“There are some who suggest that the geographical position of the University of Limpopo, ‘in the middle of nowhere’, is an impediment to excellence. I disagree with this sentiment. The importance of academic best practice in our particular ‘middle of nowhere’ cannot be over-estimated.”

DR REUEL KHOZA, Chancellor of the University of Limpopo, from the Annual Report 2011
**VISION**

To be a Leading African University focused on the developmental needs of its communities and Epitomising Academic Excellence and Innovativeness

**MISSION**

A University which responds actively:

- To the development needs of its students, staff members and communities;
- Through relevant and high quality higher education and training, research and engagement; and
- In partnership and in collaboration with its different stakeholders.

**VALUES**

- Accountability
- Transparency
- Integrity
- Academic Freedom
- Excellence and Professionalism

**OUR MOTTO**

Finding Solutions for Africa!
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Message from the Chancellor

The University of Limpopo is my alma mater. It gives me great pride to be associated with this institution in the period that I accepted the responsibility of Chancellor. True to the University’s motto: ‘Finding Solutions for Africa’, for me, the role I play at the University of Limpopo has meant so much, that as African people we are able to effectively use higher education to liberate ourselves and find solutions for our continent. It has always been, and remains my view that solutions for Africa will come from Africans themselves. Other people might come with certain agendas.

The fact that the University of Limpopo is now accredited to train and produce Chartered Accountants speaks volumes about the capacity and future of this institution as well as its ability to epitomise transformation through its academic programme repertoire. All those who are passionate about the University of Limpopo, myself included, have stopped seeing the geographic location of the University as a disadvantage. The University of Limpopo is geographically well-positioned in terms of proximity to neighbouring countries in the Southern African Development Community (SADC) region. It is easy to travel by road to our neighbouring countries from Limpopo. Within South Africa, Limpopo has proximity with the economic hubs such as Johannesburg. It is important that the University strategically leverages on this location.

We only need to remember that Johannesburg became an economic hub today because of gold mining at the turn of the 19th century. Not too far from the gates of the University, discoveries have been made of minerals such as platinum and coal. This calls for the University to be responsive to such economic developments by developing programmes and undertaking research in the area of Mining Engineering. While research is undertaken by Senior Academics such as Professor Phuti Ngoepe in these areas, the idea should not be far-fetched for the University to have a Mining Engineering Department in the future. If Johannesburg could industrialise itself from gold, which is slightly below in metal value than platinum, the future is great for the Province of Limpopo. The University should lead in this. The University of the Witwatersrand has its origins from mining.

One of the flagship projects of the University is the work done in the area of Agriculture and an array of projects run by the Centre for Rural Development, such as the breeding of the Nguni cattle.

I have indeed found it extremely inspiring that in my role as Chancellor, I have seen an increasing number of postgraduate qualifications being conferred on a number of
our people at various graduation ceremonies. The ability of the University to lead in knowledge generation, production and innovation, lies in this becoming a permanent feature at the institution and increasing even more.

My pride in being associated with the University of Limpopo is meant its entirety considering that during this period, the University of Limpopo included the Ga-Rankuwa (Medunsa) campus. I therefore include excellence from the Medunsa campus as well. The distinctive nature of programmes offered at the Medunsa campus in the Health Sciences has put the institution on the National map. While the Medunsa campus is being unbundled from the University of Limpopo, I would like to see both Universities as centres of excellence in their own rights in the future. It is therefore my wish that as we confer degrees at every graduation ceremony, we release into our society people who do not only have academic content but also have substance of character. It is in this way that we can build a future founded on the principles of ethics.

In conclusion, I wish to encourage all alumni of the University (both campuses) to plough back in various ways. I can cite myself as an example as I have offered the University my services to come and teach on Management and Leadership at the institution pro bono. I have come across alumni who have expressed a similar wish. It is important that the University strengthens its liaison with the alumni. After all, the institution contributed to the careers they now have. The University is also encouraged to look around to confer honorary degrees on certain influential people in different sectors. That elevates the profile of the University and does not cost the University much in financial terms.
Message from the Chairperson of the University Council

JUDGE LUCY MAILULA

The University of Limpopo (UL) has enjoyed relative stability in terms of Governance despite the fact that there are two vacant positions in respect of Ministerial Appointees. It is our wish that this process of filling the two positions be concluded as we need to tap into the skills and expertise that the Minister will deploy.

However, 2012 has been a second year of the functioning of the current Council inaugurated in 2011. We can proudly attest that all scheduled Council meetings and those of its sub-committees took place. These meetings include those of the Executive Committee of Council.

Council maintained its sub-committees, i.e. the Human Resources Committee, Joint Tender and Physical Planning Committee, Finance Committee and Audit Committee. These Committees are chaired by independent members of Council with the necessary skills and expertise.

For the year in review, Council dealt with high-level matters that include, amongst others, the following:

Unbundling of the Medunsu Campus from the University of Limpopo

This has been a serious challenge since our last report in 2011 due to lack of clarity. Hopefully the year 2013 will provide direction as this uncertainty creates instability in the minds of both students and employees; and the University Strategic Stakeholders. Council re-affirmed its support to this initiative and pledged to co-operate with those that have been assigned to champion the process. It is therefore in Council’s interest that the process flow be developed by both Ministers of Health and Higher Education and Training in partnership with the University.

The development of the Medical Training Platform in Polokwane

Council supported the initiative by the Minister of Health, Dr Aaron Motswanaedi, that there should be additional training facilities for Health Sciences in the country. The Government targeted the University’s Turfloop campus in support of this and it was Council’s view that the first intake of about 50 students should have been admitted in MBChB programmes in 2013.

Although this process had challenges, the University’s Management through its task team, continues to engage with the targeted statutory bodies and the two Government departments, i.e. (Health and Higher Education and Training).
HEQC Audit Improvement Plan

Council adopted a comprehensive report which dealt with recommendations in respect of:

- Strategic and Academic Planning and Quality Assurance.
- Teaching, Learning and Assessment.
- Research, Innovation and Development.
- Community Engagement.
- Instructional Support and Development.
- Transformation and Institutional Culture.

Council is pleased about the implementation process undertaken by the components of the University as this shall ensure sustainability.

Financial Affairs

Although we reported in 2011 that financial situations continue to offer challenges, Council ensured that various financial policies are in place in order to strengthen its oversight role. The biggest challenge that is sector pruned, especially at the historically disadvantaged institutions, is funding, especially for those students from challenging backgrounds. Although the National Students Financial Aid Scheme (NSFAS) attempts to deal with this, such students fail to deal with financial backlogs. This unfortunate situation leaves a majority of students with huge debt. This has the potential to create a cash flow challenge to the University.

Student Residences / Accommodation

The University has a student population of more than 20 000 with its accommodation facilities taking less than 10 000 for both campuses. The report of the Ministerial Committee on student housing identified that all Universities are experiencing severe shortages. In an attempt to address this shortage, Council mandated the University Management to explore possibilities of Public-Private Partnerships to provide alternative accommodation for students.

Student Governance

Council appreciates the role that the Student Representative Council (SRC) plays in dealing with issues that affect students’ welfare at the University. Council further commends SRC’s participation in its meetings and further appreciates its approach of raising issues with University Management without resorting to activities that compromise the image of the institution.

HR Policies

During the year in review, Council approved two Human Resources Policies, i.e. the Employment Equity Policy and Procedure and the Job Evaluation Policy and Procedure.

Forensic Investigation

Council appointed Ernst & Young to conduct forensic investigations on allegations contained in a submission to the Public Protector by four Universities’ former and current staff members. The terms of reference were jointly agreed upon between Council and the Department of Higher Education and Training.

Conclusion

Council appreciates the role played by its members and those deployed in various committees for their qualitative contributions. A further appreciation to the Vice-Chancellor and Principal, Prof. Mahlo Mokgalong and his Executive Team for their remarkable and undivided contributions to the University business and their relentless efforts in ensuring that UL remains a University of choice for students and its Strategic Stakeholders. Acknowledgements to the student community and employees (both academic and administrative) for their commitment in sustaining the UL brand.

A final appeal to the alumni of the University of Limpopo to take part in the affairs of the alma mater as their different experiences and expertise will bolster the image of this prime institution.
As Management of the University of Limpopo, we look back to the year 2012 with great pride and admiration in view of the substantial milestones that the institution has attained. Notwithstanding all the challenges associated with the upholding of standards and the quality of tuition in higher education in the country, the institution excelled in its various facets of operations. During the year under review, the institution observed, as part of its structural growth, the de-merging process between the University’s Medunsa Campus and the University of Limpopo, Turfloop Campus. The merging process was effected in January 2005. This followed a resolution to establish the Medunsa campus as a stand-alone institution focusing on Health and Allied Health Sciences.

The 2011 Annual Report contains a comprehensive account of the unbundling process of the two as gazetted by the Minister of Higher Education and Training in accordance with the Higher Education Act, 1997 (Act 101 of 1997). However, the unbundling process is an on-going exercise and the University is still working on the details regarding the practicalities involved therein. The University is further proud that de-merging has come with a milestone achievement through the establishment of a Medical Platform in Polokwane. Hence, the beginning of 2012 identified three outstanding critical processes towards the establishment of the Medical School with respect to the:

- Formal approval by the Department of Higher Education and Training (DHET) in line with the institution’s Programmes and Qualifications Mix (PQM).
- Accreditation of the site of delivery by the HEQC.
- Accreditation of the proposed curriculum by the Health Professions Council of South Africa (HPCSA).

The University’s Task Team made a presentation to the DHET in October 2011 which was subsequently followed by a formal application that was attended to in 2012. This procedure prompted the Minister’s indication to support the University’s proposal to establish the MBChB teaching platform, thus formally approving the MBChB programme based in Polokwane in 2013. Despite further delays in starting the programme, this was nevertheless a huge achievement and a signification of growth because the approval represented a critical breakthrough in the formalities towards the realisation of the Medical School project. Furthermore, the development paved the way for the eventual accreditation of the programme by the HEQC, a necessary step in the regulatory
process. Overall, the said approval by and support from the DHET confirmed that the project was on track and would go ahead as planned, and gave the University the necessary impetus to devote adequate resources to prepare for the rolling out of the envisaged project.

The University also embarked on a parallel process to oversee a submission to the HPCSA for accreditation and approval of the proposed MBChB curriculum. Following presentation by the Task Team and receiving institutional support from the National Department of Health and Social Development, the President of the HPCSA convened special meetings in order to prioritise consideration of the UL application. Despite some temporary setbacks associated with HPCSA’s initial non-approval of the MBChB, the gaps in the application documents were later rectified. The HPCSA requirements fell into two categories, namely, institutional and curriculum and self-evaluation reports where the former refers to conditions, arrangements and amenities that lie primarily within the University’s responsibility, and therefore could be attainable through approval from Institutional Executive Management.

Since all of the requirements and conditions specified in the HPCSA report were well within UL’s capacity to comply, the institution was both encouraged and inspired that the MBChB programme was well positioned to start in 2013. In preparation for the rolling out of the curriculum in 2013, preparatory workshops were conducted for Lecturers with some of the staff being sent to Stellenbosch University to familiarize themselves with the various aspects of the integrated learning approach to Medical Education. Another delegation went to Walter Sisulu University (WSU) for the same purpose. The University received numerous requests from highly qualified individuals who would like to join the new Medical School on contract basis to teach and conduct research. These included retired Health and Medical Professionals, some of whom would like to spend their sabbatical period at the University of Limpopo.

To this end, some structural issues that required immediate special attention had to be attended to in relation to governance and management structures as well as the proposed curriculum. These specifically addressed:

- Procedural requirements on the DHET’s approval and the CHE’s endorsement of the proposed programme. A prototype management and business plan with a financial model was produced and submitted to the DHET.
- Requirements relating to infrastructural development. The libraries at both the Turfloop campus and the Hospital Complex were considered as adequate for the first two years of the programme. This includes a computer laboratory at Mankweng Hospital that is available for use by medical students. There are other computer facilities on campus that could be availed to medical students. It was also established that medical students would be able to share basic medical science laboratories with other Science disciplines in the University on a scheduled basis.
- Staff complement: UL Management accepted a proposal for additional staff from the basic Medical Sciences while the recruitment process was underway.
- The curriculum committee dealt with the HPCSA requirements relating to curriculum matters, the development of student study guides or manuals and the self-evaluation report.
- The proposal to complete and re-submit all required corrected/amended documentation by the middle of March 2012 in order to get the UL application on the agenda of the relevant HPCSA committee in good time to be followed by a site visit.

All these developments associated with the new Medical School in the Province epitomises fundamental growth and transformation of the Higher Education system as a complimentary effort since the establishment of Medunsa in the late 1970s and the University of Transkei (now WSU) in the mid-1980s. It is therefore appreciable that neither the HPCSA nor UL have any experience to draw from in their endeavour to champion a project of this magnitude.

Accreditation of Academic Programmes

The year under review was also characterised by the institution’s internal renewal processes through reviewing existing academic programmes in order to respond to the needs of students and relevant industries. The South African Pharmacy Council (SAPC) approved the University’s application to continue admitting the first entering students for the B.Pharm programme at the Turfloop Campus. Furthermore, the SAPC undertook a Monitoring and Evaluation visit of the Turfloop Campus Pharmacy Programme on 11 and 12 October 2012. The following successive visits also took place to evaluate various academic programmes at the University for accreditation purposes:
• The HPCSA’s accreditation visit took place between 6 and 9 February 2012 at both the Medunsa and Turfloop campuses to evaluate the Postgraduate Medical Programme.
• The South African Council for Social Services Professions (SACSSP) also came to evaluate the Social Work Programme on 21 and 22 February 2012.
• The Professional Board for Optometry conducted an accreditation site visit from 26 to 28 March 2012 for the accreditation of the Optometry Programme.
• The Professional Board for Dietetics and Human Nutrition of the HPCSA conducted a Cycle Evaluation of the Bachelor of Dietetics (formerly Bachelor of Nutrition) at the Turfloop Campus between 8 and 12 October 2012.

• SAICA representatives visited the University of Limpopo (Turfloop campus) for the accreditation follow-up on 17 and 18 October 2012. This was a follow-up visit to evaluate whether the improvements indicated in the October 2011 accreditation outcomes had been attended to. The immediate effect of the SAICA accreditation is that 452 students benefited from funding by the National Skills Fund of the DHET to the value of R25.1 million for the year 2012. Nedbank extended for a second three-year cycle its funding for the Nedbank Chair in Accountancy and ABASA extended its support for staff subvention of the School for the period 2012 to 2014.

Strategic Planning 2020
The Executive Management Committee held a Strategic Planning Retreat in April 2012 where a draft Strategic Plan was formulated and circulated to the University community for inputs. This involved the various structures, divisions and other key constituencies to ensure that the strategic direction of the University was informed by the views of different members of the University community and its external stakeholders.

An electronic draft copy of the Strategic Plan of the University of Limpopo: 2020 was also circulated across the entire University to ensure that the consultative process with individuals, various university internal structures and divisions was effectively done through the Director of Quality Assurance. Upon finalisation, the document would serve as a blueprint and trajectory framework of University activities until 2020.

Academic and Intellectual Activities
In the academic sphere, the Programmes and Qualifications Mix (PQM) review exercise and related transformation indicators are vivid evidence of the progress and achievements of the year under review. Details and highlights about these achievements are captured in the successive portfolio reports by individual Faculties, Schools, Departments and other support structures in the University. Furthermore, the Registrar’s section in this Annual Report provides an account of enrolment figures in 2012 and so do the Faculty reports. The University also cherishes the important achievement associated with the number of international students enrolled in the institution as this enables the institute to earn the name ‘University’, which encapsulates ‘universality’. The registration of international students took place on 19 and 20 January 2012 at the Turfloop campus and between 9 and 27 January at the Medunsa campus. The number of international students registered at the University of Limpopo stood at 60 at the Turfloop campus and 143 at the Medunsa campus with 73% of them being undergraduate students. The University of Limpopo has gradually become an educational haven for international students drawn principally from the SADC Region. Students from the SADC Region comprised between 67.4% in 2010 and 84.9% in 2012, representing a growth of 26.3%. The total enrolment count of international students at UL was approximately the same in 2010 and 2012, with an increase of 6.4% between 2010 and 2012. In spite of the positive recruitment outlook above, the statistical data demonstrates a need for more innovative and rigorous strategies in our recruitment approach that will attract a high calibre of international students to enrol at the University. This has prompted our student recruitment section to strengthen its capacity having diversified its approach to address this challenge.

Various intellectual activities took place at the University during the period under review. Some of these are presented below according to the Faculties:
Faculty of Management and Law

- On 27 September 2012, Prof. Wiseman Nkuhlu delivered a public lecture on “The role of auditors and accountants in corporate governance and the impact of their activities in the growth and development of the country”.
- The Monetary Policy Forum of the South African Reserve Bank hosted the Economics Honours Students. The event exposed our students to cutting edge expertise in monetary policy and public finance.
- On 30 August 2012, Judge Cynthia Pretorius gave a public lecture on “Women in Law”.
- On 23 October 2012, Judge L.O. Bosielo from the Supreme Court of Appeals presented a public lecture on “The Rule of Law in Post-Apartheid South Africa – A Slippery Road from Utopia to Dystopia”.

Faculty of Science and Agriculture

- The University of Limpopo (Turfloop campus) was chosen as the venue for the 2013 National Science Week which was officially launched by the Minister of Science and Technology, Hon. Derek Hanekom, on 27 July 2013.
- The second International Workshop on Symbiotic Copepoda was hosted by UL’s Department of Biodiversity at the Turfloop Campus in July 2013.
- The South African Chemical Institute (SACI) organised its 2012 centenary celebrations where a number of Chemistry Departments in Universities across the country participated. The Department of Chemistry in the University together with its counterpart in the Province, University of Venda, held the celebrations at our Turfloop campus on 24 October 2012. The theme of the day was “Chemistry and Industry in Limpopo. A Skills Development Perspective”.
- The Faculty of Science and Agriculture celebrated the Faculty and Postgraduate Research Day on 4 and 5 October 2012. During this event there were 53 student and 7 staff paper presentations.

Faculty of Health Sciences

The year under review witnessed celebration of the 8th Research Day of the Faculty of Health Sciences held on 21 and 22 August at the Medunsa Campus. The prizes and certificates were awarded courtesy of Inqaba Biotechnical Industries and Discovery Health Foundation which were represented by the Executive Director, Dr Oliver Preisig and Ms Masemola who handed out the certificates and the prizes respectively. A total of 52 oral presentations were delivered including 69 posters and 16 case reports in poster form. The event culminated in a Gala Evening that was held at Akasia City Hall and was attended by Prof. S.S. Abdool Karim, President of the Medical Research Council as guest speaker, Pro Vice-Chancellor (Research) at the University of KwaZulu-Natal and Director of the Centre for the AIDS Programme of Research in South Africa (CAPRISA). The centre’s clinical research on TB-HIV treatment has impacted on and continues to shape the international guidelines on the clinical management of co-infected patients.

Faculty of Humanities

The School of Languages and Communication Studies held its Academic Merit Awards Giving Ceremony on 24 October 2012. The event was used to motivate and encourage hard work among students in the School as 180 students received certificates of merit across different programmes. Seven BA students in the School of Social Sciences studying Heritage-related programmes received academic bursaries from the National Department of Arts and Culture Bursary Scheme for the 2012 academic year. Through this partnership, the University was honoured to be part of a project that attempts to increase the pool of Heritage Practitioners in the Province.

Research Performance

The research output units of the University of Limpopo increased from 73.77 in 2009 to 93.25 in 2010. This represented an increase of 19.48 units (i.e. a 26.4% increase). In light of this picture, it could be said that “there is undoubtedly a new breath of enthusiasm for research blowing through the University”. In addition to these developments, there were various other research related activities at the University including:

- A visit by the DST/NRF delegation on 4 July 2012 to discuss issues mainly relating to the Risk and Vulnerability Assessment Centre.
- A visit on 9 July 2012 by Ms Rebecca Phalatse from Productivity SA to introduce Productivity SA’s mandate and activities.
- On 1 August 2012, the NRF President accompanied by other Senior Managers visited UL for a meeting co-ordinated by the Office of the DVC: Academic and Research.
- The Acquisition of Fourier Transform Infrared Spectrometer instruments was made possible through funding from the National Research Foundation.
with a purpose of improving the quality of flagship research in Chemistry. The equipment will be used for analysing and determining the quality and consistency of sample materials during research experiments.

- Various local and international partnership projects were entered into with the University and some of these have engendered vibrant research centres, such as the Telkom Centre of Excellence, the Water Laboratory, a visit by a delegation from Belgium, the Limpopo Research Observatory, the Nguni cattle breeding project, the Early Childhood Development Project in partnership with the Hanze University of Applied Sciences, inter alia.

In view of the above, the University recognises excellence in research efforts through the Vice Chancellor’s Research Excellence Awards organised annually. The 2012 awards were presented on 1 November in the year under review.

**Strategic Partnerships**

The following strategic partnerships are worth mentioning in this Report:

**Nguni Cattle Development Project:** The University participated in a successful partnership with initial capital injection by both the Industrial Development Corporation (IDC) and the Mpumalanga Department of Agriculture, Rural Development and Land Administration (DARDLA) of R8 million which has benefited 17 farmers across all districts of the Mpumalanga Province. An additional R7.5 million was allocated to the project by DARDLA for the 2012/2013 financial year and further funding is expected from IDC.

**Partnership with the SA Police Service:** The University of Limpopo and the Mankweng Community established a partnership that includes the Community Policing Forum, Polokwane Municipality, Traditional Leadership and Student Representative Council among others, after realising that the crime situation has escalated rapidly in the area and must be combatted.

**Partnership with the University of Luneburg:** In the year under review, the School of Accountancy was involved in an International Sustainability Barometer Survey in partnership with the University of Luneburg in Germany and the University of South Australia.

**Association for the Advancement of Black Accountants for Southern Africa (ABASA):** The School of Accountancy successfully hosted the UL ABASA student chapter launch in the 2012 academic year. The School of Accountancy Alumni successfully held its inaugural meeting and the Best Student Awards on 28 March 2012 which was attended by over 1 200 students and guests. The University hopes that the success of the event will continue to inspire more robust academic events in the future.

**Hanze University Partnership:** The year under review saw UL partner with Hanze University of Applied Sciences (Netherlands) in the area of Early Childhood Development.

**Lovisenberg Deaconal University College Partnership:** The visit to UL by the final year nursing students from Lovisenberg Deaconal University was part of the existing partnership between the Lovisenberg Deaconal University and the University of Limpopo. These Universities jointly donated equipment, including a laptop, data projector, a CD player and computer-based learning software, worth R10 680 to Rakale Thabang Primary School in Ga-Rankuwa. The purpose of the donation was to improve and stimulate learning on the part of pupils.

**UL-VLIR Collaboration:** One of the co-ordinators of the collaborative projects undertaken by the University of Limpopo and Vlaamse Interuniversitaire Raad (VLIR), Prof. Colebunders in the Department of Infectious Diseases at the University of Antwerp, visited the University for a five-day Research Workshop organised by the UL Trust Resource Mobilisation Centre and VLIR.

