assets (cash equivalents or simply cash), which is the most fundamental means of controlling investment risk.
- To establish the Business Enterprises Unit that will coordinate centres of expertise within the different faculties, namely:
  - Humanities, Management Sciences and Law
  - Natural and Applied Sciences
  - Health, Agriculture and Rural Development

- Enabling the university to deal with the impact of currency weakness on costs that are denominated in stronger currencies, including library materials and the ability of our staff to remain abreast of international trends through conference attendance.
- Creating the capacity for proper planned renewal and maintenance of campus facilities and, in particular, the ongoing development of the academic and residence infrastructure.
- Enhancing the university's ability to attract and retain the quality of staff needed to grow the teaching and research capability and to provide a suitable infrastructure.
- To give consideration to responsibility and accountability for strategies and control activities and required improvements.
- To institute internal controls systems that preserve secrecy, integrity and availability of university information.
- Strengthening the Internal Debt Collection Unit to be able to effectively and efficiently recover optimum student debts within a reasonable time.

The results for the year were made possible by the adoption by Council of a rigorous budget control, and the support this received from the university Executive and the broader university community. This is the third subsequent unqualified annual report in the history of the university, and yet while these results are so pleasing and encouraging, there is still much work to be done to build a sustainable balance between income and expenditure.





## Members of Council

Justice JY Mokgoro  
Rev B Khumalo  
Prof GM Nkondo  
Prof MM Ramogale

Dr B Pityana  
Dr TE Mdlalose  
Ms A Lawless  
Prof NS Mahoko  
Mr JG Tshifularo  
Mr MP Mudau  
Mr R Mushweu  
Mr NA Mutoti  
Chief TN Makumbane  
Prof G Lenayi  
Dr O Shisana

Chairperson  
Deputy Chairperson  
Vice-Chancellor and Principal  
Vice-Principal

Mr GT Mashamba  
Mr JS Vilakazi  
Prof MDR Ralebipi  
Mr SM Ravhuanzwo  
Mr E Ratshikhopha  
Mr TR Tshivhandekano  
Mr S Khwinyane  
Mr RJ Madzhie  
Mr A Msimeki  
Prof PM Makhurane

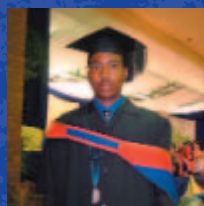
## Brief history of the University of Venda

The University of Venda, situated in Thohoyandou in the scenic Vhembe district of the Limpopo Province of South Africa was established in 1982. The university has ever since experienced tremendous growth and change. From its early years, staff members were drawn from various backgrounds in South Africa but by 1994 staff members were increasingly recruited from other African countries and overseas. The presence on campus of staff from diverse backgrounds created a unique atmosphere and a fertile environment for new ideas and capacity for change. During this time, the institution remained a traditional university that offered a full-range of courses straddling the humanities, social sciences, natural and applied sciences.

With the advent of democracy in 1994 and a new leadership at the helm, Univen embarked on a process of accelerated transformation. From 1995 the university shifted its focus to science and technology, resulting in the introduction of new programmes with an increase in student enrolment in the natural and applied sciences. In 2002 the Department of Education mandated the institution to transform into a Comprehensive University that also offers career-focused programmes. Prior to this new mandate, Univen had already taken steps to establish some career-focused programmes with emphasis on science and technology.

During each stage of transformation the university aligned its vision and mission to the needs of the community at local, regional, national, continental and international levels. This process of transformation created significant changes in administrative governance and in the size and shape of the curriculum. It also attracted better qualified staff and resulted in an improved student profile. To date the university has established itself as a national asset through its niche on problem orientated, project based curriculum with a strength in nurturing underprepared students into nationally competitive graduates. The university has therefore become an important player in the South African higher education landscape, contributing significantly to the human resources and development needs of the country and region.





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