**Netherlands Summer School Programme:** Through the support of the UL Student Trust Fund and the Lonmin, Ms Iz-Marie Janse van Rensburg, a UL MBChB student, attended a ten-day Medical Science Summer School at the University of Groningen in the Netherlands. The Summer School drew 30 undergraduate medical students from several countries of the world including Argentina, Brazil, Belgium, Canada and Ukraine, among others.

**Nutrition Education Symposium:** The University of Limpopo Human Nutrition Department in partnership with the Limpopo Province Sub-Directorate of Nutrition hosted the 2nd
Nutrition Education Symposium, under the theme: *Early Enteral Nutrition: Impact on Health Outcomes*. The event was sponsored by the Nestle Nutrition Institute Africa.

12th Annual Rotavirus Genotype Workshop: The University hosted the 12th Annual Rotavirus Genotype Workshop which was attended by delegates from the following countries: Rwanda, Zambia, Cameroon and Togo. The main aim of the workshop was to highlight the importance of hospital-based surveillance of rotavirus diarrhoea in children in line with WHO protocol and diagnostic techniques.

*MoU with Energy and Water SETA*: The Energy and Water Sector Education and Training Authority and the University of Limpopo signed a Memorandum of Agreement to sponsor ten students in the Faculty of Science and Agriculture. The sponsorship forms part of the National Skills Development Strategy III initiated by the Department of Higher Education and Training.

**Conclusion**

In conclusion, UL remains committed to the advancement and growth of the institution in its three core business areas of operation, namely: teaching and learning, research and community engagement to fully benefit its target communities Nationally and Continentally. The report of the year under review is a direct reflection of our resolute determination to be a flagship University to find solutions for Africa as evidenced by the increase in research output based in rural Africa. This is owed to the dedicated and diligent staff and students who always strive for excellence in African scholarship despite the various challenges. UL Executive Management expresses its gratitude to all members of the University community for their diligence and commitment in their various areas of responsibility to ensure the achievements registered in the year under review. As evidently demonstrated by the successes of most of the University’s projects, I also wish to express my humble appreciation to fellow colleagues in the Executive Management Committee (EMC) for their support and for steering excellence in their respective portfolios. I wish to thank Council under the leadership of Judge Mailula for effectively providing strategic leadership and direction as well as support in the entire year. Finally, the support that we continue to receive from the DHET in its various forms cannot be overemphasised and therefore is much appreciated.
Report of the Deputy Vice-Chancellor: Academic and Research

The year under review is my second full year at the University of Limpopo after assuming the position of Deputy Vice-Chancellor: Academic and Research in May 2010. My portfolio carries the entire core business of the University, i.e. teaching and learning, research and community engagement. This report addresses the 2012 activities, which falls within the purview of this portfolio, and further articulates the developments and achievements which constitute progress towards the attainment of the academic goals enshrined in the University’s Vision and Mission statements.

The most direct and significant contribution to the University’s core business comes from the teaching and learning environment undergirded by responsive undergraduate and postgraduate curricula and research activities relevant to the development needs of rural, peri-urban and urban communities.

The University of Limpopo comprises two major campuses situated some 300km apart in two Provinces viz Limpopo and Gauteng. The teaching and learning environment consists of four Faculties spread over the two campuses as follows:

- Faculty of Health Sciences found on both campuses, with the bulk of the programmes offered at the Medunsa campus;
- Faculty of Humanities located at the Turfloop campus;
- Faculty of Management and Law also located at the Turfloop campus; and
- Faculty of Science and Agriculture (the bulk of the programmes are offered at the Turfloop campus, while one school dedicated to Pre-Clinical Sciences is on Medunsa campus).

At the time of writing this report, the Minister of Higher Education and Training, Dr Blade Nzimande, had already published in a Government gazette the intention of his Department to unbundle Medunsa from the University of Limpopo such that Medunsa becomes a stand-alone comprehensive University specialising in Health and Allied Sciences with effect from 1 January 2015.

In 2012, the University enrolled 22,449 students in its undergraduate and postgraduate programmes on both campuses. The marked increase in enrolment can be ascribed to the higher than normal increases in the number of learners who succeeded in their National Senior Certificate (NSC) from 67.8% in 2012 to 70.2% in 2011. This concomitantly increased the number of learners eligible for study towards Bachelors degrees at University. The biggest Faculty, namely the Faculty of Humanities, had
about 30% of the headcount enrolments, followed by Health Sciences with 25%, and Faculty of Management and Law with 23% of the enrolments. The Faculty of Science and Agriculture took about 22% of the student headcount enrolment share.

The University’s throughput has been affected by high enrolment growth in the last three-year enrolment cycle as a result of the growth in NSC passes. However, the University remains resolute to increase its graduation rate to 20%. During the year under review, the University achieved a graduation rate of 17.8%, as it awarded 3 995 qualifications in 2012 compared to 3 667 qualifications awarded in 2011. Although the upswing was slight (around 0.3%), it is indicative of the University’s success in graduating its students. The undergraduate success rate stood at 79.8% in 2012. This signifies that the University is getting closer to its target of 80% undergraduate success rate across all disciplines.

Equally gratifying was that the number of students enrolling for postgraduate degrees rose steadily. The greatest challenge for the University remains one of improving graduation rates for Masters and Doctoral candidates in the Faculties of Humanities and Management and Law, respectively. In 2012, the University graduated 21 Doctoral candidates, a 162.5% improvement on the 2011 figure.

The permanent academic staff complement for the University comprised 758 persons, thus some 100 positions remained vacant during the period under review. However, what was gratifying was that during the course of 2012, a number of permanent UL staff, particularly academic staff, acquired further higher degree qualifications – a few obtained PhDs and a significant number obtained Masters qualifications. Initiatives taken to assist and encourage academic staff in completing higher degrees include the provision of academic leave to academics who are studying as well as the provision of additional academic leave funded through sponsorships received from the NRF and the Research and Teaching Development Grants received from the DHET. The development of the next generation of academics remains a challenge to the entire Higher Education Sector in South Africa. The University of Limpopo is not immune to this systemic challenge. Faculties have been encouraged to develop accelerated development programmes for junior academics and to focus on recruiting postdoctoral candidates to their research programmes.

Another challenge facing not only the University of Limpopo but the entire Higher Education sector in South Africa is the recruitment and retention of senior academic personnel. However, the University managed, during this period, to finally fill the position of the Executive Dean in the Faculty of Management and Law. The University was also able to appoint three Directors of Schools in this Faculty (School of Law; School of Economics and Management; and the Turfloop Graduate School of Leadership). We are confident that this will provide much-needed leadership, stability and coherence in the Schools and in the Faculty.

The research output report for 2011 (received in 2013 from DHET) revealed that the institution was awarded 147.55 units for research output publications in 2011. This is an increase of 54.30 (37% from 93.25 units in 2010. The continued emphasis on interventions to turn-around research productivity is beginning to yield positive results for the University’s research portfolio. In addition, publication workshops and writing retreats have created time and space for article writing and increased research performance.

The University continued to receive sustained support from the NRF. As our largest funder of research, their contributions exceeded R16 million during the year under review. Significant funding was also received from other research agencies such as the Medical Research Council (MRC) and the Agricultural Research Council (ARC), to name but a few. Our continued collaborative research projects with the Belgians through the VLIR programme has also channelled significant funding to the institution. Other significant research areas include the SARChI Chair in Materials and Modelling. Internally, Senate approved the creation of Research Chairs modelled along the SARChI concept at the beginning of 2012 and three Chairs have since been established: one in Science Education and one in Biodiversity on the Turfloop campus, while a third chair in Diarrhoeal Diseases is hosted by the Virology Department on the Medunsa campus. The University also hosts the Risk and Vulnerability Centre (RVC) which conducts research into climate change in Limpopo at the Turfloop campus.

A report on the activities of the Academic and Research portfolio would be incomplete without mentioning the critical roles played by a number of support divisions in the day to day running of the core business of the institution. Attempts which started in 2011 to revive the Centre Academic Excellence (CAE) continued during 2012. It is intended that the reconfigured CAE, which currently operates on both campuses, will have a staff
complement of 19 permanent Practitioners. Of these, 15 will be professional Academic Development Practitioners who will deal with the envisaged expansion of CAE’s activities into areas, such as supplemental instruction and the management of ‘reading and writing’ centres. Extended Curriculum Programmes, which provide an additional year incorporating fundamental study principles as well as bridging information on the various regular modules covered, are currently available for about 10% of students in five of the degree programmes offered on both campuses such as MBChB, LLB, BA Media Studies, B.Sc. and B.Com Accounting.

The University of Limpopo Library and Information Services (LIS) support the teaching, learning, research and community engagement programmes of UL by developing and facilitating access to information available in all formats and by supporting clients with personalised reference and instructional services.

The LIS was allocated a budget of R28 632 461 in 2012, an increase of about 17% higher than the 2011 budget allocation. Though not sufficient to cover for capital expenditure, the budget was adequate for the development of LIS collections and provision of services. The largest expenditure (84%) was on information resources (books, journals, eBooks and on-line databases).

The LIS continued to develop its electronic resources and implemented two new discovery search tools, Ebsco Discovery Services and WorldCat Local respectively: to enable searching across library materials and databases as well as outside library collections. Three new online databases viz, GeoRef, GeoScience World and Sage were added to the collection. The newly acquired Ebrary database consisting of electronic books and another 92 individual e-book titles were purchased, including textbooks, book series and major reference works. Development of the Electronic Theses and Dissertations Project with the NRF continued with 411 UL items on the database by the end of 2012. A major advantage of electronic resources is that they are available 24/7 via the LIS web page.

Another key support function is the one provided by the Quality Assurance Division, which is responsible for assuring the quality of the academic programmes offered at the University and for co-ordinating programme approval and accreditation with the DHET, the Council on Higher Education (CHE) and other regulatory bodies, including professional councils. During the year under review, the Division succeeded in ensuring that programmes which were conditionally accredited continued with the development and implementation of their improvement plans. The Division continued to work with relevant professional bodies to safeguard the accreditation status of its offerings and, in 2012, prepared documentation for the accreditation of the MBChB programme on the Polokwane campus. The University is awaiting a response from the CHE and the HPCSA in this regard. During the course of the 2012 academic year and in response to the call from the DHET, the Division co-ordinated and facilitated the review and development of the Extended Curriculum degree programmes for the new cycle that commenced at the beginning of 2013. These programmes have since been approved for funding by the DHET and are now being rolled out through the various Faculties.

In order to plan properly, every institution needs a central place to co-ordinate its planning intelligence. At the University of Limpopo, this is done at the Division for Institutional Research and Planning, which is concerned with the academic sustainability of the University. This Division carries out its mandate by undertaking institutional research with a view to enrolment planning and management, determining trends in higher education and liaising with the DHET.

During the year under review, major accomplishments of the Division of Institutional Research and Planning included the following:

- The institutional hardcopy data was successfully replaced by an electronic version, which was launched in October 2012 and is accessible to all management levels. It includes registration, enrolment, staff and institutional performance data.
- The Division also successfully introduced the new database aligned to the qualifications nomenclature and requirements encapsulated in the Higher Education Qualifications Sub-Framework (HEQSF).

Information and Communication Technology resources and services are provided at the University of Limpopo in support of the University’s vision and mission. These resources are critical strategic administrative and management instruments for the day to day running of the organisation and for teaching and learning purposes. Some of the highlights for the 2012 academic year were as follows:
• 67% of our academic community was trained on the use of Blackboard and Turnitin, a software that detects plagiarism.
• A Computer Literacy course was offered to the 2012 first-entering students.
• Inception of ITS Integrator 2 to replace Version 13.
• The procurement of a network security system.
• Acquisition and installation of an Uninterruptible Power Supply (UPS) system.
• Completion of the SANReN link finally connecting the University to the long awaited 10Gbps SANReN link.

In an effort to institutionalise community engagement at the institution, the following conferences/workshops were organised:

A Community Engagement Conference in Higher Education was held at the Bolivia Lodge on 28 September 2012. Attended mainly by UL academics and other Universities, the Conference was aimed at sharing good practices and stimulating debates among higher education institutions in the area of community engagement.

Community Engagement Dialogue Day. This was also held at the Bolivia Lodge on 6 November 2012. The Dialogue Day was designed to generate discussions on how different stakeholders perceive community engagement at the University of Limpopo and explore possibilities for future collaboration.

The Rural Development and Innovation Hub in collaboration with the Development Facilitation Training Institute developed and submitted a Research Proposal on Community Engagement to the NRF for funding. The Research Proposal was favourably considered and received an amount of R1.2 million in funding over a three-year period (2013-2015). All Faculties will collaborate with the Hub in implementing the above research activities.

The DHET continued to steer post-school education and training, of which higher education is part, towards permeability and articulation. To respond to this call, the University of Limpopo continued to collaborate with Waterberg FET College and the Agricultural Sector Education and Training Authority (Agri-SETA) in 2012.

Finally, I would like to acknowledge and commend the work done by all Faculties, units and divisions which fall under the DVC: Academic and Research. Special gratitude goes to Prof. N.M. Mokgalong, the Vice-Chancellor and Principal for his leadership and support, which is freely given at all times; and to my colleagues in Executive Management as well as to all members of the many divisions within the Deputy Vice-Chancellor’s (Academic and Research) portfolio.
The purpose of this report is to provide an overview of the critical areas of the Medunsa campus environment that have a direct or indirect impact on the core business of the University of Limpopo, namely, teaching and learning, research and community engagement. The report provides an overview on student enrolment, capital projects and clinical training grants. The 2012 academic year was stable and most of the critical areas were well managed.

Enrolment of students at the Medunsa campus can be subdivided in the four schools within the Faculty of Health Sciences. In 2012, a total number of 4 352 students (both undergraduate and postgraduate) enrolled. This represented an increase of about 6.7% compared to the 2011 enrolments. The students were distributed over the Schools as follows:

- Oral Health Sciences with 313 students (representing 8.9% of the total undergraduate student enrolment);
- Health Care Sciences had 1 018 students (29%);
- Medicine had 1 439 students (41%); and
- Pathology and Pre-Clinical Sciences had 732 students (21%).

A total of 997 postgraduate students comprised 23% of the overall student numbers. The distribution of the postgraduate students was: Oral Health Sciences 46 (4.6% of the total postgraduate student enrolment); Health Care Sciences 310 (31%); Medicine 328 (33%); Pathology and Pre-Clinical Sciences 166 (16.6%); and Public Health 147 (14.7%).
An updated status of the Medunsa campus projects is as follows:

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>STATUS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Centre (POME/Nursing – Basement)</td>
<td>Completed</td>
<td>R 15 000 000</td>
</tr>
<tr>
<td>E-Learning Centre</td>
<td>In progress</td>
<td>R 16 600 000</td>
</tr>
<tr>
<td>New recycling site built - Phase A (surface/paving)</td>
<td>Complete (A)</td>
<td>R 2 200 000</td>
</tr>
<tr>
<td>New shade net parking areas (entire campus)</td>
<td>Completed</td>
<td>R 900 000</td>
</tr>
<tr>
<td>New parking areas (students and bus stop)</td>
<td>Completed</td>
<td>R 2 000 000</td>
</tr>
<tr>
<td>New increased burglar proofing of ground floors of residences 1A, 1B, 1D, 2B, 4B, 5A and 5B</td>
<td>Completed</td>
<td>R 1 200 000</td>
</tr>
<tr>
<td>New palisade fence around all substations, pump stations, medical waste plant, Medunsa City and dam</td>
<td>Completed</td>
<td>R 530 000</td>
</tr>
<tr>
<td>Technical Services Building renovated</td>
<td>Completed</td>
<td>R 400 000</td>
</tr>
<tr>
<td>Principals offices renovations</td>
<td>Completed</td>
<td>R 200 000</td>
</tr>
<tr>
<td>Registration department renovations</td>
<td>Completed</td>
<td>R 450 000</td>
</tr>
<tr>
<td>Lost City student houses renovations</td>
<td>Completed</td>
<td>R 200 000</td>
</tr>
<tr>
<td>Medunsa City student houses renovations</td>
<td>Completed</td>
<td>R 800 000</td>
</tr>
<tr>
<td>Old Animal Hospital and Old Security Building renovations and relocation of 4 departments from Annex Building</td>
<td>Completed</td>
<td>R 1 500 000</td>
</tr>
<tr>
<td>Student Cafeteria renovations and upgrade</td>
<td>Completed</td>
<td>R 3 400 000</td>
</tr>
<tr>
<td>Vehicle renovations (JCB/TLB, Tipper and PTO trucks)</td>
<td>Completed</td>
<td>R 500 000</td>
</tr>
<tr>
<td>Substation transformers service</td>
<td>Completed</td>
<td>R 200 000</td>
</tr>
<tr>
<td>Mobile and Emergency generators in buildings service</td>
<td>Completed</td>
<td>R 900 000</td>
</tr>
<tr>
<td>Dam dredging, maintenance and upgrading of irrigation system</td>
<td>Completed</td>
<td>R 1 000 000</td>
</tr>
<tr>
<td>Purification plant upgrading and renovations</td>
<td>Completed</td>
<td>R 3 000 000</td>
</tr>
<tr>
<td>Perimeter fence - access road and lighting</td>
<td>Completed</td>
<td>R 1 600 000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>R 52 580 000</strong></td>
</tr>
</tbody>
</table>

The afore-mentioned capital projects will assist in sustaining quality of the environment, and directly or indirectly consolidate the core business.

The DHET Clinical Training Grant is a ring-fenced grant that has been awarded since 2008 by the DHET to Universities that are involved in the training of health care professionals in designated areas or programmes. The programmes that benefitted from this grant in 2012 were: Medicine (MBChB and M.Med); Oral Health Sciences (BDS, M.Dent and B.Dent.Ther); Physiotherapy, Occupational Therapy, Pharmacy, Speech and Language Pathology and Audiology; Nursing Science; Dietetics; and Radiography.

The grant allocations have been used to improve staff/student ratios on the clinical training platforms; implement service-learning programmes and ensure that these are part of the curriculum; purchase clinical training equipment for both undergraduate and postgraduate students; improve on facilities such as lecture and seminar rooms; improve laboratory facilities; and fund transport for both staff and students to community-based clinical training sites.

The total amount awarded to the Medunsa campus in 2012 was R41 million, distributed among the medical, dental, nursing, physiotherapy, occupational therapy, speech and hearing, dietetics, dental therapy, pharmacy and radiography programmes. It is quite evident that these funds have become an essential resource in Health Sciences education and will have to be continued if the quality of training is to be sustained.

The biggest change that will take place is that there is a process underway to unbundle Medunsa campus from the University of Limpopo. The probability is that by 2015, Medunsa will no longer be part of the University of Limpopo. When this report was written, the Minister of Higher Education and Training had already issued a notice in a Government gazette for the unbundling of Medunsa to become a dedicated comprehensive University that will focus on health and allied sciences.
Report of the Registrar

RATHNUM NAIDOO

The Office of the Registrar has three legs:

- Academic Administration
- Governance
- Compliance and Legal Affairs

In addition to the above, the Office of the Registrar is involved in a wide range of issues affecting the institution. The Registrar is regarded as the most neutral officer of the University. The Registrar is also part of the Executive Management Committee (EMC) of the University.

Academic Administration

Over the years, the registration process was a huge challenge at the University of Limpopo, as in other institutions of higher learning country-wide. In preparation for 2012, the Office of the Registrar put measures in place to ensure a smooth registration process. As a result, the University of Limpopo did not attract negative publicity in relation to registration challenges as did the other Higher Education institutions. The University introduced an online application system. While this introduction was off to a slow start and had to be phased in, it yielded tremendous results in 2012. It significantly reduced the number of walk-ins. Understanding the background of the majority of students, the University continued to accommodate a limited number of walk-in applications and manual registration, but they were significantly reduced compared to the previous years as many prospective students started using the online system.

In addition, in order to further ensure a smooth registration process, a one-stop registration process was implemented. This enabled students to obtain all information pertaining to programmes in all Faculties in one station, receive application forms and be admitted if they met the requirements. As a result of all these measures, within 10 days, registration was complete and lectures started. Moreover, the University did not experience any student protests related to registration. In the student residences, rooms are allocated to students on the basis of academic merit.

Each institution of higher learning has an enrolment plan agreed upon between the institution and the DHET. This Plan informs the growth of the institution in relation to student enrolment. The increase in the pass rate of the National Senior Certificate (NSC) candidates in the past three years has also put pressure on institutions of higher learning in South Africa as the demand for access to Higher Education has increased commensurately.

The following table indicates the registration statistics of the University of Limpopo in 2012 compared to 2011:
As depicted in the Table above, the University of Limpopo increased its enrolment overall by about 9% compared to 2011. Undergraduate enrolment increased by 11% and a decrease of about 4% in postgraduate enrolments. The increase in undergraduate enrolment was precipitated by the increase in the NSC results as well as a choice made by students to do their undergraduate studies at the University of Limpopo.

The total registration statistics can be broken down by Faculties as follows:

**Faculty of Health Sciences**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Sciences (Medunsa campus)</td>
<td>1 345</td>
<td>1 423</td>
</tr>
<tr>
<td>Oral Health Sciences</td>
<td>359</td>
<td>359</td>
</tr>
<tr>
<td>Health Sciences (Turfloop campus)</td>
<td>1 107</td>
<td>1 163</td>
</tr>
<tr>
<td>Medicine</td>
<td>1 710</td>
<td>1 767</td>
</tr>
<tr>
<td>Pathology and Pre-Clinical Sciences</td>
<td>779</td>
<td>932</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5 300</td>
<td>5 644</td>
</tr>
</tbody>
</table>

**Faculty of Humanities**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1 927</td>
<td>2 426</td>
</tr>
<tr>
<td>Language and Communication Studies</td>
<td>1 397</td>
<td>1 611</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 692</td>
<td>2 335</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6 016</td>
<td>6 372</td>
</tr>
</tbody>
</table>

**Faculty of Science and Agriculture**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environmental Sciences</td>
<td>1 322</td>
<td>1 393</td>
</tr>
<tr>
<td>Mathematics and Computational Science</td>
<td>1 125</td>
<td>1 251</td>
</tr>
<tr>
<td>Molecular and Life Sciences</td>
<td>1 002</td>
<td>1 148</td>
</tr>
<tr>
<td>Physical and Mineral Sciences</td>
<td>727</td>
<td>866</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 176</td>
<td>4 658</td>
</tr>
</tbody>
</table>

**Faculty of Management and Law**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Auditing</td>
<td>1 820</td>
<td>1 949</td>
</tr>
<tr>
<td>Economics and Management</td>
<td>628</td>
<td>1 066</td>
</tr>
<tr>
<td>Turffoop Graduate School of Leadership</td>
<td>910</td>
<td>934</td>
</tr>
<tr>
<td>Law</td>
<td>1 545</td>
<td>1 566</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 903</td>
<td>5 515</td>
</tr>
</tbody>
</table>

The Office of the Registrar at the University of Limpopo is also responsible for certification of students who have successfully completed the requirements for their respective qualifications. During the period under review, 4 258 students graduated from the University of Limpopo compared to 3 477 in 2011. This was an increase of 22%. The breakdown per qualification type is as follows:

**Graduation Figures per Qualification Type**

<table>
<thead>
<tr>
<th>QUALIFICATION TYPE</th>
<th>NUMBER OF GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional 1st Bachelor’s degree</td>
<td>1 081</td>
</tr>
<tr>
<td>Undergraduate Bachelor’s degree</td>
<td>1 829</td>
</tr>
<tr>
<td>Undergraduate diploma/Certificate</td>
<td>164</td>
</tr>
<tr>
<td>Postgraduate diploma/Certificate</td>
<td>231</td>
</tr>
<tr>
<td>Honours Bachelor’s degree</td>
<td>504</td>
</tr>
<tr>
<td>Masters degree</td>
<td>434</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 258</td>
</tr>
</tbody>
</table>
Governance

The Office of the Registrar is also responsible for governance across the institution. In the area of governance, the institution continued with the implementation of the Institutional Statute that was gazetted in 2011. Like other institutions in South Africa, the University of Limpopo is governed by a University Council constituted in line with the Higher Education Act, 1997 (Act 101 of 1997) and the University Statute. The University of Limpopo Council operated with the following committees during the review period:

- Executive Committee;
- Audit Committee;
- Finance Committee;
- Human Resources Committee; and
- Joint Tender and Physical Planning Committee.

Due to some resignations from Council and some Committees, a Nomination Committee was formed to identify replacements and make recommendations to Council and other relevant stakeholders for nomination and co-option.

Council held its four scheduled meetings as required in the Statute as did all the Committees of Council. Some of the key matters that were handled by Council during this period are the following:

- Unbundling of the Medunsa campus from the University of Limpopo.
- The Development of the Medical Training Platform in Polokwane considering the impending unbundling of the Medunsa campus from the University of Limpopo.
- Improvement Plan following the institutional audit conducted by the HEQC of the CHE in 2010.
- Expanding student accommodation by using, among other things, private-public partnership arrangements.
- Consideration and approval of Policies.
- Consideration and approval of budgets for 2013.

In terms of the Higher Education Act, 1997, Senate is the custodian of all academic activities (teaching and learning, research and community engagement) at the University and is accountable to Council. It is also responsible for all matters delegated to it by Council. Senate at the University of Limpopo has the following Committees:

- Faculty Boards
- Executive Committee
- Higher Degrees Committee
- Academic Planning Committee
- Library Committee
- Senate Committee for Persons with Disabilities
- Research and Ethics Committee
- Committee on Information and Communication Technology
- Deans’ Committee
- Teaching and Learning Committee

During the period under review, the newly constituted Senate, based on the new Statute, continued with its business at the University. Its constituent Committees met as scheduled.

In conclusion, the year under review was a successful one for the Office of the Registrar in all areas of operation. In particular, the examination process went smoothly and as such there were no disruptions and protests in relation to that. The fact that the University managed to graduate more students than it did in 2011 is a sign of growth and quality of the academic programme offerings at the University of Limpopo.

However, there are still some systemic issues faced by the entire Higher Education sector in South Africa, such as the socioeconomic backgrounds of the majority of students and lack of career guidance. The University will continue to engage with DHET and NSFAS to provide more financial aid for the students.
Report of the Chief Human Resources Officer

With the review of the University’s vision, mission and values, a need arose to align the HR function to the new direction the University had plotted. After a two-day retreat at the Klein Kariba Lodge in November 2012, the HR Team emerged with the following:

**Vision Statement:** To create a value based people oriented workforce.

**Mission:** To respond to the University’s needs in terms of HR processes, through excellent service rendering and in partnership with the University at large and external community.

The above-mentioned vision will be achieved through:

- Recruiting and retaining qualified and competitive staff;
- Competitive remuneration and benefits;
- Continuous staff training and development;
- Partnerships with internal and external stakeholders;
- Adequate performance management and appraisals; and
- An enabling staff environment.

**Review of the Recognition Agreements and Bargaining Forum**

As part of consolidating the merger, a need for the University to renegotiate new recognition agreements with labour unions arose. A process in this regard was initiated and finalised during the year under review. The purpose was to realign the agreements taking into account the new developments and workplace realities.

Concomitant with the review of the recognition agreements, was the re-fashioning of the existing bargaining structure known as the Joint Bargaining Forum then, into the Employee Relations Bargaining Forum. The purpose of the remodelling was to refocus the role of the Bargaining Forum. The Joint Bargaining Forum was a vehicle...
for harmonising and creating new policies and conditions of service after the merger. The focus of the new forum is on addressing the normal issues to be bargained on.

Cost Reduction Drives

Human Resources costs constitute a major component of the total budget of any organisation. It is for that reason that the DHET has provided guidelines for the salary bill at all Higher Education institutions in South Africa not to exceed 62.5% of the block grant that institutions receive from the DHET.

In 2012, the HR department initiated a process of analysing the HR cost drivers and began to sensitise the Executive Management Committee (EMC) in this regard on a regular basis. The initiative entails analysing, on an on-going basis, the management of leave and absenteeism, prudent overtime management, etc.

Development of Policies

HR function is a policy intensive discipline as its central function is to manage the University’s most important asset, its human resources. During the year under review, a number of HR policies were developed. These include:

- Policy and Procedure on Performance Management; and
- Policy and Procedure on Employment Equity.

Annual Salary Negotiations

For four years in succession, salary negotiations were concluded on time and without the usual industrial actions, which have become a feature in some of the institutions of higher learning in South Africa and other parts of the world. The 2012 annual salary negotiations were finalised before the date of implementation. The rife practice of retrospective implementation of annual salary settlement was avoided in this regard.

Induction and Training Programme

The year 2013 saw a concerted intensification of the formal induction and training of employees, especially at entry and middle management levels. To a large degree, the success of managing any organisation depends on the quality of the management cadres.

The focus of the training programmes has been on the new set of recently developed and approved HR policies and the implementation thereof.

Use of Technology

The HR department took a conscious decision in the second half of 2012, to migrate to technology in implementing some of its services. To this end, a process has been set in motion, to acquire technology that will facilitate the reliable, accurate and consistent application of HR services. The process has advanced to a stage of procurement.

Promotion of Academics

An unprecedented number of academics were promoted to both Associate and Full Professor levels in 2012.

Challenges

Although much progress was registered in 2012 regarding achievement of the set goals and objectives, a number of challenges presented themselves. These include, less than adequate turnaround time on the recruitment cycle, audit queries, mainly in the area of personnel documents management.

The uncertainty regarding the pending unbundling of the University posed a major challenge in the area of decision making and introduction of new major initiatives.
Student Affairs is one of the key functional components of the University. The Student Affairs division works in an integrated manner with the core components of the institution, particularly teaching and learning, as well as student support services to create a conducive learning and living experience for students. This includes creating a vibrant extra-mural atmosphere that promotes the overall wellbeing and wellness of students on our campuses. For this purpose, the Student Affairs Division offers an array of support services, on the part of first entering students, to engender smooth transition from high school to University, and to enable students to cope with personal, social and academic challenges they might come across during their stay at the University of Limpopo.

For first year students, in particular, University life is of such unprecedented complexity that all kinds of support (academic and non-academic) for them to cope with the change is of paramount importance. The issue of under-preparedness of students when they enter Higher Education, has been a subject of many a study and is a reality which the University of Limpopo faces, like other institutions in the country.

In 2012, as in every academic year, thousands of students walked through the gates of our two campuses in Turfloop and Medunsa to acquire an education that will enable them to participate meaningfully in society as well as in the economy of our country. At least, a quarter of the 2012 intake was first-year students and, together with the returning students, were in need of University accommodation in our student residences. The international modern trend in the provision of student accommodation relates to making such accommodation places of living and learning. This is achieved in a number of ways, including providing office space for academic staff and lecturing halls as part of student accommodation facilities, as in the US Higher Education system. The University of Limpopo is well on its way of ensuring that residences are not separate from the core business of teaching and learning at the University.

The challenge of on-campus student accommodation is not sufficient to meet the need. The DHET is starkly aware of this reality. In a place such as Turfloop, this becomes a bigger challenge than in Universities based in the major cities of the country. Turfloop campus had a total capacity of 6 600 beds available in 73 halls of residence, and 1 374 of which were reserved for the first entering students (i.e. 666 males and 708 females). At the Medunsa campus, 12 units accommodated 3 217 students. Admission into the halls of residences for first entering students is done on application and provided on need and academic merit, particularly for returning students.

The profile of our students requires a higher measure of sensitivity for them to fit in at our institution, hence the integration of residence life with academic life. A variety of living and learning programmes exist at our University to encourage students to be rounded in all aspects. These programmes include recreational activities, competitive sport, as well as
Student Affairs also gives special assistance to students who are academically at risk for various reasons and some on academic, social or psychological grounds. Support is also provided on an ongoing basis for students with disabilities.

Other significant student residence initiatives in 2012 included the Student Housing in Higher Education Forum focusing much on the establishment of future University accommodation, innovative student housing design, safety and security measures in the student residences, etc. as well as the “Green Campus Initiative” through which students are encouraged to save the environment and to work as teams as well as with management to keep their environment clean and safe at all times.

Student Affairs has several sections which provide support services to all our students. The Campus Health and Wellness Centre provides general health and medical care services as well as HIV/AIDS-related education, counseling and testing. Matters concerning these issues are held in strict confidentiality. Students are advised to uphold high standards of health and wellbeing. During 2012, about 43 health-related events and activities were hosted across both campuses, including:

- Student development training and strategic planning for 2013 attended by 45 peer educators.
- An initiative to have the Medunsa Skills Laboratory aimed at training potential personnel to render emergency health assistance when needed.
- An initiative to have a Health and Wellness information brochure with general health tips designed and printed.
- First things First HIV Counselling and Testing (HTC) Campaign held on 23 to 24 August 2012 with the assistance of the Foundation for Professional Development (FPD) and Shout it Now, an NGO that focuses on HIV education.
- Administering of Hepatitis B vaccinations to 1 174 students.
- A well-attended and successful session on HIV Prevention and Stigmatisation for the affected and infected was arranged.

Other initiatives included:

- The 29th International Candle-light HIV Memorial: World Aids Day Commemoration to remember those who died from HIV and AIDS, support people living with HIV and AIDS and working together to arrive at zero new infections.
- Under the theme: “Change Begins With Me”, UL staff attended a HEAIDS Conference at which they actively participated. HEAIDS is a programme focusing on HIV and AIDS in Higher Education in South Africa and is supported by the DHET and managed by Higher Education South Africa (HESA).

The Student Counseling Centre assists with psychological assessments of students who may, for whatever reason, have difficulties in dealing with the rigours of life, stressful situations and increasing demands of academic programmes. Assistance in career guidance is also provided by this Centre.

Student Governance deals principally with matters relating to the SRC and associated committees as well as various student formations. Under the ambit of Student Governance, the SRC established a ‘meal-a-day’ initiative aimed at providing needy students with decent meals at the designated dining halls. This initiative was done during examinations and the plan is to run it on a more regular (monthly) basis.

Sports Administration. Sporting activities are a very important part of student life on campus. They are essential for personal development and growth. The University, through the Sports Centre, caters for various sporting codes both recreational and competitive, including soccer, netball, dancing, karate and others. The Sports Administration Unit facilitated much activity in the sports arena for both male and female students. A summit was held to form a National Ladies Club, comprised of students from both campuses.

In conclusion, I would like to express sincere gratitude to the DHET for availing funds for infrastructure development to ameliorate the problem of inadequate student housing. While this area remains a challenge, UL is in a far better position now than it was before. All our strategic partners who made it possible for the Student Affairs Division to deliver effectively on its mandate are acknowledged with sincere gratitude. The support given by the SRC warrants special acknowledgement.
The UL Library and Information Services (LIS) exists to support the University’s core functions of teaching and learning, research and community engagement by developing and facilitating access to information available in different formats and by supporting clients with personalised reference and instructional services. We were able to fulfil our mandate of supporting the University’s core business because of the support from the leadership of the institution. There has been steady progress in improving access to electronic resources with the implementation of search discovery tools of particular note enabling information searching across library material and databases.

The UL LIS is headed by the Executive Director assisted by Directors in each Campus library. The Director position at the Turfloop campus LIS is, however, still vacant. Each campus library is departmentalised into the following four sections, each of which is headed by a Senior Librarian:

- Acquisitions and Collection Development
- Technical Services and Systems Administration
- Information Services
- Client Services

The ratio of professional staff to support staff positions stands at 3:2 and 5:3 at Turfloop and Medunsa LIS respectively. Professional positions at Turfloop need to be increased for quality services.

The year 2012 was a successful one for the University LIS. Important milestones for the year included improving access to electronic information, the expansion of information literacy programmes, key appointments made to ensure delivery of our key mandate, refurbishment projects and the use of SMS’s for communication with library users. Further progress is envisaged in areas reported on in the Annual Report. In particular, a start will be made in planning for learning common facilities to improve the way in which information resources and services are accessible to clients. There will also be a focus on library marketing, and it is hoped to have another strategic planning session to enable the LIS to refocus on its priorities.
Resources

Budget
An increased budget allocation of about 17% from R24 447 119 in 2011 to R28 632 461 in 2012 enabled adequate development of the LIS collections and provision of facilities and services. As before, the largest allocation was to the Executive Director (R14 327 805) with most of this amount being used for both the campus libraries on shared databases and computerised library systems.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medunsa campus</td>
<td>R 6 102 228</td>
<td>R 6 700 000</td>
</tr>
<tr>
<td>Turfloop campus</td>
<td>R 8 407 191</td>
<td>R 7 604 656</td>
</tr>
<tr>
<td>Executive Director</td>
<td>R 9 937 700</td>
<td>R 14 327 805</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>R 24 447 119</strong></td>
<td><strong>R 28 632 461</strong></td>
</tr>
</tbody>
</table>

Expenditure

LIS expenditure and commitments reached R28 501 182 in 2012 compared to R23 648 942 in 2011. Well over 80% of the budget was spent on information resources and systems, including databases for information searching, journal subscriptions (print and electronic), books (print and electronic) and the Innovative Millennium Library System used for the main library functions of circulation, acquisitions, cataloguing and journal administration.

Collection Development

The work by Acquisitions staff and Subject Librarians to monitor the collections in the various subject fields and, in conjunction with academic staff, to arrange for the selection and acquisition of needed information resources is key to the LIS being able to meet the information needs of its various client groups. The recommendations of academic staff are extremely important. A number of displays by booksellers were held in the campus libraries during the year and especially subject fields needing development were encouraged to make recommendations. At Turfloop campus, special attention will need to be given to the planned School of Medicine as well as the existing School of Health Sciences.

Books

There was a decrease in book acquisitions in 2012. At the Turfloop campus library the number of books acquired decreased from 9 973 in 2011 to 5 047 in 2012. It is important, however, to mention that more than half of the books acquired in 2011 were donated, whereas in 2012, there were no large donations. Book acquisitions at the Medunsa campus library continued to decline in 2012 with a total of 766 volumes acquired compared to 852 in 2011.

Though a shift to the acquisition of electronic resources is being advocated, it is important to reduce the rate of this decrease in 2013. Most books are still published in print format and reduced acquisitions deprives users of the opportunity to obtain the information they need that is still available only in print. A substantial larger number of books need to be acquired and a larger budget for books, both print and electronic, will be essential.

Ninety two electronic books were acquired in 2012. This acquisition has helped in improving and enhancing the quality of the collections and access to information. Users are now able to access up to date electronic reference materials even after hours. The re-binding programme to extend the life of useful books continued with 250 and 500 volumes repaired respectively at the Turfloop and Medunsa campus libraries.

Print Journals and Newspapers

Due to budget constraints, a substantial number of print journal titles with electronic versions available in UL online databases were cancelled and some titles were replaced by electronic versions. At the Turfloop campus library, 48 of the 97 titles subscribed to were cancelled as access is available through online databases. The Medunsa campus library cancelled 101 print titles and subscribes to 151 print journals. Many of the print subscriptions give access to the electronic versions. The Turfloop campus library was able to maintain subscriptions to 14 Local and National newspapers and the Medunsa campus library continued with 5 newspapers.

The staff shortage in the Medunsa campus library resulted in only 792 volumes of the previous year’s journals being bound compared to 800 in 2011 and 1 450 in 2010. As more titles are converted to electronic format, the binding programme will gradually reduce.
Electronic (E-) Resources

Print books are still a basic source of information, especially for undergraduate studies, but there is a gradual move to e-books, e-journals and various database configurations. There are frequent trials and requests by clients for new e-resources but the LIS has to be very selective and evaluate databases carefully to use the limited funding as effectively as possible.

Electronic Journals

The process of moving from print journals to electronic resources continued with the Medunsa campus library subscribing to 186 electronic journals in place of print. Access to the electronic titles is available, including outside the library and off-campus.

Online Databases

Subscriptions to the current online databases were maintained and the following 4 new titles were added during 2012: Ebrary (electronic books), GeoRef, GeoScience World and Sage.

Bibliographic Management Tool

A bibliographic management tool, Refworks, was also acquired in 2012. This product helps researchers in compiling citations or references from various sources at one location where they can create needed bibliographies thus saving them the effort of doing this on their own.

New Search Tools

Two new discovery search tools, viz Ebsco Discovery Services and WorldCat Local, were acquired. The latter was made available free of charge to the University towards the end of 2012 after subscription to the former was already in place. These tools provide the UL community with fast, streamlined search across various UL databases and the world’s library collections through a single search.

e-Books

As indicated previously, in addition to the Ebrary database of electronic books purchased, 92 eBook titles were purchased consisting of 40 textbooks, 17 book series titles and 35 major reference work titles. 24/7 and off-campus access to these books became available from November 2012.

Open Access Resources

Electronic journals and other resources available free of charge in open source databases such as JSTOR are becoming increasingly important for researchers. Librarians identify such relevant resources from various places and mount them on the Library webpage accessible at: http://www.ul.ac.za/index.php?Entity=Libraries

Electronic Theses and Dissertations (ETD)

The Memorandum of Agreement with the NRF for the hosting of UL’s Institutional Repository was extended in 2012 for another 18 months. The Library is in discussion with the University ICT regarding the hosting of the Repository after the agreement with the NRF comes to an end. Apart from the hosting of the database, the NRF also assists with training and technical support. A workshop on the management and development of a repository was arranged in August for LIS management and repository staff.

The number of theses and dissertations in the database increased from 214 at the end of 2011 to 411 by the end of 2012 with 196 items added in 2012. Problems of including students` personal information in theses and dissertations were resolved. Another problem encountered is the UL Institutional Repository growing at a slower rate than was initially anticipated. Currently only the Electronic Theses and Dissertations Repository is still being developed after more than two years and yet other UL publications, in particular research articles, as well as older theses and dissertations need to be included. This delay is caused by lack of dedicated staff. A request for the creation of specialised digitisation and metadata positions in the LIS had not been approved by the end of the year.

The use of the Repository is satisfactory with items having an average view of 2 739. It is important that dedicated staff be made available for this Repository to grow faster and benefit researchers, not only at UL but worldwide.
Innovative Millennium Library System

The Millennium System is used to support main library functions: Acquisitions, Cataloguing, Circulation and Periodicals. The system was reliable except for a short period in March when back-up problems were experienced at ICT and at the end of June when power cuts were experienced at Medunsa which interfered with the server. The WebPAC is available both internally and externally through the Library web page and the WorldCat Local interface. Media Management is functional and examination question papers and Course Reserves will soon be loaded on the system. The Catalogue now has 171 466 titles and 266 375 volumes.

Cataloguing

Library materials are catalogued to enable users to find sources of information in the Library or elsewhere. This is done by using international standards and creating links. Decreased acquisitions were experienced as reflected in the table below.

<table>
<thead>
<tr>
<th>Campus Library</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turfloop</td>
<td>10 147</td>
<td>11 833</td>
<td>8 153</td>
</tr>
<tr>
<td>Medunsa</td>
<td>1 538</td>
<td>1 015</td>
<td>1 178</td>
</tr>
</tbody>
</table>

Table 2: New items added

Services

The UL LIS opened for a total of about 3 188 hours and the gate counts increased from 684 570 in 2011 to 989 396 in 2012. The services offered during the year includes the following:

Client Services

The gradual decrease in the issuing of print material at Medunsa campus library continued with 51 986 items in 2012 compared to 57 834 in 2011. This is indicative of improved access to and greater use of electronic information. At Turfloop Campus Library, the steady increase in issues and renewals slowed in 2012 to 91 625 from 91 625 in 2011 and total transactions, including returns, showed a decrease. Though circulation figures are generally decreasing, the use of the library is increasing as per gate counts and on site use of materials, e.g. a total of 7 560 items at the Medunsa campus library.

Inter-Library Loans (ILL)

With access to electronic information continually improving, the gradual decline in the inter-library loan of articles and books with other libraries continued. At Medunsa, a total of 428 articles and books were supplied to other libraries and 175 items received in 2012 compared to 441 supplied and 161 received in 2011. At the Turfloop library, 509 items were supplied to other libraries and 269 items received in 2012 compared to 311 supplied and 342 received in 2011.

The Medunsa library continues to be a net lender and an important source of health sciences information for libraries. The Turfloop campus library changed from being a net borrower to becoming a lender in 2012. This may be due to the extra efforts of improving the quality of the collections in the past few years.

Committee for Higher Education Librarians in South Africa (CHELSA) Agreement

The CHELSA Agreement between University libraries enabling reciprocal library memberships from Masters level is very useful for students engaged in research. In 2012, a total of 177 UL library members gained access to other University libraries to supplement the services and resources available from UL compared to 109 in 2011. There were also 9 external users from other libraries using the UL LIS.

Information Services

The various information services provided by the LIS strive to assist clients in obtaining relevant information they require for their academic activities and research. The services include training to improve the library and information skills of clients so that they can effectively access, evaluate and ethically use information.

Information Searches

Subject Librarians assigned to the various Schools do information searches for staff and students and assist clients who do their own searches. There was again a substantial increase at the Turfloop campus library in the searches done, attributable to larger student numbers, additional databases and the instructional services. It has still not been possible to implement a Subject Librarian system at Medunsa due to
the continuing staff shortage. Consequently, there is an emphasis on assisting clients to do their own searches with limited searching done by library staff for clients – 178 searches in 2012 compared to 177 in 2011.

Database Usage

Database usage showed a considerable increase in some cases over the previous year and this information will be used in evaluating databases for the renewal of subscriptions.

User Education

The LIS runs extensive programmes of library orientation, bibliographic instruction and information literacy. Traditional library orientation and bibliographic instruction are still important. Due to a deluge of information and especially information available on the internet, information literacy has also become important in skilling users to become competent in effectively finding, evaluating and using quality information. During 2012, the following activities took place for staff and students:

- Library Orientation for First Year Students, attended by 2 080 students in Turfloop and all first year students at the Medunsa campus.
- Bibliographic Instruction, attended by 1 293 undergraduate and postgraduate students in 2012.
- The Medunsa campus library offered a variety of programmes to students and staff in accordance with their needs. Generally, these cover the use of library services, facilities and resources with an emphasis on information searches in databases.
- Information Literacy Training was offered to about 822 first year students at Turfloop and 712 students at Medunsa as part of their credit bearing module in the Centre for Academic Excellence (CAE).
- Research Methodology: This covered database searching for postgraduate students and was done in collaboration with the Research and Development Office.
- Library Liaison Services: Subject Librarians are in place at Turfloop campus to assist students with their academic needs.

Marketing

Effective marketing of library resources, facilities and services is essential for the University community to derive maximum benefit and for the LIS to fulfil its role in support of study, teaching and research. The library was marketed through a dedicated webpage, library week (19 to 23 March 2012), University Open Day (12 May 2012 at the Medunsa campus and 23 to 28 July at the Turfloop campus).

Governance

The LIS try to be represented at all School and Faculty Board meetings to facilitate communication with academic structures about their information needs and keep them informed about library developments. In 2012, LIS staff continued to attend Faculty and School Board meetings as required. In addition, Campus Library Committees exist on both campuses to focus on library provisioning. The Senate Library Committee also met during 2012 and discussed matters relating to library staffing, library development and considered reports from various library activities.

Staff Development

The LIS continued to emphasise the training and development of staff by course, workshop and conference attendance to ensure a dynamic service able to keep up with the latest developments in meeting clients’ information needs.

Awards

An awards function for the LIS was held for the first time on 7 December 2012 combined with a team building event.

Development of Partnerships

The LIS is well represented in various committees and activities in the library profession and makes a meaningful contribution in this regard. It is also involved in some community outreach. Several staff members served in various external structures. In addition, the LIS was an active member of the Innovative User Group of SA (IUGSA) and the SA National Library and Information Consortium (SANLIC). IUGSA facilitates collaboration, including training, for libraries using the Innovative Millennium computer system. The databases arranged by SANLIC for libraries through collective negotiation with suppliers are an essential part of the information services provided by the LIS.
As part of community outreach, the Turfloop library donated 1 805 surplus books to two schools in Mpumalanga and seven schools in Limpopo. The Library is also involved with neighbouring schools to assist with projects and assignments.

**Polokwane Campus Libraries**

Although funding and staff is provided by the Limpopo Department of Health, the libraries at Pietersburg Hospital and Mankweng College of Nursing form part of the University of Limpopo LIS. The Deputy Manager in charge of the campus libraries moved into a new office at Pietersburg Hospital toward the end of the year. There are 5 staff members with one person having left at the end of November 2012.

Total membership of the libraries stood at 1 145, including academic and Department of Health staff as well as students. A large part of the available funding is spent on journal subscriptions (R1 064 084 in 2012) but a substantial number of books were also ordered towards the end of the year (R159 160). The campus libraries have full access to the LIS databases and the Medunsa campus library assists with Inter-Library Loans.

**Conclusion**

There was significant development in the LIS in 2012, in particular, improving access to electronic information, the expansion of information literacy programmes, key appointments, refurbishment projects and the use of SMS’s for communication with users. Further progress in these areas is envisaged and in particular a start will be made in planning for learning common facilities to improve the way in which information resources and services are made available to clients. There will also be a focus on library marketing and it is hoped to have another strategic planning session to enable the LIS to refocus on its priorities.
The role of Marketing and Communication in any institution is to ensure that its reputation is highly safeguarded. The public and the critical stakeholders of the University of Limpopo should have confidence in this brand as it has been profiled and protected. This report shall do so as it communicates the achievements of the University, and taking into consideration the commendation and recommendation made in the HEQC Final Report 2010. Of critical importance raised in the report was safety of students which has been adequately addressed in the HEQC Improvement Plan. It should be noted that the Division of Safety and Security has been incorporated into Marketing and Communication as of May 2012, hence it would be mentioned how we dealt with challenges raised in this portfolio.

**Student Recruitment and Marketing**

Recruitment of high quality students remains a high priority for the Unit. Such students should also be retained for postgraduate studies, therefore, this has been achieved through rigorous and well planned marketing events that included Open Week and Days, participating in the Career Exhibitions organised by CEIA. The Unit further has a programme of School Visitations, a Winter School run in collaboration with the School of Education and interactions with the Life Orientation Teachers in our feeder schools within Provinces.

The Open Week of 2012 hosted at the Turfloop campus attracted more than 17,687 learners from 357 schools with 600 educators, whilst the Medunsa campus’s Open Day hosted 12,000 learners. This resounding success can be attributed to rigorous advertising campaigns and the quality of the academic programmes that the University offers. Additionally, the University had a programme of interacting with the performing schools and the learners were encouraged to opt for the University of Limpopo or adopt it as their University of choice.

Besides its own recruitment drive, the University has built a solid relationship with the Mpumalanga Department of Education and the Office of the Premier in Limpopo through its Imbizos (taking parliament to the people). The Unit also participated in private-public partnership initiated by the SASOL Technology X and DHET.

In synergising a development initiative, the UL website has become a useful tool especially with the recruitment of students from SADC and across the globe. Our affiliation with the Study SA website ensured that we are able to compete with the other institutions as potential students globally are able to access our academic programmes with ease.
Corporate Publications

The mandate of this unit is to produce University publications to showcase a variety of activities that assist in the profiling of the University. The publications cover stories from staff, students, alumni and the University Strategic Stakeholders.

The discontinuation of one of our magazines, Limpopo Leader introduced in 2002, saw us refocusing our current “The Dawn” magazine into a research-based publication. Despite being a flagship marketing publication showcasing research articles, it also covered partnerships and collaboration stories that justified its objectives of being a full participant in the community engagement programmes.

The unit has a series of publications with a range of target audience, i.e.

- On the Move - an Alumni magazine produced annually to showcase their activities and respective contributions in both the public and private sector and how they impact on the societies.

- UL Witness - a monthly magazine whose target market audience are staff and students. This magazine covers special events, student recruitment activities and an array of activities that are giving a positive image to the University.

- Orientation Booklet - an annual magazine produced at the beginning of the year for the first entering students.

- The Inductors - a periodical magazine produced for new employees of the University.

Amongst the highlights and articles covered by these publications, was the Onkgopotse Tiro Inaugural Lecture presented by the University Chancellor Dr Reuel Khoza. This historic event was captured in a special edition of “The Dawn” and also featured the History of Onkgopotse Abram Tiro and his untimely life in the Republic of Botswana. The Chancellor addressed the topic: “we can only imagine, a tribute to Onkgopotse Abram Tiro”.

Media Relations and Advertising

- The University enjoyed positive publicity that included the coverage of the Inaugural Onkgopotse Tiro Lecture presented by the University Chancellor, Dr Reuel Khoza.

- Strategic partnerships were forged with a number of community Radio Stations; Capricorn FM, Thobela FM, New Age and many other local media.

- The involvement of Meltwaters in a Media Monitoring agreement showcased the University expanding extensively on social media and the participation of its students on topical issues.

Events Management

The overall objective of embarking into any public relations programme at the institution is to ensure that the organisation is well projected to both internal and external publics. It is to have a positive image so that the intended stakeholders can have confidence in the brand.

The following companies and organisations were assisted with their promotion at the University: Campus Media - in the promotion of SAICA, First National Bank - recruitment of new clients; MTN - Activation programme; Vodacom Promotions; and SANBS - Blood donation.

The University hosted a number of public lectures including Hon. Ebrahim Ebrahim, Deputy Minister of International Relations and Co-operation, Prof. Michael Noble and Dr Gemma Wright on using indicators of multiple deprivation to demonstrate the legacy of apartheid in South Africa; the public lecture by the Premier of the North West Province, Mme Thandi Modise; the public lecture in the School of Law by Judge Boshielo; and the inaugural Onkgopotse Tiro Memorial Lecture by the University Chancellor, Dr Reuel Khoza.

Amongst the many public relations programmes, UL hosted internal conferences that included the Africa Conference on Criminology and the National Debate Tournament that hosted all institutions of higher learning and the SADC as well as parts of West and East Africa under the banner of the UL Debating Society.

In partnership with the University’s strategic partners, the following events were arranged in a quest to achieve our objectives: the launch of the Nguni Cattle Development Project in Ermelo in partnership with IDC and the Mpumalanga Department of Agriculture; the Crime Awareness Campaign with the South African Police Service; and the Official Opening of the Science Education Centre with the Department of Environment and Water Affairs.

Besides the above, the University continued with the arrangements of its annual events including Graduations, Oath Takings, Spring Lectures, Vice-Chancellor’s Awards for
Excellence in Research, Open Days and Weeks and many others that are generated by the Student Community.

**Website Development and Co-ordination**

- The Conference Management System continues to serve its purpose and most of the conferences are being managed from it.
- The New Look and Feel has been reviewed and changed as it has been an annual commitment from the website team.
- The process of transferring the University Alumni site previously hosted by Dinkum Sites is nearing completion.
- Investigation into the Online Registration System is currently being done with the Office of the Registrar, ICT and it is envisaged that it shall be piloted in 2013.
- The sub-sites and their developments currently being done at the Department of Research Administration and Development and School of Accountancy should be incorporated into the University site.
- Aggressive implementation of the social media activities, will assist in our website to be relevant to the new trends and interactive participation by students.
- Our Homepage in respect of News and Announcements has being widely visited and information appearing has been widely distributed through Daily Higher Education News distributed to the institutions of higher learning. In some instances, and given the quality of the work produced, the articles in The New Age appear as they are and the sources are acknowledged.
- Posting of news and announcements has being informative. This applies to all sections as data sourced shows that the University's website is visited all over the world. The site statistics has seen dramatic improvement with the introduction of detailed information about Vacancies and Tenders.
- The placement of the University publications has assisted not only the media studies and communication students, but other researchers who are benchmarking their information with ours.

**Graphic Design and Branding**

- The revolution of branding at the University was well received and affected the re-branding of the brochures (Faculties and centres of excellence).
- A poster campaign that followed the same format in line with the Corporate Identity (CID) Manual was introduced.
- A brand awareness campaign and the usefulness of brand positioning were well received by the University by ensuring that they seek assistance from professionals in order to produce quality work.
- The look and feel and the masthead of all publications of the University were given a facelift in line with the CID manual.

**Reprographics**

- The Unit has been involved in the printing of the lecture materials, study guides, course outlines and other related work that adds value to the operations of the University.

**Audio Visual Services**

- Additional equipment was bought to ensure that teaching and learning takes place effectively and efficiently by using modern technology.
- The unit continues to support the University’s strategic events like workshops, conferences, etc. by availing audio visual equipment of high quality.

**Staff Restaurant**

- The restaurant continued to render provisions and catered for workshops, meetings, conferences and special dinners whereby luminaries are invited.
Safety and Security

In line with HEQC Recommendation 19 regarding the provision of adequate security to students, the unit has, in the past years, achieved the following:

- Ensured a successful, safe and secure environment for the 2012 student registration, Open Weeks and Open Days for both Medunsa and Turfloop campuses.

- Continuous events especially the Fresher’s Ball and other social activities were closely guarded and monitored in collaboration with the South African Police Service of both Mankweng and Rosslyn.

- Continued to maintain the current Electronic Surveillance System within the University (especially Medunsa campus) and most incidences of theft and break-ins were recorded and provided critical evidence to the cases.

- Provided security advice and provision to the areas whereby our students are residing especially in Central Pretoria and around Ga-Rankuwa.

- Given the challenges of crime especially at the Turfloop campus, continuous engagements with the SAPS and Local Community Policy Forum yielded positive results. Students residing outside the University were provided a regular bus service(s) as a response to a Call for Safety.

- Crime Awareness Campaigns were held and the Provincial Commissioner of Police in Limpopo and the University stakeholders played a critical role in ensuring that New Students are advised properly in terms of the precautionary measures.

- Provision of ambulance facilities at both campuses remained a great challenge. In addressing these anomalies, the Services of ER24 were terminated and internalised as a pilot project.

- In ensuring that the University has a similar Electronic Surveillance Monitoring System, it was found prudent that the recommendations as per Physical Security Appraisal carried out at Turfloop campus in January 2012 be implemented and the listed activities are currently carried out, namely:

1. Construction of a Central Nerve Centre/Campus Control Room

2. Implementation of Phase One of the Revitalisation of an Access Control system at Turfloop campus focusing on the Turfloop main access points (Gate one, Gate two and Gate three).
Report from SRC Presidents

Report from the SRC President, Medunsa Campus

While there is the challenge of distance, the SRCs of Turfloop and Medunsa did not work as closely as they would have loved to. However, the area of student governance enabled the SRCs of Medunsa and Turfloop to work together on a variety of issues affecting students. Very good relations existed between the SRCs of the two campuses of the University of Limpopo in 2012 as they spoke with one voice on issues of fee negotiations and in representing the interest of students in governance structures of the University. For instance, the two SRCs worked very closely together during the Onkgoposte Tiro lecture in soliciting funds to assist needy students.

Coming to Medunsa SRC in particular, when the SRC President who was elected in 2012 completed his studies and left, his Deputy Siyabonga Zikalala was the natural successor. Zikalala’s reflection on the successes of the SRC in Medunsa bring out glee in him as he recounts these achievements in the area of access to the institution with success, leadership development and women empowerment.

The socio-economic profile of students in historically disadvantaged institutions is one of the biggest obstacles for the majority of our people not accessing Higher Education. The Medunsa SRC is proud of its success in the area of student fee negotiations. The Medunsa campus was thus one of the few institutions where the fees decreased rather than increased. A case in point was the decrease in residence fees as well as in registration fees from R5 000 down to R4 500. There was a 0% increase in administration fees as it remained at R2 800 as was in 2011.

To further curb the issue of finances hampering access to the institution, the SRC managed to negotiate payment arrangements on behalf of students who owe the University fees. Out of 52 cases that were before them, 48 cases were successfully resolved and students were able to register while they were still owing fees.

In relation to academic exclusions, 34 students who were academically excluded were reinstated and continued with their courses of study after the SRC successfully negotiated two additional appeal levels (at School and Faculty levels) before the Senate appeal level. This gave students more chances to appeal decisions to exclude them academically. In addition, 44 students studying B.Dent were all brought back.

There was a case in 2012 where more than 70% of students in the B.Sc. Dietetics had failed and continued to do so even after they were given three chances to rewrite the assessment. With the SRC’s intervention, the students were relocated to the Turfloop campus where all 27 of them passed and some were among the top students.

In the area of leadership development, the SRC at Medunsa developed a leadership development programme. It was intended to address the challenges of political apathy among students. A workshop was arranged with all student formations – house
committees, sports codes and religious formations. The workshop was a resounding success as student structures were capacitated to deal with a variety of issues. Many issues which in the past came to the SRC were resolved before they reached the SRC, a situation which significantly reduced the amount of work for the SRC.

Phenomenal woman was yet another initiative started by the SRC at Medunsa. Done on Women’s Day, the programme is aimed at celebrating women, especially targeting the young female students. In 2012, Dr Gwen Ramokgopa was invited as a guest speaker. An alumna of Medunsa, Dr Ramokgopa made history by being the first female SRC President at Medunsa.

The SRC also developed a programme to encourage more students to participate in sports by introducing SRC Sports Awards. Such awards can be obtained by individuals or particular sports codes which perform well. These have yielded results as more students now participate in the different sporting codes. The Medunsa Aerobics and Karate teams did very well in 2012.

In the area of entertainment, the SRC arranged a Hip-Hop bash, Gospel Festival and Heritage Day in 2012 to appeal to all students. During Heritage Day, in particular, the theme was to find synergies between traditional medicine and western medicine. This had meaning for Medunsa as a Medical institution.

There were various other traditional activities, e.g. participation in the University Sports Association (USA).

The SRC at Medunsa still has some challenges, including the following:

- Need for political education among students to understand the importance of participating in elections and to accept the outcomes, whether they are favourable or not. The non-acceptance of SRC election results creates divisions, which undermines the effectiveness of the SRC.
- The uncertainty of the unbundling of Medunsa from the University of Limpopo made it difficult for the SRC to function. This has only become clear in 2013 with the gazette issued by the Minister and his visit to the institution to provide clarity on the process.
- SRC Policies (SRC Constitution, Student Code of Conduct, Student Disciplinary Procedures and Residence Policy) need review and harmonisation between the two campuses. It has become commonplace for the SRC to request Council concessions and deviations from policy.

Report from the SRC President, Turfloop Campus

The Turfloop SRC led by President Nkadimeng was elected in October 2012. It is an SRC that consists of 17 members, i.e. 5 Executive Committee members, 8 Committee representatives and 4 Faculty representatives. The SRC describes the year 2012 as a very successful year in the area of student governance and student matters in general. This could be attributed to the fact that there was a constructive relationship between the SRC and Management. The fact that there was no student protest during this period attests to this. Because of the nature of the relationship between Management and the SRC, issues that arose were resolved amicably. The SRC participated successfully in governance structures of the institution.

The kind of student leadership at the University has changed perceptions about student leadership throughout the institution. The perceptions of an anarchic group that will do anything without thinking about the repercussions that were there in the previous SRCs has dissipated.

The SRC at Turfloop has several achievements to highlight for the period under review. Firstly, in the core business of the University, the SRC can enumerate several achievements. Students who were not performing well academically were greatly assisted through SRC-initiated interventions to cope with their studies. Students who were not performing well academically were greatly assisted through SRC-initiated interventions to cope with their studies. In this regard, the SRC started an exam refresher programme.

The second area of focus for the SRC in 2012 was to assist students who were needy in a variety of ways by negotiating a reasonable student fee increment. Between 400 and 500 students were assisted with meals on a daily basis. This was a first attempt and discussions are underway with Management to continue with this initiative considering the socioeconomic profile of the majority of students who study at the University of Limpopo. In addition, about 80% of students who were in debt were able to register because of the interventions of the SRC in negotiating arrangements for these students.

The SRC also managed to negotiate an increase in the NSFAS allocation for students and more students could be assisted. The goal is to eventually arrive at fee-free Higher Education. The SRC is awaiting with much anticipation the report of the Task Team led by Professor Derrick Swartz on their investigation of the possibility of a fee-free Higher Education system in South Africa.
Thirdly, in the area of leadership development, the SRC initiated and organised leadership seminars to develop the capacity of the different structures to deal with student issues.

Fourthly, the University of Limpopo has a shortage of student accommodation. It is a National problem but becomes worse in rural-based Universities, such as the University of Limpopo. Residences can only accommodate one-third of the students who need accommodation. The SRC was able to successfully negotiate a private-public partnership arrangement to fast-track the challenge of accommodation. This meant that a private developer could put up a residence on a lease arrangement with the University. While that is not enough, it would ameliorate the problem of student accommodation to a certain extent.

Fifthly, the SRC was instrumental in resuscitating entertainment at the institution. There had been a lull in this area over a number of years at the institution.

Sixthly, the University started experiencing muggings in 2012. The SRC negotiated an off-campus transportation system for students, especially in the evening for their safety when this came to a head.

The SRC has its fair share of challenges. Some of the key ones are:

- Subminimum rules in relation to examinations.
- Socioeconomic challenges faced by students.
- Inadequate facilities due to deferred maintenance in some areas, including the library.
- Shortage of student accommodation.
- High food prices that are not affordable for the majority of UL students.
- Crime incidents affecting off-campus students.
- The transient nature of the SRC.
- The unbundling of Medunsa will mean the review of the SRC Constitution.
- Need for institutional patriotism – love for the institution.
- Need to have a more diverse student population in terms of racial representative.

Finally, a special gratitude goes to all students for their confidence in the current SRC and their support. Special gratitude goes to the entire University community and Management for having had such a good relationship up until now. The SRC thanks the Management for being visionary and presiding over such success, including infrastructural developments. The doors of the SRC remain open.
Faculty of Humanities
Message from the Acting Executive Dean

DR. MAKGWANA RAMPEDI

As we look back in 2012, there is much that the Faculty of Humanities can celebrate. We continued with the slogan coined in 2011: *Humanities on the Move*, as a way of conscientising staff and students about the notion of change towards excellence in the Faculty. In 2012, we continued on the same trajectory of change with the result that there is a growing awareness that everybody should be doing things differently in the Faculty. For the change to happen effectively, leadership was necessary. The Faculty executive team was very focused on the core business of the institution and diligent in its work. Moreover, the different Faculty committees on teaching and learning, research, community engagement and ICT functioned and held their meetings to deliver on their mandate.

The year under review was a particularly successful one for the Faculty of Humanities in all the three core functions of the institution - teaching and learning, research and community engagement. Based on the principle that our business is our students, a new Administration Committee was established to attend to queries of first year students regarding marks that were not entered correctly. Being of service to students has meant a lot of change for the Faculty. The culture of fear and intimidation that our students have been suffering from has been dismantled. As a result of this, there has been no major student complaint in 2012. Students, even though they are in different Faculties, tend to come to the Faculty of Humanities for help.

It would be important to start by reflecting on the calibre of academic staff in the Faculty considering that the ability of the Faculty to perform in the three core functions with distinction depends largely on the calibre of its academic staff. It is in this way that the Faculty would be able to provide quality teaching at undergraduate level and contribute to knowledge generation and scholarship, as well as community engagement. The Faculty is thus intent on not only attracting but also retaining highly qualified and experienced academic staff.

In 2011, the Faculty had eight academics at Professorial level, 10 at Associate Professor level, 29 Senior Lecturers and 59 Lecturers. In 2012, while the Faculty declined by one and had 7 Professors, the Faculty was able to retain the same number of Associate Professors in 2012 as it had in 2011. The number of Senior Lecturers increased from 29 to 33 and the number of Lecturers increased from 59 to 67. The Faculty continues to recruit more staff at Professor and Associate Professor levels. Moreover, as part of the Faculty’s intention to develop its own academics, there were several promotions during this period.
In both the Schools of Languages and Communication Studies and Social Sciences, one academic staff member in each case was promoted from Associate Professor to Full Professor. In addition, in the School of Social Sciences, three academic staff members were promoted from Lecturer to Senior Lecturer. In the School of Education, two academics were promoted from Lecturer to Senior Lecturer positions. These promotions account for some of the increases in Senior Lecturer positions. The Faculty is heartened that there are staff members who, due to their diligence and improvement of qualifications, have been promoted to senior positions such as Senior Lectureship and Full Professorship. This is an encouragement to other academics in the Faculty as well as in the entire institution to work hard and improve their qualifications. This is why the Faculty has been and is still engaged in activities that encourage staff to publish articles and supervise students as much as possible.

While the Faculty worked hard and will continue to do so in encouraging staff to improve their qualifications and to create an enabling environment for that to happen by providing opportunities for staff, the challenge remains. In 2012, 64 members of staff had Masters as the highest qualification, while 48 had a PhD qualification compared to 56 staff members with a Masters degree and 38 with a PhD in 2011. Three staff members obtained their PhDs in 2012. This indicates an improvement in the attainment of higher qualifications by academic staff in the Faculty of Humanities.

New appointments made by the Faculty in 2012 targeted senior academics. In the School of Education, at a senior level, one Full Professor and two Senior Lecturers were appointed. In the School of Education, one Senior Lecturer was appointed. In the School of Languages and Communication, one Professor and one Senior Lecturer were appointed. In the School of Social Sciences, one new Associate Professor joined the academic staff. In other words, through a combination of factors, such as staff recruitment, promotion and staff development, the Faculty has managed to improve its academic staff profile.

Another statistic worth citing is the number of part-time staff in the Faculty. Much has been written about the casualisation of academic staff as a risk facing the Higher Education sector. While the number of part-time staff stood at 27 in 2012, it was a slight improvement compared to 2011 when the Faculty had 30 part-time academic staff. The practice of using part-time academic staff is not always a negative one for any institution of higher learning. On the contrary, it can be beneficial for the institution as it enables the Faculty to make use of staff who are already in the industry who will transfer industry knowledge to students in their teaching. The ratio of 1:5 between part-time and full-time academic staff is an acceptable ratio by world standards in Higher Education. Notwithstanding all that, the Faculty continued to reduce the number of part-time academic staff to reasonable numbers so that the majority of staff are available for student consultations at most times.

In the area of teaching and learning, the Faculty continues to renew itself so that the programmes that formed part of its repertoire remained relevant and responsive to the needs of the different industries, professions and other key stakeholders. This has meant discontinuing certain academic offerings which no longer met such needs. For instance, three programmes (one in each School) were discontinued in 2012 after they were evaluated to have ceased being viable or responsive to the needs of relevant professions. On the other hand, 32 new programmes were introduced across the Faculty in 2012.

In relation to pass rates, the Faculty experienced some challenges in 2012. Because of the increase in enrolments, the result was the decline in pass rates at undergraduate level compared to 2011. In 2011, the graduation rate at undergraduate level was 82.5% and it declined to 78.5% in 2012. In order to ameliorate this problem, the Faculty will utilise the Teaching and Learning Development Grant where teaching assistants will be employed to take care of tutorials and ensure staff development in key areas of teaching and learning such as assessments. The Faculty aims to achieve an average pass rate of 80% in the next review period (2013). All this, combined with mechanisms to ensure that students attend classes and get relevant study materials, should improve results in the Faculty.
While undergraduate success rates declined, the Faculty of Humanities experienced an increase in the postgraduate success rate from 85.5% in 2011 to 87.6% in 2012. This was a huge achievement for the Faculty and is an attestation to the level of seriousness of the Faculty in relation to research and postgraduate studies. It is important to note that 26 structured Masters, 11 Masters by Full Dissertation and 6 PhDs were completed in the Faculty during this period.

The Faculty obtained a Teaching Development Grant to the tune of R980 000 and a research development grant amounting to R5 546 000. These grants assisted the Faculty realise its plans in improving teaching and learning and increasing its research output. In addition, two staff members attained rating by the NRF. The Research Development Grant was utilised to assist academics in writing for publication, an initiative that saw 3 articles published in the South African Journal for Higher Education (SAJHE) and 10 articles in the Journal of Education Studies.

In 2012, the Faculty tripled its publications record compared to the previous years. Last year, we produced 41 publications in the Faculty. The Faculty can now compete with some of the best performing institutions in relation to research. Another great achievement in the Faculty was the Research Chair for Quality Teaching and Learning in Mathematics, Science and Technology Education to the value of R7 899 000 with effect from 1 August 2012 for a period of five years.

Taking into account that the Faculty had more than 150 staff, the number of staff who received awards was inadequate. This means more staff members must be encouraged to take part in National and International activities to raise their and the University’s profile.

In relation to community engagement, the whole University has been struggling with the conceptualisation of what it entails. Community engagement has now been consciously integrated into the Faculty Strategic Plan as well as with teaching and learning and research. One of the highlights of community engagement in the Faculty is that it is interwoven with research that makes a difference in the lives of the surrounding communities. For example, a project exists undertaken by a PhD student who is investigating the growing problem of child sexual abuse through participatory research. The project has not ended up as a research project but has brought together social workers, traditional healers, the police and teachers to reflect on this problem.

Teachers have, as a consequence, included it in the life orientation school subject. The intersection of community engagement and research is a great pride of the Faculty.

Other community engagement activities included the offering of an Advanced Certificate in Education (ACE) School Leadership programme for School Principals, a Winter School for Grade 12 learners as a result of which the top learner in the country’s National Senior Certificate (NSC) for 2012 came from Limpopo and was part of the Winter School programme. Because of its nature, Social Work lends itself to a wide range of community engagement activities.

In conclusion, in 2013 the Faculty will work towards reducing the number of part-time academic staff members so that academics are more available for student consultation in order to improve student success. The Faculty is also intent on increasing the number of postgraduate students in 2013. That will be achieved to the extent that the Faculty is able to attract, recruit and retain senior academics through various means, including staff development and recognition (e.g. promotions).

The Faculty is on its way to making these strides as it graduates more and more higher degrees, develops staff and uses research development grants to appoint substitute academics while the substantive staff are completing their PhD studies or writing up their research projects.

The challenge of high staff/student ratios is also receiving attention through the hiring of more staff and ensuring the effective use of technology for teaching and learning.
Statistical Overview

The Faculty of Humanities has three Schools all located on the Turfloop campus, namely the School of Languages and Communication Studies, the School of Education and the School of Social Sciences. The School of Social Sciences, while located on the Turfloop campus, had some footprint at the Medunsa campus.

Each School is subdivided into various academic departments as indicated in the Table below:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DEPARTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Languages and Communication Studies</td>
<td>• Languages • Media, Communication and Information Studies • Translation Studies and Linguistics, Contemporary English Studies and Multilingual Studies</td>
</tr>
<tr>
<td>School of Education</td>
<td>• Languages, Social and Educational Management Sciences • Educational Studies • Maths, Science and Technology Education</td>
</tr>
<tr>
<td>School of Social Sciences</td>
<td>• Criminology and Criminal Justice • Cultural and Political Studies • Psychology • Social Work • Sociology and Anthropology</td>
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Enrolment

<table>
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<tr>
<th>SCHOOL</th>
<th>FULL-TIME</th>
<th>UNDER-GRADUATE</th>
<th>POST-GRADUATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
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<td>1 877</td>
<td>549</td>
<td>2 426</td>
</tr>
<tr>
<td>Languages and Communication Studies</td>
<td>1 402</td>
<td>1 402</td>
<td>209</td>
<td>1 611</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1 993</td>
<td>1 993</td>
<td>342</td>
<td>2 335</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 272</td>
<td>5 272</td>
<td>1 100</td>
<td>6 372</td>
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</table>
### Staff and Qualifications

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>FULL-TIME ACADEMIC STAFF</th>
<th>MASTERS+</th>
<th>ACADEMIC STAFF WITH MASTERS</th>
<th>ACADEMIC STAFF: STUDENT RATIO</th>
<th>SUPPORT STAFF</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Executive Dean</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education</td>
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<td>42</td>
<td>5</td>
<td></td>
<td>8</td>
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<tr>
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<td>34</td>
<td>5</td>
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<td>5</td>
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<tr>
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<td>4</td>
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<td><strong>14</strong></td>
<td></td>
<td><strong>20</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>
Health Sciences
The Faculty Report: Health Sciences

Report from the Executive Dean

PROF. ERROL HOLLAND

Statistical Overview

Located at the Medunsa campus of the University of Limpopo, the Faculty of Health Sciences is made up of the following 6 Schools:

- School of Health Care Sciences
- School of Health Sciences
- School of Medicine
- School of Oral Health Sciences
- School of Pathology
- School of Pathology and Pre-Clinical Sciences

Each School is further divided into departments, as depicted in the table below:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Care Sciences</td>
<td>• Human Nutrition, Occupational Therapy, Physiotherapy and Speech Language</td>
</tr>
<tr>
<td>(4 Departments)</td>
<td>Pathology and Audiology</td>
</tr>
<tr>
<td></td>
<td>• Nursing</td>
</tr>
<tr>
<td></td>
<td>• Pharmacy</td>
</tr>
<tr>
<td></td>
<td>• Public Health</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>• Human Nutrition, Occupational Therapy, Physiotherapy and Speech Language</td>
</tr>
<tr>
<td>(4 Departments)</td>
<td>Pathology and Audiology</td>
</tr>
<tr>
<td></td>
<td>• Nursing</td>
</tr>
<tr>
<td></td>
<td>• Pharmacy</td>
</tr>
<tr>
<td></td>
<td>• Medical Sciences, Public Health and Health Promotion</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>• Medicine and Sub-Specialities</td>
</tr>
<tr>
<td>(10 Departments)</td>
<td>• Pharmacology</td>
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<tr>
<td></td>
<td>• Family Medicine and Primary Care</td>
</tr>
<tr>
<td></td>
<td>• Anaesthesia and Critical Care/Intensive Care</td>
</tr>
<tr>
<td></td>
<td>• Neurology, Neurosurgery, Ophthalmology and Otorhinolaryngology</td>
</tr>
<tr>
<td></td>
<td>• Paediatrics, Obstetrics and Gynaecology</td>
</tr>
<tr>
<td></td>
<td>• Psychiatry, Clinical Psychology and Psychology</td>
</tr>
<tr>
<td></td>
<td>• General Surgery, Cardiothoracic Surgery, Orthopaedic Surgery, Plastic</td>
</tr>
<tr>
<td></td>
<td>and Reconstructive Surgery and Urology</td>
</tr>
<tr>
<td></td>
<td>• Radiology, Nuclear Medicine, Diagnostic Radiography and Biomedical Physics</td>
</tr>
<tr>
<td></td>
<td>• Community and Occupational Health</td>
</tr>
</tbody>
</table>
### SCHOOL DEPARTMENT
- **School of Oral Health Sciences**
  - Restorative Dentistry
  - Periodontology, Oral Medicine and Community Dentistry
  - Maxillofacial Surgery, Pathology, Radiology and Orthodontics
- **School of Pathology and Pre-Clinical Sciences**
  - Anatomical Pathology and Forensic Pathology
  - Biological Sciences and Language Proficiency
  - Chemical Pathology and Haematological Pathology
  - Human Anatomy and Histology
  - Human Physiology
  - Microbiological Pathology and Virological Pathology
  - Physical and Mathematical Sciences

### STUDENTS AND GRADUATES

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>STUDENTS</th>
<th>UNDER-GRADUATE DEGREES</th>
<th>POST-GRADUATE DEGREES</th>
<th>TOTAL DEGREES</th>
<th>% OF STUDENTS GRADUATING</th>
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<tbody>
<tr>
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<td>205</td>
<td>32</td>
<td>237</td>
<td>17%</td>
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<tr>
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<td>867</td>
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<tr>
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<td>66</td>
<td>8</td>
<td>74</td>
<td>21%</td>
</tr>
<tr>
<td>School of Pathology and Pre-Clinical Sciences</td>
<td>898</td>
<td>76</td>
<td>71</td>
<td>147</td>
<td>16%</td>
</tr>
<tr>
<td><strong>FACULTY TOTAL</strong></td>
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<td><strong>1,406</strong></td>
<td><strong>322</strong></td>
<td><strong>1,728</strong></td>
<td><strong>31%</strong></td>
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### STAFF AND QUALIFICATIONS

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>ACADEMIC STAFF</th>
<th>MASTERS+</th>
<th>% WITH MASTERS</th>
<th>STUDENT NUMBERS</th>
<th>STAFF/STUDENT RATIO</th>
<th>SUPPORT STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Sciences</td>
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<td>63</td>
<td>69%</td>
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<td>62%</td>
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<tr>
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<td>41%</td>
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<td>School of Oral Health Sciences</td>
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<td>57%</td>
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<td>School of Pathology and Pre-Clinical Sciences</td>
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<td>46</td>
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<td>898</td>
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<tr>
<td><strong>FACULTY TOTAL</strong></td>
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<td><strong>336</strong></td>
<td><strong>49%</strong></td>
<td><strong>5,633</strong></td>
<td><strong>1:8.2</strong></td>
<td><strong>180</strong></td>
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</table>
The Faculty of Health Sciences has experienced an extremely successful and rewarding 2012. The year saw a number of projects come to fruition, continued expansion of our academic platforms as represented in off-campus training facilities in underserved rural areas. The revision of the Programmes and Qualifications Mix (PQM) for the Faculty was a key project in this regard, undertaken to implement the new Higher Education Qualification Sub-Framework (HEQSF) and utilised to align all Faculty programmes with this key National framework governing Higher Education programmes and qualifications.

In addition, the Faculty contributed to the Peer Review Project of the Collaboration for Health Equity through Education and Research (CHEER), a group representative of all the Health Science institutions of South Africa, whose primary aim is to promote health equity through appropriate educational and research projects in Health Science education. A new e-learning centre on campus was launched. A key feature in each of these Faculty of Health Sciences projects was the active movement towards fulfilling our social accountability agenda as informed by the social accountability charter.

In line with the developmental agenda of the Government across the board, the University of Limpopo remains driven to improve the health and well-being of communities through advancing rural development in collaboration with our communities. This is underpinned by the overall University of Limpopo institutional thrust and the requirements of the National Department of Health Human Resources Plan. By investing in rural development, we hope to address the needs and staff shortages of particularly the Public Sector. The substantial shortage was illustrated by the findings of the Health and Welfare Sector Education and Training Authority (HWSETA, 2011) in its Sector Skills Plan (SSP) for the Health and Social Development sector in South Africa that in 2010, only half of the available posts in the Public Sector were filled.

While addressing the scarce skills demands of the Public Health sector, the University of Limpopo underlines the need for a broad National compliant standard for teaching and learning in health sciences education.

**Ensuring equality and quality of our teaching and learning**

The PQM review was undertaken to achieve the required quality standard of our academic offerings whilst ensuring and maintaining a high level of responsiveness to the socio-economic needs of the Limpopo Province in particular and the country in general. The PQM falls under the guidance of the revised HEQSF as outlined by the DHET. The HEQSF is an important reference point for providers of Higher Education in South Africa to assist in maintaining academic standards; to inform the international comparability of academic standards, especially in the Southern Africa context; to ensure international competitiveness; and to facilitate student and graduate mobility.

The HEQSF was first promulgated in 2007 and revised in 2012 to ensure that academic institutions engage with the guiding principles it enunciated. This principle, as outlined in the HEQSF, is a move to create a single qualifications framework that incorporates the diversity of our various programme offerings in a drive towards effective co-ordination. A harmonised system will assist in the articulation of not only programmes between institutions, but also of student qualifications, as the HEQSF ensures consistent use of qualification titles, their designators and qualifiers. The National Qualification Framework (NQF) levels, credit weightings of qualifications, admission requirements, progression routes and Classification of Educational Subject Matter (CESM). Therefore, the PQM gives details of approved qualifications and the major fields of specialisation.

To implement the PQM process, all institutions are required to categorise their existing programmes into A, B and C categories, depending on whether they require minor modification, major modification or whether they were completely new programmes respectively. The Faculty took ownership of the PQM process. Success was measured by the roll-out of revised Category A, B and C submissions. About half of the FHS programmes fell into Category A, including 14 Bachelor’s degrees; 2 Advanced diplomas; 4 Post-graduate diplomas; 3 Honours qualifications; 17 Masters qualifications; and 6 Doctorates. There were 36 new Masters programmes in Category B Programmes including changes to the Master of Medicine (MMed) and the Master of Dentistry (MDent) programmes that were moved from generic programmes with different streams, to specialised stand-alone professional programmes with qualifiers. This has become necessary due to the recent amendment of the regulations for specialist registration. Registrars in training towards specialist qualifications, who entered the system for the first time in January 2011, will have to complete the revised single exit Fellowship examination conducted by the Colleges of Medicine of South Africa (CMSA). The candidates are then awarded the additional University MMed and MDent specialist qualifications on completion of a University-approved research dissertation.

Of great significance was that staff, beyond paperwork, developed a deepened understanding of the value of planning their curricula in line with the National HEQSF requirements. The PQM process promoted the blurring of professional silos through inter-professional and trans-professional education discussions. The level of commitment and collaboration across our team in this regard went a long way to establish a lasting and constructive community of academics within the Faculty.

Another significant achievement of the PQM process was the harmonisation and semesterisation of Nursing, Public Health, Dietetic/Human Nutrition and Pharmacy
programmes offered at both the Medunsa and Turfloop campuses of the University of Limpopo. Module Co-ordinators took proud ownership to complete collaboratively the Institutional Planning (IP) forms inspired by the constructive academic discourse between programme team members and the Faculty. Through this dialogue, the role players became aware of and addressed possible gaps and duplications within their programmes.

A further achievement is the revision of experiential learning through Work Integrated Learning (WIL) opportunities, which includes problem-based learning, project-based learning and workplace learning within the HEQSF-aligned programmes. This focus is not only in adherence to the requirements of the Framework, but is also grounded in the Faculty’s belief that community-level structures and organisations play a key role in determining the health and wellbeing of the people we serve. Experiential, community-based learning allows our students to understand challenges affecting surrounding communities and to become involved in managing change.

The PQM process also facilitated a re-evaluation of our assessment criteria. Assessment is known to be a powerful driver of student learning as it provides a message about content and process of learning. To align module outcomes and associated assessment criteria, the NQF level descriptors were used as generic standards in terms of the required levels of knowledge and skills within modules at each NQF level.

In addition, the PQM process established an awareness of the importance of using an online platform, such as the Blackboard Learning Management System, in teaching and learning. Utilising such approaches is vital in a rapidly changing learning environment, where the huge changes to the module content of the HEQSF-aligned learning programmes are evident. This will reduce the need for knowledge transmission through formal didactic instruction and more time can be devoted to small group inquiry, self-directed and discovery learning and skills-training which are all essential for transformative learning.

Such transformative learning is regarded as the highest of three successive levels of learning, moving from informative (knowledge acquisition) to formative (knowledge participation in applying the acquired knowledge through social learning and professional values) to transformative learning (new knowledge generation) (Frenk et al, 2010). Transformative learning encourages students to develop leadership attributes manifesting as enlightened change agents, who creatively adapt global resources to address local priorities. The imperative of the Faculty to facilitate such learning was also evident beyond the PQM yet integrally linked to our programme alignment as well as to our new learning facilities.

The creation of a new e-learning centre

A highlight and certainly a flagship project of the Faculty is the creation of a new e-learning centre sited in the Natural Sciences building which will officially be inaugurated in 2013. The centre revives an existing and under-utilised student informal meeting area. Provision was made within the main area of the e-learning centre to contain a small amphitheatre for undergraduate teaching and discussions and adjacent to the main area, an annex for postgraduate study. The modern interior and exterior design offers students a creative, innovative and inviting learning ‘commons’ in order to engage in online learning. We are privileged to offer 24 laptops and 24 kindle devices, which can be borrowed for use inside the centre. There are also 144 fixed desktop computers available for individual access, small group work and online assessment. An under-cover amphitheater outside the e-learning centre provides wireless connectivity to the students. The entire centre is geared towards accommodating different student learning styles. In so doing, the e-learning centre can serve a broader educational function aimed at the emergence of a community of scholars dedicated to life-long learning. In addition to this, more cohesive campus culture and student well-being may be facilitated through the envisioned lunch hour cultural activities and space for social and academic growth and transformation.

Cultivating an ethos of transformation

The Royal College of Physicians and Surgeons of Canada formulated a set of professional competencies known as the CanMEDS, which were revised and adopted by the Health Professions Council of South Africa (HPCSA) in 2012. The Council has issued a directive to Faculties to incorporate the CanMEDS within their education framework, which will in future inform all the Undergraduate and Training Sub-Committee of the Medical and Dental Professions Board (UET) sub-committee’s accreditation processes (Van Heerden, 2012).

The CanMEDS is essentially a guide to the core competencies required of a health care practitioner to improve patient care. The Faculty aims to fully integrate the CanMEDS competencies within all its learning programmes. This will not only contribute to optimising the key healthcare roles and competencies, but in doing so, also provide equitable healthcare to all sectors of our society. In preparation for such equitable distribution of healthcare, the Faculty embraced the opportunity to involve itself in the CHEER Peer Review Project.
Towards Equitable Healthcare

The Peer Review Project of the Collaboration for Health Equity through Education and Research (CHEER) was established in 2003 and is a health equity and human resource research interest group with a membership comprising of representatives from the Faculties of Health Sciences of each of the eight Universities in South Africa. This collaboration focuses on the promotion of health equity through appropriate educational and research projects in health science education and social justice in South Africa. The CHEER project is aligned with the global call urging for the improvement of health sciences education’s response to the health-related needs and challenges in society, which has sensitised Health Sciences Faculties throughout the world to the concept of Social Accountability. CHEER conducted its first peer review in South African Institutions on Social Accountability at the Faculty of Health Sciences of the University of Limpopo during August 2012, to assess the social accountability of the FHS in the South African context.

The general consensus of the CHEER Peer Review was that the FHS of the University of Limpopo had a positive impact on the health services and community in which it operates. It concluded that the academic initiative of a systematic implementation of a socially accountable ethos and infrastructure within the FHS and its health service partners by the management, as well as the establishment of co-ordinating committees to ensure that the criteria are met, places this institution on a firm footing on the path to social accountability.

A key challenge emanating from the CHEER Peer Review was to formulate an operational strategy for a systematic mechanism to collect data for tracking graduates of all disciplines of the Faculty. This will verify the general impression that most FHS graduates remain in South Africa and serve in the public sector.

The Way Forward

A century ago, Flexner asserted that scientific inquiry and discovery should point the way to the future in both healthcare provision and education. Today, this statement seems even more compelling, given the rapid changes in healthcare practice and an expanded understanding of human learning. New technologies, therapies and medicines are radically altering diagnostic and therapeutic options, and the CanMEDS project indicates that healthcare practitioners should be playing both broader and more specialised roles in an increasingly complex socially accountable healthcare system. At the same time, changes in healthcare delivery, financing and public policy have major implications for millions of South Africans. Many healthcare institutions designed for the education and for serving the health needs of the black population continued to be gravely underfunded. We look forward to considerable strengthening of the funding in view of the strategic approaches of the National Health Insurance (NHI) initiative which is currently being rolled out in South Africa.

Healthcare education in South Africa has certainly evolved since Flexner’s recommendations. Much of the transformation reflects the tectonic changes in health policy, knowledge, technology, delivery, insurance and payment arrangements. The curriculum design of the FHS is aligned with the Flexner model, where approximately two to three years of basic science instruction, are followed by approximately two years of clinical and community-based experience. There is still much room for improved integration in accordance with Flexner’s concept to integrate healthcare theory and practice for each learning programme.

As the CHEER Peer Review Project found, the FHS is well on its way to implement a social accountability charter. The Faculty is committed to build on this positive outcome of the CHEER Peer Review and has fashioned a caring, dynamic and diverse Programmes and Qualifications Mix (PQM). It will furthermore use its academic training platforms to diversify its learning environments in order to develop competent and principled health professionals. The 2012 PQM exercise strengthened the revised learning programmes by addressing numerous issues, such as constructing a competency-based curriculum, promoting inter- and trans-professionalism, encouraging active and IT-empowered learning, formulating socially accountable curriculum policies and fostering effective management and leadership skills.

Along with the new e-Learning Centre, projects such as community-based academic training platforms, the PQM, the CHEER projects and many more ongoing Faculty initiatives, showed that enlightened Faculty members are the ultimate resource of all educational institutions. The Faculty as a whole has a wide range of planners, stewards, agents of knowledge transformation and most importantly role models for students when training the next generation of healthcare practitioners appropriate for the development agenda of the South African health system.

Engagement in the projects and activities during 2012 allowed staff to increasingly engage in health sciences education. This engagement is proving to be an invaluable opportunity to enhance staff esteem and to cultivate a feeling of belonging to a FHS learning culture nestled in the greater social community. This reciprocity and mutual commitment between the institution and the larger community as underlined by Kezar (2004) at the outset of this article, underpins social accountability.

In conclusion, 2012 was indeed a fruitful year which placed the FHS on a firm footing on the path to social accountability.
Science and Agriculture
Message from the Executive Dean

PROF. HLENGANI SIWEYA

In the previous report, we committed to the University-wide exercise on the Programme Qualifications Mix (PQM) reviews, the Higher Education Qualifications Sub-Framework (HEQSF) alignments and the 2010 Higher Education Quality Committee (HEQC) Institutional Audit Improvement Plan that needed incorporation into the Faculty Academic Project. This report testifies to the relative success that the Faculty has had in each of the tasks it was mandated with, thereby ensuring that the Faculty is still IN THE SUNSHINE.

The Faculty completed the PQM reviews and also improved in undergraduate and postgraduate pass rates in a number of programmes. The Faculty has successfully reviewed and aligned the following programmes: B.Sc., B.Sc. Agric, B.Sc. Env, B.Sc. Hons, B.Sc. Agric Man Hons, M Agric, M.Sc., M.Sc. Agric, PhD and PhD Agric. These reviewed programmes were informed by the strategic imperatives of the University.

The Faculty boasts the presence in its ranks of NRF-rated scientists in the persons of Prof. Susan Dippenaar, Prof. Phatu Mashela, Prof. Peter Masoko, Prof. Jones Ng’ambi, Prof. Phuti Ngoepe and Prof. David Norris whose research outputs remain high: these are gauged in terms of SAPSE-accredited articles, conference presentations and postgraduate training as well as discipline-related activities. This Faculty is also home to the following Research Chairs whose Chair-holders are acknowledged:

- Land Bank Research Chair (Prof. Mashela)
- Research Chair in Biodiversity (Prof. W.J. Luus-Powell)
- Research Chair in Computer Modelling of Materials (Prof. Ngoepe)
- UNESCO Research Chair in Biodiversity (Prof. I. Ncube)

This Faculty is a National asset, as it houses outstanding scientists many of whom served as Subject Editors in various academic journals, conference proceedings, external examiners to other Universities Nationally and Internationally, invited speakers at National science forums, evaluators of research proposals for funding, evaluators of applications for NRF rating, etc. Surely, what more could one have hoped for, except to serve others and advance knowledge?

When compared with the research output for 2011, the Executive Dean can proudly report that the output in SASPSE-accredited articles has nearly doubled – and thanks are in order to the established researchers who not only worked in silos but also carried emerging researchers and their postgraduate students along in the numerous publications herein recorded. Added to this, one must acknowledge the tremendous impact the Research Development Grant has had on these achievements. The fact that a number of academics are at various stages of their Doctoral studies, one hopes that Faculty will maintain the newly found status in research output. The Faculty publication
rate stands at 0.6 articles per academic / research staff member which is still below the National norm of 1.25 articles per academic / research staff member. During the year under review, the Faculty increased its contributions in Book Chapters and Conference Proceedings.

This Faculty has never distanced itself from the immediate and distant communities: there were numerous ways in which the Faculty has reached out to the communities in Limpopo (largely) and the country (to a limited extent). In this regard, the Centre for Rural Community Empowerment has extended its activities to the Vhembe and Mopani Districts of the Province, this above those activities in the Sekhukhune and Capricorn Districts; the Limpopo Agro-food Technology Station remains a darling to many SMEs and farmers in the Province; the Science Centre remained a common partner to challenges faced by secondary school educators and learners on many topics in Mathematics and Physical Science.

However, a number of challenges remain: they are Category C programmes, in particular, the Water and Sanitation programme and Coursework Masters programmes in Computer Science and Mathematics – which will be pursued vigorously in 2013; incomplete recruitment processes; and the large number of underprepared first year students, to name just a few.

Overall, the Executive Dean looks back with satisfaction that, without the selfless sacrifices of committed academics and the willing administrative (support) staff, the achievements of the 2012 academic year would not have been accomplished. In all of them, the Faculty has men and women who go beyond the call of duty to ensure that not only does the Faculty comply with expectations of higher office but rather that it is and remains visible.

This report was on the most successful year ever, by all standards. Having been part of the story, I would like to invite our new colleagues in all sections of the Faculty, and our many friends in other sections of the University, to join us as we move on to take this Faculty to another level. Even though we have achieved in the three core business functions of teaching and learning, research advancement and community interaction, we could do more by:

Ensuring that all academics are trained on the use of the software Turnitin. Scholarship comes in many ways, one of which is to use the views of others: however, our students must be taught to cite their sources and not copy the views of others and claim them as theirs!

Ensuring that all those who joined the Faculty in 2013 (and the 7% old faces that still have to) are trained on the use of Blackboard. Our delivery of quality education to the students we dearly love will be enhanced by the increase of our communication with students through technological platforms at our disposal:

- Ensuring that all academics continue their acquisition of the much needed soft skills that are needed for meaningful engagement with our students.
- Ensuring that Modules Outlines as espoused in the Faculty Teaching and Learning Policy are a norm across all departments. Their non-existence is foreign to academic integrity.
- Taking advantage of financial injections such as the Research Development Grant to recruit Postdoctoral Fellows who will help increase our research output.
- Taking advantage of the University Policy on Research Associates who can help in postgraduate supervision and increase our SAPSE articles.
- Taking advantage of financial injection from the Teaching Development Grant and use the services of senior students to tutor our at-risk students.
- Co-ordinating community engagement activities through the CRCE, Science Education Centre and/or the Executive Dean’s office: this will ensure that they are supported financially.

There are many things that the Faculty has positioned itself for during the current academic year. However, the reader and follower of this mobile Faculty is advised to refer to the Faculty Gospel as preached in FOP2013.

There is no way in which one can be in the sun and not attract attention; the sun is the source of all energy; we are a Science and Agriculture Faculty – we are at the forefront of technology innovation, we drive development, the world is where it is today because
of strides made by pioneering scientists such as Galileo Galilei, Einstein, Stephen Hawking and Srinivasa Ramanujan, whose contributions are living testimonies to the dependence of mankind on advances in science. Of course, heaven and earth might go away but I would not want to be held responsible for what science would provide to mankind.

Statistical Overview

The Faculty of Science and Agriculture is divided into 5 Schools, each sub-divided into Departments as follows:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DEPARTMENT</th>
</tr>
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<tbody>
<tr>
<td>School of Agricultural and</td>
<td>• Agricultural Economics and Animal Production</td>
</tr>
<tr>
<td>Environmental Sciences (SAES)</td>
<td>• Geography</td>
</tr>
<tr>
<td>5 Departments</td>
<td>• Plant Production, Soil Science and Agricultural Engineering</td>
</tr>
<tr>
<td></td>
<td>• Water and Sanitation</td>
</tr>
<tr>
<td></td>
<td>• Aquaculture Research Unit</td>
</tr>
<tr>
<td>School of Mathematical and</td>
<td>• Computer Science</td>
</tr>
<tr>
<td>Computer Sciences (SMC)</td>
<td>• Mathematics and Applied Mathematics</td>
</tr>
<tr>
<td>3 Departments</td>
<td>• Statistics and Operations Research</td>
</tr>
<tr>
<td>School of Molecular and Life</td>
<td>• Biochemistry, Microbiology and Biotechnology</td>
</tr>
<tr>
<td>Sciences (SMLS)</td>
<td>• Biodiversity</td>
</tr>
<tr>
<td>3 Departments</td>
<td>• Physiology and Environmental Health</td>
</tr>
<tr>
<td>School of Pathology and Pre-Clinical</td>
<td>• Biological Sciences</td>
</tr>
<tr>
<td>Sciences (SPPS)</td>
<td>• Mathematical and Physical Sciences</td>
</tr>
<tr>
<td>2 Departments</td>
<td></td>
</tr>
<tr>
<td>School of Physical and Mineral</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>Sciences (SPMS)</td>
<td>• Physics and Geology</td>
</tr>
<tr>
<td>4 Departments</td>
<td>• Materials Modelling Centre</td>
</tr>
<tr>
<td></td>
<td>• UL Science Centre</td>
</tr>
</tbody>
</table>

Enrolment

The table below indicates the increase in enrolment from 4 176 students in 2011 to 4 658 in 2012, an increase of about 12%. This was in line with the increase in enrolment across all Faculties.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Postgraduate</th>
<th>Undergraduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environmental Sciences</td>
<td>259</td>
<td>1 063</td>
<td>1 322</td>
</tr>
<tr>
<td>Math and Computer Sciences</td>
<td></td>
<td>1 125</td>
<td>1 125</td>
</tr>
<tr>
<td>Molecular and Life Sciences</td>
<td></td>
<td>1 002</td>
<td>1 002</td>
</tr>
<tr>
<td>Physical and Mineral Sciences</td>
<td></td>
<td>636</td>
<td>727</td>
</tr>
<tr>
<td>TOTAL ENROLMENT FOR THE YEAR</td>
<td>4 176</td>
<td>4 658</td>
<td></td>
</tr>
</tbody>
</table>

Not only did the Faculty increase in terms of outputs, it also increased on the output side, i.e. in relation to graduation rates. This can be attributed in part to the successful execution of the Teaching Development Grants, funds earmarked by the DHET to improve throughout in the higher education system. Undergraduate programmes that recorded declines in pass rates are B.Sc. Env and B.Sc.WS which depend mostly on part-time lecturers who are difficult to manage. However, at postgraduate level the B Agric Man Hons and B.Sc. Hons had lower pass rates compared to 2011 – the main reason is that the students did not submit their Honours Projects at the end of the year as required by a University General Rule.

The Faculty has a very small percentage (at an average of 6%) of postgraduate students in relation to undergraduate enrolment. In consequence, we have to do more to encourage the top achievers in our final years and attract others from other institutions to get into our postgraduate studies. In addition, we have a challenge of strengthening the supervisory capacity of some of our colleagues to increase numbers at postgraduate level.
Honours Pass and Graduation Rates

The Honours programmes, as already alluded to above have comfortable Graduation rates due to the high pass rates. However, the challenge remains the inability by supervisors to assist students to submit their projects before the end of the academic year for their students to graduate during the Winter Graduation ceremonies.

In the Bachelor of Agricultural Management Honours, previously, there were students who did not meet the entry requirements into this programme but this cannot be the reason for the pass rate decreasing by 1.4% from 86.7% in 2011 to 85.3% in 2012 because this is due to students who fail to submit their projects at the end of the year.

Bachelor of Science Honours

In the B.Sc. Hons programme, the pass rate decreased by 1.9% from 89.7% in 2011 to 87.8% in 2012 which results from students who fail to submit their projects at the end of the year. This pass rate is no cause for concern, obviously. What is interesting about the gender distribution is the fact that there are more female than male students pursuing Honours studies in the Faculty.

In addition, the Faculty of Science and Agriculture graduated 12 students who were doing structured Masters degrees, 28 students who were doing a full research Masters programmes and 13 obtained their doctoral qualifications. This shows the success and contribution of the Faculty in knowledge generation and production.

Staffing

The Faculty had a staff complement of 193 academic staff members. The ratio of Faculty research component to administrative support stands at 67:33 of which those at senior level (professorial rank and senior lectureship) constitute 42% while lecturers constitute 58%. Faculty desires the reverse situation instead; that is, a higher proportion of professorial and senior colleagues to Lecturers and Junior Lecturers. This situation is not uniform across all 5 Schools, with some schools having top-heavy departments while others are thin at the top. This is the case in the SAES and the SMLS on the one hand and the SMCS and SPMS on the other. However, this situation is bound to change over the next few years in view of the Staff Development programme that the Faculty is pursuing through special concessions for Special Study Leave to help identified academics fast track their studies towards acquisition of Masters and Doctoral qualifications. In addition, Faculty has acquired the services of Departmental
Secretaries (on a shared basis) to help relieve the administrative burden on Heads of Department and academic colleagues alike. Whilst Lectures and Junior Lecturers account for 58% of the entire academic force, every effort is being done to ensure that this number does not increase.

Faculty Staff Qualifications

It is undesirable that academics with a Masters qualification should be 40.5% while those with the Doctoral qualification should be 35.5%. Those academics with the Honours belt are encouraged to work hard to move to the next academic level, latest by 2015. The reality is that for the research profile to improve, Faculty hopes to outlaw Junior Lectureship in the years ahead – 2015 to be precise. The Faculty looks to a situation where the ratio of academic colleagues with Doctorates to those with Masters would be 3:2 (that is a 60% : 40% dream) as of 2016. It remains a dream!

New Appointments

Very few appointments, at junior level for that matter, were made during the year under review – even though many positions remain vacant. This state of affairs is not unique to the Faculty and, indeed the University of Limpopo! It illustrates the undeniable fact that scientists are not in abundance but in very short supply. The Faculty struggles to fill in existing vacancies and, in instances where attempts are made to recruit; the University has to fend off competitive packages offered by other institutions in the sector.

Whilst the Faculty noted the use of interns on the NRF / DST / ETDP-SETA Internship Programme by the SCMS and SPMS, the three other schools are encouraged to apply to these Government agencies for interns in the coming year. These interns play a supplemental role that benefits underprepared students as well as with routine office-related services that a department requires.

Promotions

The Faculty congratulates all academic colleagues who were recognised through promotion from one academic category to the next. In particular, from Senior Researcher and Senior Lecturer to Associate Professor were Prof. H.R. Chauke and Prof. R.R. Maphanga, Prof. F.R. Kutu, Prof. W.J. Luus-Powell, Prof. M.P. Mokhonoana and Prof. M.P. Mokgotho and while from Associate Professor to Professor were Prof. M. Mbewe and Prof. I. Ncube. We believe this recognition will serve to encourage and motivate them to further contribute to the development of their disciplines.

Publications

In 2012, the Faculty increased its SAPSE-accredited articles from 61 (excluding the SPPS) to 102 (excluding 14 articles from the SPPS), which amonts to a 67% increase in our publications. However, even though commendable, the reality is that Faculty will need to produce 84 SAPSE-accredited articles (that is 72% of SAPSE 116 articles) more in 2013 to reach a publication rate of 1 SAPSE-accredited article per academic staff per year – a tall order indeed.

With an academic and research staff complement of 192 and a total output of 116 SAPSE-accredited articles, the Faculty has a publication rate of 0.6 articles per academic / research staff member which is below the National norm of 1.25 articles per academic / research staff member. However, this is encouraging for a Faculty where more than 50% of its academic staff hold a Masters qualification.

Resignations and Retirements

The Faculty salutes Prof. E.K. Abotsi, Mr B.G. Mafunda and Dr M.S. Malatje for their selfless service to the University who have taken permanent retirement (as of January 2013) after agreeing to serve the University three years post-retirement: Faculty accordingly wishes them good health as they enter into another fulltime service.
Management and Law
The Faculty Report: Management and Law

Message from the Executive Dean

PROF. PUMELA MSWELI

The Faculty of Management and Law is the largest academic entity at the University of Limpopo, having seen almost 992 students graduate in 2012. As such, among the other four Faculties at the University of Limpopo, the Faculty of Management and Law takes the biggest share of the responsibility of carrying the University’s reputation. Its student enrolment in 2012 stood at 5,156, of which 4,940 were under-graduate and first-entering students amount to 1,297.

With respect to student intake, the Faculty of Management and Law has also complied with the Department of Higher Education and Training (DHET) admissions first-entering quota. Against the quota of 1,358 relative to an intake of 1,332, the Faculty managed the enrolment of 1,297. In regards to Departmental post-graduate student enrolments, there was no change Faculty-wide, although there was growth in the undergraduate streams as indicated above.

During the review period, the Faculty carried 29 academic programmes from undergraduate three-year and four-year, to Honours, Masters and Doctoral degrees. It additionally houses the Turfloop Graduate School of Leadership (TGSL), which offers post-graduate coursework Masters to full-time, and Block Release professional students making the University of Limpopo accessible primarily to academic candidates and secondarily, to available sets of deserving students who are already in professional practice.

The University of Limpopo, through the Faculty, has additionally complied year-on-year, with its internal modular pass rate. Further, year-on-year pass rates have improved slightly to 101.75% of the 2011 levels, with the entry level continuing to be a progression bottleneck in undergraduate programmes at 94.25%. Graduations have risen in the undergraduate category, whereas the postgraduate has experienced a slight decline. The Faculty will be paying particular attention to this state of affairs in 2013. In essence, the Faculty of Management and Law is graduating most of its students in the minimum allotted time and most of the remainder within a minimum +1 or +2 of the programme minimum duration. The Faculty Strategic Plan is addressing the identification and tracking of students who are at risk and are unable to complete their qualifications within the minimum allotted time.

The Faculty of Management and Law started embarking on a process of transforming its curriculum by improving the quality of its academic programme offerings and diversifying
the choice it provides to its students and graduates. In 2012, for instance, the Faculty was successful in altering the structure of its ubiquitous B.Com programme, which the University of Limpopo has found to disadvantage its graduates in the marketplace, to a B.Com degree in subject specialisations. In this regard, the Faculty shall be offering B.Com in various specialisations, such as Law, Economics, Accountancy, Management and Human Resource Management so that the employer community can better understand subject content and the quality of our graduates.

The Faculty of Management and Law also undertook a rigorous exercise of refining its academic focus so that members of staff are recognisable for their respective fields of expertise, not only to its existing and prospective student body but to its prospective institutional collaborators. In 2012, for instance, the Faculty began discussions with the Africa Economic Research Council (AERC) for collaboration in the capacitation of economic governance across the continent. During the same period, the Faculty engaged additional partners in the accreditation of its professional offering in the field of accountancy.

The Faculty is proud to indicate that through its team of dedicated staff for their leadership in networking with industry, professional accreditation and steering pedagogical best practices that are being emulated at other schools in FML, and in disciplinary leadership, the School of Accountancy has been able to breach the competency barriers and emerge in 2012 as one among recognised academic leaders in the accounting profession. As from 2014, the University of Limpopo students will obtain a qualification accredited by the South African Institute of Chartered Accountants (SAICA). The Faculty is also planning to introduce the Certificate in the Theory of Accountancy (CTA), the bridging programme that may lead students into the Chartered Accounting qualification.

In this regard, the School of Accountancy has experienced a challenging but very successful 2012 and has put the Faculty in a very positive light. While in its third year of existence, the Faculty had to prepare a self-evaluation report for the SAICA Accreditation follow up visit. The School undertook evaluations of lecturers, particularly in the areas of assessments and tutorials, and making full use of lecture time. The concerns raised by students have all been attended to. There is a need for additional infrastructure, technological and staff resources to support the process of the University to sustain current SAICA accreditation, develop a CTA programme and apply for SAICA accreditation in 2015.

The School of Law, on the other hand, portrays a different set of strengths within Faculty. It is notable that staff community engagement in local small claims, both Mankweng and Polokwane gives the University good public exposure that benefits members of the surrounding community. There is the perceived need for upgrading the academic seniority of staff to bolster the quality of its teaching and quantity of research output. Despite those limitations, the School of Law continues to feature well through its research productivity.

The School of Law considers that during the 2012 academic year, there have been notable improvements in scholarly publications both SAPSE and Non-SAPSE accredited journals, and in overall research output. The general pass rate also improved dramatically. Staff development, staff increase and staff improvement are issues that however require significant improvement.

Like the School of Law, the School of Economics and Management also has staffing challenges. It has four departments supporting nine programmes from undergraduate to doctoral. Despite this challenge, this School has Professor Sebola of Public Administration, who was the University’s most productive researcher during 2012, with numerous publications, and who has also managed to develop a number of young and upcoming academics in research. Through Professor Tsheola’s sterling work and
academic leadership, the Faculty is hosting its very first international conference in Development Finance and Economic Transformation. Professor Tsheola has been the energy behind the staff development in the School of Economics and Management.

In the School of Economics and Management, one of the strategic objectives identified for the Department of Business Management for 2012 was to focus on staff development. This objective has been achieved and the trend will be continued in 2013. Staffing remains a challenge in this Department. This problem has to be addressed with utmost urgency to provide quality service to our learners, to motivate staff to upgrade their qualifications, and to increase research productivity in the department. For the most part, pass rates in the modules presented by the Department is highly satisfactory. Measures were successfully put in place to deal with problematic modules.

The Faculty’s Business School – Turfloop Graduate School of Leadership (TGSL) – hosted a number of collaborative partnerships with Local, National and Regional institutions. The School embarked on a process of revitalising its MBA programmes. Discussions are underway with Exeter University in the UK, and Erlangen University in Germany to strengthen the postgraduate offerings in the School. The new academic leadership at the Business School is sharpening its focus on positioning TGSL as a world class Business School. The number of graduations in 2012 increased by 139% compared to 2011, improving its standing in regards to throughput. The increase is also indicative of better teaching and learning as the minimum time graduations is where most of the improvement occurred.

Moreover, the Turfloop Graduate School of Leadership’s Master of Public Administration Programme has recorded minimal successful activities. This is in terms of teaching throughput rate where few students were able to graduate. Further, research assistants, post-doctoral fellowships and research workshops have not formed part of the activities. However, in terms of conferences attendance, SAPSE research output and community engagement, the Department is on track as activities are recorded. DevFTI has steadily been moving from being focused exclusively on Community Engagement towards a more holistic entity at UL which shall be accompanied by relocation to Turfloop main campus.

Overall, the Faculty of Management and Law has the advantage of a relatively young staff, which needs nurturing by more experienced and seasoned academics. The successful management of this will ensure the quality of delivery to the students in the Faculty. The generic B.Com has proved disadvantageous to graduates in that employers continue to seek specialisation, and the University of Limpopo has begun responding to that dynamic by altering offerings with specialised final year, in particular. The impact of specialisations shall further stress the staffing constraints that are evident in the School reports for 2012.

A wide range of community engagement activities took place in 2012 in the form of strategic partnerships with bodies such as the Black Management Forum (BMF) and the Enactus, among others. The partnerships have highlighted not only the contribution of the University of Limpopo in relation to entrepreneurship in the Province and in the country, but have had an impact on developing communities in the Limpopo region during 2012.
Statistical Overview

Located on the Turfloop campus of the University of Limpopo, the Faculty of Management and Law has four Schools all located on the Turfloop campus, namely the School of Accountancy, School of Economics and School of Law. Each School is subdivided into various academic departments as indicated in the Table below:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DEPARTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Accountancy</td>
<td>• Accounting</td>
</tr>
<tr>
<td></td>
<td>• Auditing</td>
</tr>
<tr>
<td></td>
<td>2 Departments</td>
</tr>
<tr>
<td>School of Economics and Management</td>
<td>• Public Administration</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
</tr>
<tr>
<td></td>
<td>• Development Planning and Management</td>
</tr>
<tr>
<td></td>
<td>• Business Management</td>
</tr>
<tr>
<td></td>
<td>4 Departments</td>
</tr>
<tr>
<td>School of Law</td>
<td>• Legal Pluralism and Jurisprudence and Criminal Law and Procedure (JCP)</td>
</tr>
<tr>
<td></td>
<td>• Legal Aid Clinic (LAC)</td>
</tr>
<tr>
<td></td>
<td>• Mercantile and Labour Law (DML)</td>
</tr>
<tr>
<td></td>
<td>• Private Law (DPL)</td>
</tr>
<tr>
<td></td>
<td>• Public and Environmental Law (DEP)</td>
</tr>
<tr>
<td></td>
<td>• School for Legal Practice</td>
</tr>
<tr>
<td></td>
<td>6 Departments</td>
</tr>
<tr>
<td>Turfloop School of Leadership</td>
<td>• Business Administration</td>
</tr>
<tr>
<td></td>
<td>• Public Administration</td>
</tr>
<tr>
<td></td>
<td>• Development</td>
</tr>
<tr>
<td></td>
<td>• Development Facilitation and Training Institute (DevFTI)</td>
</tr>
<tr>
<td></td>
<td>4 Departments</td>
</tr>
</tbody>
</table>

Enrolment

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>UNDER-GRADUATE</th>
<th>POST-GRADUATE</th>
<th>TOTAL</th>
<th>GRADUATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Accountancy</td>
<td>1 829</td>
<td>120</td>
<td>1 949</td>
<td>13%</td>
</tr>
<tr>
<td>School of Economics and Management</td>
<td>990</td>
<td>76</td>
<td>1 066</td>
<td>38%</td>
</tr>
<tr>
<td>School of Law</td>
<td>1 456</td>
<td>110</td>
<td>1 566</td>
<td>13%</td>
</tr>
<tr>
<td>Turfloop Graduate</td>
<td>664</td>
<td>270</td>
<td>934</td>
<td>71%</td>
</tr>
<tr>
<td>School of Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 939</td>
<td>576</td>
<td>5 515</td>
<td>18%</td>
</tr>
</tbody>
</table>

The number of graduations increased from 15% in 2011 to an average of 18% in 2012. The School of Economics and Management had the highest graduation rate.

Staff and Qualifications

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>FULL-TIME ACADEMIC STAFF</th>
<th>MASTERS +</th>
<th>MASTERS</th>
<th>SUPPORT STAFF</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Accountancy</td>
<td>23</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>School of Economics and Management</td>
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<td>9</td>
<td>15</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>School of Law</td>
<td>41</td>
<td>2</td>
<td>23</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>Turfloop School of Leadership</td>
<td>22</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>113</td>
<td>23</td>
<td>45</td>
<td>25</td>
<td>136</td>
</tr>
</tbody>
</table>
Partnerships and Collaborations: Arts and Culture

DR SEJABALEDI RANKOANA

UL in partnership with the National Department of Arts and Culture in heritage studies

The University of Limpopo takes great pride in being associated with the National Department of Arts and Culture by providing high-level skills for the country’s heritage centres. The genesis of the partnership between the University and the Department of Arts and Culture stems from a countrywide skills survey commissioned by the Department of Arts and Culture around 2011, which found that there was a huge shortage in the country of skilled people who could serve as heritage managers in the various heritage repositories in the country. This state of affairs was a huge risk for the country in terms of heritage – both cultural and natural, as it placed its heritage in a near extinction possibility.

Following the study, the Department of Arts and Culture initiated conversations with the University. These conversations led to the signing of a memorandum of agreement in May 2011, which was implemented in 2012. In terms of the MoA, the Department of Arts and Culture would provide bursaries for students in anthropology from undergraduate to PhD level to study to become heritage managers to address the personnel and skills gap identified by the Department of Arts and Culture. These bursaries would be provided on academic merit.

When implemented in 2012, 10 undergraduate, Hons students and one Masters student were awarded full bursaries by the Department of Arts and Culture, which cover tuition, residence, books and living expenses. All students are still on track with their studies. For postgraduate students, they are required to develop research projects around heritage studies. The Department of Arts and Culture intends to support these students until they reach and complete their doctoral studies.

Sustainability of the MoA rests with the University. In its engagements with the University, the Department of Arts and Culture requested that specific programmes in heritage studies from undergraduate to postgraduate levels be developed and offered by the University in future. The Faculty of Humanities is in the process of developing such programmes for approval internally by Senate and externally by the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE).

The University will use the experience it has to ensure that the programmes have a reasonable chance of success when submitted to DHET for approval in terms of the Programmes and Qualifications Mix (PQM) of the University and accreditation by the CHE.
Research Collaboration in the School of Agricultural and Environmental Sciences

PROF. DAVID NORRIS

The School of Agricultural and Environmental Sciences considers collaborative research as a platform to enhance the value and quality of research. The complexity of societal problems requires pooling of a wide range of skills and this is achievable through collaborative efforts to finding solutions to these problems. The School therefore greatly endeavours to forge collaborative research with partners Nationally, Regionally and Internationally. The collaboration efforts of the School are bearing fruits as there has been increased research opportunities for staff members and most importantly the knowledge transfer nature of the collaborations are enhancing the professional development of staff members in terms of increased research output and improved quality of research produced.

The School is currently involved in a number of international collaborations in the field of agriculture and agricultural extension. Most important are collaborations that seek to find ways of better dissemination of research findings to our prime stakeholders, the resource-poor and small-scale farmers. The following are some of the School’s international collaborators and the associated research areas of collaboration:

**Ghent University / Vrije Universiteit Brussel (Belgium)**
- Determination of optimal nutrient requirements of indigenous chickens.
- Formulation of rations to meet nutrient requirements of indigenous chickens.
- Genetic improvement of indigenous chickens.
- Identification of QTL for growth and body traits in indigenous chickens.
- Development of composite chickens breeds.
- Irrigation Scheduling and Soil-Plant-Water relationships.

**University of Leuven (Belgium)**
- Investigating agronomic parameters of indigenous crops as influenced by different water and fertiliser applications.
- Investigating agronomic parameters of indigenous crops as influenced by different plant-parasitic nematodes.

**Penn State University (USA)**
- Legume root architecture for drought tolerance and nutrient acquisition.
- Integrated learning in Agricultural Research for Development.
- Rural Youth programme in Agriculture.

**International Centre for Development Oriented Research in Agriculture (ICRA – The Netherlands) / University of Wageningen**
- Agricultural Research for Development

**Kansas State University (USA)**
- Agro-processing and new product development
- Nature Farming
Special University Feature: Science Education Centre

Science Education Centre – Bringing Science to the People of Limpopo

ANNALIZE POTGIETER

The ability to demonstrate a progressive social agenda is one of the marks that set apart successful Universities from the rest in the 21st century. Such an agenda can be manifested when the University can indicate what impact it has on the lives of the ordinary people, particularly in the area where it is located, through its core functions of teaching and learning, research and community engagement. A new era dawned on the Province of Limpopo in the latter part of 2012 with the opening of a new Science Education Centre located at the University of Limpopo through funding from the Department of Environmental Affairs to the tune of R28.5 million. During construction stage, job opportunities were provided as local person power was employed to build the Science Education Centre.

Unveiled with great jubilation in August 2012 by the Deputy Minister of Environmental Affairs, Ms Rejoice Mabudafhasi, the Science Education Centre was established to expand opportunities for the people of Limpopo to access and experience the wonders of science, technology and the environment. Regardless of economic and other constraints in the Province, not anymore will these wonders be the preserve of people in the bigger metropoles. As a place where curious minds can investigate a variety of science-related subjects under one roof, the Centre has brought science to the people of the Province - school learners, University students and the general public.

Under the leadership of Professor Martin Potgieter, the Science Education Centre consists of the Science Centre (managed by Mrs Annelize Potgieter), the Fabrication Laboratory (Fablab) managed by Ms Noksy Letsoalo, the Larry Leach Herbarium under the curatorship of Dr Bronwyn Egan and the Animal Park (managed by Mr Hendrik Hattingh). Currently, the Centre is staffed by a number of full time staff, interns and volunteers. With around 25 people at any one time at the centre to run the day to day activities of the Centre. The interns are constantly on outreach to schools, shopping malls or FET colleges. Staff is also regularly used at public functions where they make presentations on science, innovation and environmental themes.

The uniqueness of the Centre lies in the fact that it caters for people of all ages - from pre-school and primary school toddlers who can come and play with exhibits that are specifically tailored to their age group, and while playing, intrinsically acquire a love for science. For older groups, the Centre has exhibits that explain the fundamental day-to-day scientific concepts, such as electricity - where it comes from, how it is generated, why do we need to move away from fossil fuels, why we need to conserve electricity, etc. This information is presented in a manner that stimulates learners to take science subjects in school, and ultimately go into science careers at University. The Centre also supports a number of schools with curriculum-based experiments at
the Centre itself or at schools. For the University of Limpopo students, the Centre is a place where they come to unwind after a long day of study by watching interesting science or environmental DVDs, play with exhibits or read from our extensive library of books or popular magazines.

During the year under review, the Science Education Centre engaged in a number of research activities, such as investigating the impact of technology on science education, which was done in partnership with the ICT Department.

The Fablab heads the Limpopo branch of the Eskom Expo for Young Scientists, the country’s primary and only existing science fair where school learners from Grades 5 to 12 have the opportunity to exhibit their own original scientific designs and inventions. Endorsed by the Department of Science and Technology and supported by the Department of Basic Education, the Eskom Expo creates a platform for growth and serves as a catchment for future scientists, researchers and engineers. The Fablab plays a leading role in assisting learners with the conceptualisation and construction of their projects, by using machinery available in the laboratory.

The Larry Leach Herbarium, on the other hand, focuses on two main focus areas: Indigenous Knowledge and Conservation Monitoring. With regard to indigenous knowledge, research to date has been confined to the rural areas around the Blouberg Mountain, with projects that combined indigenous knowledge with data collected in order to come up with a clearer understanding of how to manage the sought after natural resources. Blouberg’s medicinal plants are a valued commodity but some are under threat of over-exploitation.

Similarly, the project on Blouberg’s edible insects combines local knowledge on insect collection and preparation with modern nutritional analysis to provide further compelling reasons for the current trend to promote insects as a healthy and environmentally conscious alternative food. In terms of conservation monitoring, we are actively involved in obtaining baseline species data that is vital to the conservation plan currently being drawn up for the Limpopo Province. These plans are only as good as the data which populates them and in Limpopo there is a dearth of basic species monitoring. The herbarium is therefore spearheading the Limpopo branch of the Custodians of Rare and Endangered Wildflowers (CREW), and is engaged in collecting data on population sizes and threats to listed Red Data plants.

The Animal Park is involved in the hands-on experience of live animals. The Limpopo branch of the CSIR Water and Sanitation Unit provides information on using science and technology to solve socio-economic challenges related to water and sanitation.

The Science Education Centre has a number of annual activities. These include the water and sanitation event that runs the whole of April, the now well-established Science Week in August, where more than 5 000 learners are introduced to the activities of the Science Education Centre, as well as Arbor Day, which runs for the whole month in September. The Astroquiz competition, as well as Educator workshops, also takes place annually.

The establishment of the Science Education Centre has indicated a great need for science education and awareness in the Province, one that cannot be adequately done by the Centre on its own. Collaboration already exists between the Centre and various academic departments to spread the message about science, maths and technology in the Province. There are also plans to formally partner with similar centres in the Province to see how we can support one another to deliver a better product to the citizens of the Province.
**Special University Feature: 17th Annual National Universities Debating Championship (NUDC)**

**BLESSING MPOFU**

During the 16th National Universities Debating Championships (NUDC) held in July 2011 at the University of Pretoria, the University of Limpopo was announced as the successful winner of the bid to host the 17th NUDC tournament. As soon as the bid was awarded, the University started with preparations for the big tournament. The diligence with which the preparations were done evidently paid off as the tournament, held from 4 to 11 July 2012, was a resounding success.

Members of the University of Limpopo Debate Society (ULDS) were the main co-ordinators and custodians of the event. They were responsible for conceptualising and providing leadership as well as overseeing the logistics of the tournament. In specific terms, the role of the ULDS included liaising with the various role playing departments in the University, ensuring that the tournament ran on schedule, appointing a panel of adjudicators, ensuring the smooth registration of delegates, culinary arrangements, mobilising volunteers, ensuring entertainment of delegates, transportation and a smooth process of booking delegates into University residences. While the leadership was provided by ULDS, a local organising committee was formed consisting of all the key departments of the University. Without these departments, the tournament would not have been as successful as it was.

The housing department assisted by providing good and comfortable accommodation for all the delegates attending the tournament. The accommodation was kept regularly cleaned and maintained as were all the venues used during the tournament by New Decade. Decorations at the various venues used during the tournament were capably done by Amaloba together with the University’s Technical Services Department. In the age of technology, the provision of wireless connection for delegates, including in the residences, was provided by the University’s ICT department. The Health Centre ensured health services provision throughout the tournament and the security ensured the safety of all delegates. Individuals responsible for resource mobilisation got Capricorn FM to attend the gala dinner and negotiated prices for excursions at Meropa. ISS provided a public address system throughout the tournament.

In terms of content, the tournament was conceptualised around the notion of a *kgorong*. In a traditional African setting, in Sepedi a *kgorong* refers to a royal court house, a place where members of the community are called together to engage on a wide range of matters that affect the entire community. The meeting place is generally situated close to the king’s compound. The concept was aptly chosen to be in sync with the motto of the University of Limpopo, ‘Finding Solutions for Africa’.
The specific theme chosen by ULDS in its bid was ‘exploring new frontiers’. The theme was fitting as the Kgorong tournament was the first to be hosted by a historically disadvantaged University in 16 years of the existence of the tournament. Previous hosts of the tournament included the Universities of Cape Town, Rhodes, KwaZulu-Natal, Witwatersrand, Stellenbosch and Pretoria – all historically advantaged Universities. The meaning of ‘exploring new frontiers’ was indeed realised given that after the University of Limpopo, the next host for July 2013 was another historically disadvantaged institution, the University of the Western Cape (UWC). The University of Venda has also expressed intentions to prepare and submit a bid to host the tournament in 2015. Moreover, the tournament indeed managed to cross the frontiers of South Africa into the SADC region, considering that in 2014 the tournament will be hosted by the University of Botswana over and above the fact that there were 5 Universities from the SADC region at the tournament.

The tournament was attended by 450 delegates from 22 South African Universities as well from Higher Education institutions from the SADC region, i.e. Botswana, Namibia, Lesotho, Swaziland and Botswana Accountancy College. The success of the 17th NUDC tournament remains unprecedented and, with 450 delegates attending, is the biggest in terms of magnitude in the 18 years of existence of the tournament. By comparison, 368 delegates attended the 16th NUDC tournament at the University of Pretoria. This was notwithstanding the geographic location of the University of Limpopo. Moreover, this was a huge achievement considering that the tournament was not backed up by any sponsorship from Standard Bank, which was the case in the previous three tournaments. This placed a huge responsibility on the ULDS to host a successful tournament despite such constraints. The University is very proud that the ULDS proved themselves to be equal to the task that was before them.

As expected, the ULDS were uncertain whether they would be able to pull it off. With the support of the University Management, the Students Representative Council (SRC), Marketing and Communications and the School of Languages and Communication, Student Affairs Division and the entire University community, a successful tournament was held. The experience placed the University of Limpopo on the map in the Higher Education landscape of South Africa and dispelled many myths about the University of Limpopo. Hundreds of students travelled to Mankweng and relished the experience of the scenic beauty of the Province of Limpopo and the University itself.

The outcomes of the tournament exceeded the expectations of ULDS as the Kgorong was a foundation on which the Pan African Tournament was built. Kgorong fame has spread throughout Africa and we have been lobbied to bid for the Pan African Universities Debate Championships for the year 2015. The 2013 edition is Nigeria and 2014 in Cameroon. The ULDS derived several useful lessons from the experience of hosting the SANUDC tournament.

“\nThe main lesson was that they should never doubt their capabilities and never to look down upon themselves and the University. New leaders were groomed from this experience.\”

So successful was the 2012 tournament that it is used as a point of reference for subsequent tournaments. Subsequent tournaments are referred to as ’little Kgorongs’. To this extent, members of the ULDS have been brought in to assist subsequent hosts of the tournament, such as UWC and the University of Botswana for 2014. ULDS, you have done us proud as a University. The event you co-ordinated will go down in history as one of the most successful events hosted at this institution in 2012.
Research Round-up
Research Round-Up: Research Activities at a Glance

This section provides statistical facts about research activity at the University of Limpopo. It is clear that the University’s performance in the area of research is taking an upward trend. As Acting Director responsible for research at the University, the achievements of 2012 give me great pride. I wish to thank the leadership of the institution for driving and encouraging a strong research culture at Executive and Faculty levels. Specific gratitude goes to the Executive Deans for driving research activity in their Faculties, researchers themselves for their diligence, managers and staff in the research management office.

During the 2011 academic year, the institution was awarded 147.55 units for research output publications. This is an increase of about 54.30 units (37%) from 93.25 in 2010. Of the 147.55 research output units, 143.15 (97%) were generated through journal publications. The remaining 3% were generated from book chapters and refereed conference proceedings. Research output is presented (nti).

Compared to 2010, there has been a steady increase in research productivity at the University of Limpopo.

There has been sustained support from the National Research Foundation (NRF) from whom the University received an amount in excess of R16 million. Two research Chairs were obtained by the University through the NRF’s South African Research Chairs Initiative (SARChI) in Materials and Modelling and Sustainable Rural Development (Clinical Human Health). The University established its own three internal chairs modelled on the SARChI concept in the areas of Science Education and Biodiversity (both on the Turfloop campus) as well as a third chair in Diarrhoeal Diseases hosted by the Microbiology Department at the Medunsa Campus.

The 2012 audited publications only units submitted to DOHET in May 2013 were 225.84 – this figure will only be confirmed as accurate by DOHET towards the end of this year (2013).
Other research funds came from the Medical Research Council (MRC), Agricultural Research Council (ARC). The partnership with the Belgian Universities Consortium saw millions of euros channelled to the institution. Other significant research areas include respectively.

The University also hosts the Risk and Vulnerability Centre (RVAC) at the Turffloop campus which conducts research into climate change in Limpopo.
A number of studies have pointed that one of the biggest challenges facing the South African Higher Education system is that of an ageing academic and research productive population. To ameliorate this challenge for academia to be extinct, strategies have been put in place by Government and institutions to develop the next generation of academics by making academia an attractive career for younger academics. The University of Limpopo has joined in the drive of ensuring that academia remains attractive and that research productivity continues to rise. A number of mechanisms have been put in place by all Faculties to ensure an upward trend in research productivity. Some of these are the following:

- Monitoring the research activity of specialists in training, as part of the continuous assessment demanded in the Health Professions Council of South Africa (HPCSA) rules for specialist qualification. The new rules for the single specialist qualification examination for both University Master’s qualification and the Colleges of Medicine specialist qualification requires the completion of a research project. Faculty Board has approved formal twice a year evaluations of every registrar, to ensure that steady progress is achieved in their research projects.
- The early submission, within the first year of registration, of research proposals for ethics approval. It is envisaged that research projects will be completed well before the completion of the years of study towards qualification and that every postgraduate is mentored towards publication of their research findings.
- The emphasis of research projects on essential community needs as part of the Social Accountability thrust of the Faculty. One of the aims of establishing fully equipped academic structures, including stable electronic networks within the reference communities of the Faculty’s undergraduate service learning project, is to provide support for postgraduate research. The great need of scientific analysis of the health dispensation within impoverished and rural communities is an important area for research, and which will be well-received in National and International journals and will improve the publication output of the Faculty.
- Research organisation, promotion and support features as a standing item on the agendas of all School Board meetings of the Faculty, overseen by the Deputy Director for Research.

These measures are aimed at enhancing not only the academic profile of the Faculty, but that the academic strategic thrusts will be well aligned with the aim to transform the Faculty to attain the distinguished profile of a socially accountable institution. These mechanisms have also seen an improvement in the Faculty’s research output from 52.02 units in 2008 to 69.46 units in 2011.

The Faculty of Science and Agriculture improved on the research output of the 2011 academic year, where the Subsidised Accredited Publications (SAP) stood at 57 as well...
As 2 books. In the year under review, there were 116 SAP and 2 book chapters at the Turfloop campus and 9 SAP at the Medunsa campus.

In this notable improvement, the greatest increase in SAP was in the School of Mathematical and Computer Sciences who’s SAP stood at 4 articles in 2011 but now at 9 SAP articles (i.e. an increase of 125%). Other notable increases were in SAP articles of the School of Agricultural and Environmental Sciences where they increased from 38 articles to 61 articles in 2012 (i.e. an increase of 61%), and the School of Molecular and Life Sciences whose articles increased from 25 in 2011 to 41 in 2012 (an increase of 64%). The Materials Modelling Centre managed 5 articles in 2012 but it balanced it with Masters and PhD graduates in 2012.

As expected, the Faculty managed to convert many of their 2012 conference presentations to SAPSE articles – this should be the way to go as more and more money is made available to researchers to attend National and International conferences. The Faculty continues to be home to three Research Chairs, namely:

- Landbank Chair held by Prof. Mashela
- Computational Modelling of materials held by Prof. Phuti Ngoepe
- UNESCO Chair in Biotechnology held by Prof. I. Ncube

However, Faculty’s research strength was bolstered when the Department of Biodiversity was granted a pseudo-Research Chair headed by Prof. W.J. Luus-Powell in September 2012. In line with the Faculty Research Thrusts, Faculty hereby records that:

- Prof. R.R. Maphanga has been appointed as a Junior Associate at the Abdul Salam International Centre for Theoretical Physics in Italy, associateship is intended for promising young scientists to maintain a long term formal contact with the ICTP, January 2012 - December 2017.
- Prof. R.R. Maphanga won Department of Science and Technology South African Women in Science Awards in the category Distinguished Young Woman Researcher. Awarded to for an outstanding contribution to advancing science and building the knowledge base in Physical and Engineering Sciences, August 2012.
- Prof. R.R. Maphanga was inaugurated as a member of the South African Young Academy of Science

While the University of Limpopo is predominantly an undergraduate University, during the year under review, it has shown an upward trend in its research productivity. This increase can be attributed to various factors and institutional initiatives. Some of these are strengthened institutional research policies, support for researchers by providing statistical services and paying for page fees, a wide range of publication workshops, writing retreats for staff, Faculty workshops on publishing some of which included invitations to journal editors to guide authors on requirements of the various journals and special editions for the University of Limpopo. In addition, the University offers a number of incentives for staff to publish, including monetary incentives, possible promotions and travel to international conferences. These incentives have proved successful for the institution.

The University of Limpopo’s research output also includes postgraduate research output. In that area as well, the institution has introduced a number of initiatives to increase postgraduate student throughput. As from 2011, an annual postgraduate course to support postgraduate students was initiated. The intervention is held during academic recess as well as on Saturdays. It assists students in all areas of basic research, including proposal writing, literature review, research processes at the University of Limpopo, academic writing skills, as well as qualitative and quantitative research methodologies. In addition, all postgraduate students have access to the University’s statistical services. This includes assistance with questionnaire development and data analysis by the University statistician. A targeted library support programme for postgraduate students is in place, and gives postgraduate students assistance and access to online databases, subject librarians, an ICDL course and referencing.

The University of Limpopo can highlight with great pride the following prominent research projects in 2012 and the impact that they have had:

- Materials and Modelling Centre under the leadership of rated researcher Professor Ngoepe, are involved in a range of computational modelling projects exposing students to very advanced technology. Success of staff has led to National and International recognition. Professor Maphanga obtained a National Award for Women Scientists in 2012 through the work of the Materials and Modelling Centre.
- The University has a partnership with a consortium of Belgian Universities known as the Vlaamse Interuniversitaire Raad (VLIR). A number of projects exist as a result of this partnership, mainly in the Dikale community, many of which have generated a number of research publications. In this way, this partnership has generated data on rural populations of Limpopo that was previously not available and has made new knowledge generation accessible both Locally and Internationally. In addition, the partnership has offered exchange opportunities for staff and students of the University of Limpopo.
- Risk and Vulnerability Atlas (RVAC). Under the leadership of Professor Ayisi, this project has generated a lot of data on climate change with respect to the Limpopo Province. This has impact for future food security in the Province.
The research portfolio has a number of partnerships in process. The VLIR partnership has yielded tremendous opportunities for the staff and students of the University of Limpopo. Other research partnerships in place include those with the Medical Research Council (MRC), the Agricultural Research Council (ARC), the National Research Foundation (NRF), the Council for Scientific and Industrial Research (CSIR) and the Human Sciences Research Council (HSRC). Other research partnerships outside of the research councils include the Limpopo Provincial Government, Research Observatory and a number of local communities.

To demonstrate excellence in research, the following 7 academic staff members received the Vice-Chancellor’s Research Excellence Awards.

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
<th>AWARD TYPE</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. M.P. Sebola</td>
<td>Management and Law</td>
<td>Best Overall Established Researcher in the University</td>
<td>R50 000</td>
</tr>
<tr>
<td>Mr M.E. Hoque</td>
<td>Health Care Sciences</td>
<td>Best Overall Upcoming Researcher in the University</td>
<td>R45 000</td>
</tr>
<tr>
<td>Dr L.M. Seheri</td>
<td>Health Care Sciences</td>
<td>Best Overall Female Researcher in the University - Upcoming</td>
<td>R10 000</td>
</tr>
<tr>
<td>Prof. A.G.S. Gous</td>
<td>Health Care Sciences</td>
<td>Best Established Researcher</td>
<td>R10 000</td>
</tr>
<tr>
<td>Dr L. Skaal</td>
<td>Health Care Sciences</td>
<td>Researcher with the largest external research funding</td>
<td>R10 000</td>
</tr>
<tr>
<td>Dr T.P. Mafeo</td>
<td>Science and Agriculture</td>
<td>Best Upcoming Researcher in the School of Agriculture and</td>
<td>R7 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Sciences</td>
<td></td>
</tr>
<tr>
<td>Dr N. Schellack</td>
<td>Health Care Sciences</td>
<td>Best Upcoming Researcher in the School of Health Care Sciences</td>
<td>R5 000</td>
</tr>
</tbody>
</table>

Research performance has been on a steady increase across all the Faculties of the University of Limpopo. This has been due to a number of initiatives at the institution to increase research output. In the Faculty of Health Sciences, for instance, evaluations of research projects for Medicine specialist qualifications were conducted twice a year to ensure that progress was being made in the research projects. Moreover, the new requirement that research proposals be submitted early in the year for ethics approval, has also led to the increase and ensuring that postgraduate students are sufficiently mentored towards publication of their research findings.

The Faculty of Health Sciences held a Research Day in 2012, which was a resounding success with the participation by undergraduate and postgraduate students as well as academics. The Awards issued at the end of the Research Day represent the participation as the awardees ranged from undergraduate students to academic staff. Moreover, the Faculty of Health Sciences awarded 122 postgraduate students. Of these, 5 were doctoral qualifications, 68 Masters and 45 Honours qualifications.

The Faculty of Humanities also experienced an upward movement in its research productivity in 2012 as it achieved 42 SAPSE units in 2012. 4 Staff members received recognition for their diligence in research. Of these, one academic was awarded a rating by the National Research Foundation (NRF). The Faculty also graduated 143 students at postgraduate level. Of these, 4 were doctoral students, 23 Masters and 94 Honours level students.

The Faculty of Management and Law and its research productivity increased to 48 SAPSE publications in 2012, an increase of 533%. The breakdown per school was as follows:

- School of Accountancy: 4
- School of Economics and Management: 15
- School of Law: 20
- Turfloop Graduate School of Leadership: 9

The Faculty of Science and Agriculture improved its research output from 57 units in 2011 to 116 in 2012 signifying an increase of about 51%. The breakdown per School in the Faculty was as follows:

- School of Agriculture and Environmental Sciences: 61
- School of Mathematical and Computer Sciences: 9
- School of Molecular and Life Sciences: 41
- School of Physical and Mineral Sciences: 5
- School of Pathology and Pre-Clinical Sciences: 9
Over and above all these, the Faculty of Science and Agriculture managed to convert many of its conference papers to SAPSE articles. The Faculty continued during this period under review to be home to three research chairs, namely:

- Land Bank Chair
- Computational Modelling
- UNESCO Chair in Biotechnology
- A pseudo-Research Chair in Biodiversity

The research prowess of the Faculty of Science and Agriculture can be witnessed in the various accolades and appointments received by its senior academics, both Locally and Internationally.

In addition, the Faculty of Science and Agriculture arranged a successful Research Day during the review period. Students doing their Masters and Doctoral research projects as well as academic staff participated in the proceedings of the Research Day. The research profile of the Faculty of Science and Agriculture was emboldened by the fact that 6 NRF ratings are associated with the Faculty. The Faculty of Science and Agriculture graduated 203 postgraduate students during the period under review. Of the 203, 6 were doctoral students, 17 Masters and 178 Honours level students.

As in other years, the University of Limpopo received funding from various sources to strengthen its research performance. The bulk of the funding came from the National Research Foundation (NRF) and the Department of Higher Education and Training (DOHET) followed by foreign donors. Across the Faculties, the funds obtained were spent on research development, capacity and redress as well as on the research development of students.

Some challenges still exist at the University of Limpopo to develop and strengthen research. These include lack of appropriate facilities in certain areas, insufficient technical support for researchers and postgraduate students, shortage of adequately qualified staff, long turn-around times for the approval of research projects, and lack of access to certain key journals, particularly in the natural sciences.

Notwithstanding all these challenges, the University of Limpopo continued to improve in research during the period under review. The increase in the number of students pursuing postgraduate study is a sign of even bigger improvements for UL in future.
Round-Up: Rural Development and Innovation Hub

PROF. NAFTALI MOLLEL

All Universities in South Africa and beyond have three core functions – teaching and learning, research and community engagement. While there is no issue with the first two functions, a lot of unevenness across the sector is experienced when you venture into the third core function of community engagement. Indeed, community engagement is usually not integrated into the other core function of teaching and research. Community problems are multifaceted and require a combination of disciplines working together to find solutions to community problems.

The Rural Development and Innovation Hub (RDIH) was thus established to assist academic units to give life to the mission and vision of the University of Limpopo – being “Finding Solutions for Africa” through stimulating innovations and interdisciplinarity. Working in collaboration with other Universities in the institutionalisation of community engagement at the University of Limpopo, the Hub has indeed given meaning to this core business of Higher Education.

The primary role of the Hub is to forge new directions in teaching, research and community engagement at the University of Limpopo. True to the notion that Higher Education is meaningless unless it brings about changes to people’s lives, the Hub sees its role as one of finding solutions to various rural and other challenges, considering the location of the University of Limpopo. Much of the African continent is rural-based.

Several projects across the University have been consolidated under the Hub, these are:

- The Limpopo IDC Nguni Cattle Development Project, and its Mpumalanga counterpart
- The National Community Water and Sanitation Training Institute, which has trained thousands of people (including around 500 B.Sc. graduates) to work in the water provision sector
- The Water Quality Testing Laboratory, which is a joint venture between the Capricorn District Municipality and the University of Limpopo
- The DST-funded Community-University Partnership Programmes, which maps out community engagement impacts at Turfloop
- The NRF funded Research Project: Community Engagement and Capabilities: Brokering Knowledge in a dynamic rural landscape

To initiate dialogue about conceptions of community engagement, a conference on community engagement was held on 28 September 2012 under the auspices of the Hub at Bolivia Lodge. One of the key milestones of the Conference was to initiate discussion on institutional understandings of community engagement and Faculties to include rural development modules into existing subjects and programmes, enabling students to obtain credits for their community engagement.
The conference succeeded in beginning a process of moving UL towards an internal common understanding of Community Engagement given its rural context. There must therefore be an end to the notion of using community as research subjects, but for them to be part of the teaching and learning and research agendas of the institution.

The work of the Hub going forward will conceptualise, promote research and innovation in collaboration with a wide range of stakeholders, including sister Universities, NGOs and commerce and industry. In this way, the Hub will facilitate community engagement across the institution and make it a notion of scholarly value.

Linked to the overarching mandate of the Hub, it is important to reflect on one of the key projects that now falls under the Hub and what milestones it has reached, namely the **Limpopo IDC Nguni Cattle Development Project**.

The Limpopo IDC Nguni Cattle Development project is an initiative of the Industrial Development Corporation in partnership with the Limpopo Department of Agriculture and the University of Limpopo (UL), through which the upgrading of cattle in the rural areas of the Province is being done by the re-introduction of the Indigenous Nguni Cattle bloodlines with the view to advance rural development and introduce the rural farmers into the mainstream beef production industry. The project has, to date, established 61 successful projects throughout the Province with a direct capital injection of R23 million into the procurement of cattle loaned to farmers. The Project has a potential of becoming a National benchmark.

The cross-breeding of Angus and Nguni started in December 2011 with the distribution of 25 Angus Bulls to 15 projects. The cross-breeding programme is expected to deliver 500 weaners to Pick n Pay in the first year of 2013. Due to problems of adaptation of Nguni bulls into the new environment, breeding actually started in 2012. In 2012/2013, the Department of Agriculture injected a further R7 million into the Nguni projects used to purchase cattle and expand the Angus Nguni project. In May 2012, the herd size stood at 8 314 and the number of cattle reimbursed was 262. The Nguni project has to date served around 3 306 beneficiaries (914 women, 2 234 men and 158 youth) and put into productive use 72 572 hectares of land.

Anglo-Platinum invited the Limpopo IDC Nguni Cattle Development Trust to conduct a feasibility study for the growth and development of small to medium size enterprises to become sustainable Nguni cattle farmers within the Mogalakwena Municipality in order to assist these entrepreneurs to enter the beef production industry. The feasibility study results pointed to the profitability of livestock in the area.

The Anglo-American Mogalakwena Mining company then initiated the Mogalakwena cattle development project within the 15 communities that are impacted upon by mining operations in Mogalakwena. The project aims to establish a sustainable beef production industry through Nguni cattle farming in the area, through entrepreneurial development and establishment of support systems that will provide opportunities to the emerging cattle farmers to overcome barriers to entry into the beef production industry.

**The following activities have been accomplished:**

- A health survey of existing stock and culling of the unhealthy/diseased cattle.
- Fencing of one of the farms (Groenfontein Farm) to house the nucleus herd.
- Through support from SEDA the formation of livestock co-operatives has been completed and farmers have been trained on co-operative principles and corporate governance.
- The purchase of 40 Nguni bulls to be used for upgrading the existing indigenous stock and infrastructure plans for community farms have been completed.
- Anglo-Platinum committed R3.8 million for these activities of the first phase.
- The second phase is to start in 2013.
- The Limpopo IDC Nguni Cattle Trust is the implementing Agent for the above project.

Through the work of the RDIH, the University of Limpopo will be able to demonstrate that the location of the University is not a disadvantage.
Financial Coverage: Report of the Chief Financial Officer

The University of Limpopo began the 2012 year with a positive cash flow, a trend which the University managed to maintain throughout the year. This was greatly assisted by vigorous student fee collections and special earmarked funding. Improved cash flow management resulting in total funds to R621 million compared to R594 million in 2011.

We are pleased to report that although the University made a net deficit for the year before other comprehensive income of R8.323 million, from operations in 2012, this is far below the budgeted loss of R16.494 million. Furthermore, the University once again received an unqualified audit for the year 2012. Such success can be attributed to strict budgeting control across the University and the attainment of targets set for the year. Consolidation of the budgeting process entailed bottom up inputs after a series of engagement with Faculties and heads of administrative and support departments.

The following are some of the key financial indicators for 2012:

The total recurrent income of the institution increased by 9.2% on recurrent items to R1.373 billion during 2012. This represents an increase of R113 million compared to the previous year (2011). The first stream income of the institution represented by the block grant received by each institution as Government subsidy from the DHET increased by 2.8% to R674 million. Correspondingly, the second stream incomes represented by student fees also increased by 16.4% to R522 million. In addition, the University improved collection of student debt from 84% in 2011 to 88% in 2012. This is in line with our annual increment and the increase in student numbers. Student income made up 38% of recurrent income for the University of Limpopo.

The income from interests and dividends decreased by 31.6% to R37 million. The decrease is the result of an amount of R17.4 million in deferred interest which was recognised as income in 2011, which is caused a temporary increase in interest and dividend income which was not in line with interest rates and cash and investment balances. The cash flow situation remains positive and that effective cash flow management processes has been maintained. Operating expenses increased by 3% to R534 million. The minor increase is due to a reduction in spending relating to government grants. Personnel costs increased by 11.8% to R761 million as a result of a number of high-level appointments and the approved annual increase. Personnel costs net recurrent income of R25 000 was reported for 2012 compared to R7.606 million in the previous year.

Total comprehensive profit for the year amounts to R200.751 million compared to a total comprehensive loss of R5.411 million in the previous year. The significant increase in
total comprehensive income is due to a revaluation of buildings amounting to R234.587 million. Improved income to the tune of R90 million through “Third stream income” was also realised by the University during the year under review.

On the balance sheet, cash and cash equivalents increased mainly due to the unutilised project funding and controlled expenditure. The University’s financial statements reflected a positive cash flow position of R850 173 million at the end of the year. The total assets exceeded total liabilities by R2.199 billion, indicating strong solvency for the University. Cash and cash equivalents increased mainly due to the unutilised project funding and controlled expenditure. Current assets exceed current liabilities with a liquidity ratio of 1.45:1 compared to 1.44:1 in the previous year.

On infrastructure development, the University of Limpopo received an approval from the Department of Higher Education and Training for the Infrastructure and Efficiency Funding (IEF) for the 2012/2013 to 2014/2015 financial years to the amount of R433 169 000 of which the University was to contribute R63 million out of its own funds. The University Management was assigned to develop a plan to address the appointment of a Project Manager who would oversee the projects, as recommended by the Department of Higher Education and Training.

Some of the infrastructural additions to the University’s asset base were the following:

- An amount of R3 515 733.56 was allocated for the provision of dedicated space for postgraduate students.
- The replacement of Multi-Functional Units (Digital photocopers/Printing/Scanning Equipment) to the amount of R32 377 078.68. The amount included a cash purchase of equipment at the amount of R23 341 078.68 and an estimated maintenance fee of R9 036 000 over a period of 36 months.
- The R28.5 million newly completed modern Science Education Centre at the Turfloop campus, funded by the Department of Environmental Affairs was handed over to the University and inaugurated on 17 August 2012 by the Deputy Minister of the Department of Environmental Affairs, Ms Rejoice Mabudafhasi.

In conclusion, the financial policies and procedures have been designed to ensure that the University complies with all applicable legislation, particularly the Higher Education Act, 1997 (Act 101 of 1997) and the Statute and Rules of the University. Transactions and data are entered for processing completely and accurately. Moreover, access to the various processing functions and data is restricted to authorised personnel adequately segregated from incompatible duties. It is in this way that the University has been able to ensure that adequate management information is produced and reviewed and has been able to create a climate for the respect of financial and operational control.

All this would not have been achieved without the co-operation of staff in the Finance Division and all staff across the institution.
### Consolidated Statement of Financial Position as at 31 December 2012

<table>
<thead>
<tr>
<th>Note(s)</th>
<th>2012 R '000</th>
<th>2011 R '000</th>
<th>2010 R '000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
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<tr>
<td>Property, plant and equipment</td>
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<td>Investments</td>
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<td>Trade and other receivables</td>
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<td>Cash and cash equivalents</td>
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<td>850 173</td>
<td>785 323</td>
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<td><strong>Total Current assets</strong></td>
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<td><strong>Total Assets</strong></td>
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<td>3 102 352</td>
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<td><strong>Funds and liabilities</strong></td>
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<td>Funds and reserves</td>
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<td>Restricted use funds</td>
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<td>19 153</td>
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<td><strong>Total assets and reserves</strong></td>
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<td><strong>Liabilities</strong></td>
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<td>Non-current liabilities</td>
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<td>Interest bearing borrowings</td>
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<td>12 524</td>
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<td>Deferred income</td>
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<td>234 969</td>
<td>197 108</td>
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<td>Retirement benefit obligation</td>
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<td>377 117</td>
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<td><strong>Total Non-current Liabilities</strong></td>
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<td>Current portion of borrowings</td>
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<td><strong>Total Current Liabilities</strong></td>
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<td><strong>Total Liabilities</strong></td>
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<td><strong>Total equity and liabilities</strong></td>
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</table>
## Consolidated Income Statement

<table>
<thead>
<tr>
<th>Note(s)</th>
<th>Council controlled</th>
<th>Specifically funded activities</th>
<th>Recurrent items</th>
<th>2012</th>
<th>2011</th>
<th>Total</th>
<th>Total</th>
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<td>R '000</td>
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<td>Note(s) R '000</td>
<td>2012</td>
<td>2011</td>
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<tr>
<td>Income</td>
<td>1 089 207</td>
<td>1 267 560</td>
<td>25 484 (3 960)</td>
<td>21 524 (2 872)</td>
<td>8 348</td>
<td>(13 389)</td>
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<tr>
<td>State appropriations, subsidies and grants</td>
<td>1 041</td>
<td>83 269</td>
<td>674 310</td>
<td>-</td>
<td>674 310</td>
<td>655 906</td>
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<tr>
<td>Tuition and other fee income</td>
<td>410 303</td>
<td>8 173</td>
<td>418 476</td>
<td>103 000</td>
<td>521 976</td>
<td>448 292</td>
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<tr>
<td>Income from contracts</td>
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<td>39 191</td>
<td>39 874</td>
<td>-</td>
<td>39 874</td>
<td>32 606</td>
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<tr>
<td>For research</td>
<td>325</td>
<td>38 703</td>
<td>39 028</td>
<td>-</td>
<td>39 028</td>
<td>28 720</td>
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<td>For other activities</td>
<td>358</td>
<td>846</td>
<td>-</td>
<td>846</td>
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<td>3 886</td>
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<td>8 985</td>
<td>32 034</td>
<td>2 294</td>
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<td>61 812</td>
<td>41</td>
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<td>105 835</td>
<td>1 332 341</td>
<td>1 302 852</td>
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<td>Interest and dividends</td>
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<td>4 737</td>
<td>36 40</td>
<td>-</td>
<td>36 40</td>
<td>53 881</td>
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<tr>
<td>Profit on disposal of investments</td>
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<td>220</td>
<td>-</td>
<td>220</td>
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<td>-</td>
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<td>368 222</td>
<td>-</td>
<td>368 222</td>
<td>325 110</td>
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<tr>
<td>Other personnel</td>
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<td>-</td>
<td>326 875</td>
<td>21 091</td>
<td>347 966</td>
<td>300 348</td>
<td></td>
</tr>
<tr>
<td>Post retirement benefits</td>
<td>43 297</td>
<td>-</td>
<td>43 297</td>
<td>-</td>
<td>43 297</td>
<td>39 625</td>
<td></td>
</tr>
<tr>
<td>Leave accrual</td>
<td>1 413</td>
<td>-</td>
<td>1 413</td>
<td>-</td>
<td>1 413</td>
<td>15 305</td>
<td></td>
</tr>
<tr>
<td>Other current operating expenses</td>
<td>353 473</td>
<td>85 581</td>
<td>439 054</td>
<td>95 599</td>
<td>534 653</td>
<td>519 044</td>
<td></td>
</tr>
<tr>
<td>Depreciation, amortisation and impairments</td>
<td>44 865</td>
<td>21 399</td>
<td>66 264</td>
<td>19 017</td>
<td>85 281</td>
<td>69 193</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>1 062 812</td>
<td>1 245 125</td>
<td>135 707</td>
<td>1 380 832</td>
<td>1 268 625</td>
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<td></td>
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<tr>
<td>Finance costs</td>
<td>911</td>
<td>-</td>
<td>911</td>
<td>-</td>
<td>911</td>
<td>1 944</td>
<td></td>
</tr>
<tr>
<td>Non-recurrent items</td>
<td>1 507</td>
<td>107</td>
<td>1 614</td>
<td>(1 589)</td>
<td>25</td>
<td>7 606</td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td>1 507</td>
<td>107</td>
<td>1 614</td>
<td>-</td>
<td>1 614</td>
<td>7 606</td>
<td></td>
</tr>
<tr>
<td>Loss on disposal of property plant and equipment</td>
<td>109</td>
<td>-</td>
<td>109</td>
<td>-</td>
<td>109</td>
<td>1 419</td>
<td></td>
</tr>
<tr>
<td>Other non-current income</td>
<td>1 616</td>
<td>107</td>
<td>1 723</td>
<td>-</td>
<td>1 723</td>
<td>9 025</td>
<td></td>
</tr>
<tr>
<td>Expenditure</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1 589</td>
<td>1 589</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other non-current expenditure</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1 589</td>
<td>1 589</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Net surplus/(Deficit)</td>
<td>26 991</td>
<td>(3 853)</td>
<td>23 138</td>
<td>(31 461)</td>
<td>(8 323)</td>
<td>(5 783)</td>
<td></td>
</tr>
</tbody>
</table>
Report from the Resource Mobilisation and Development Centre

SHILELA MALATJIE

The inception of the University of Limpopo Trust Fund can be traced back to 1989 when it was known as the Medunsa Trust, and was formed as a support structure to service the fundraising needs of the University. In line with Trust Funds of a similar nature in the Higher Education sector, the UL Trust Fund operates as an autonomous and self-funding entity, responsible for generating third-stream income for the University of Limpopo in addition to Government subsidy (first stream) and student fees (second stream). The Trust relies on investment income and cash flow management to manage its operational costs. It derives its autonomy from the fact that its governance is the responsibility of an independent board of trustees.

Since its inception, the Trust Fund has contributed in excess of R300 million to the University. From 1991, the Fund was managed on an outsourced basis by the Africa Consulting Group. The Managing Director of the Group, Mr Jaap Metz became the director of the Trust. In the past year, because of its strategic importance, the work of the Trust was strengthened through the creation of a Resource Mobilisation and Development Centre under the leadership of a newly appointed Director, Shilela Malatjie.

The appointment of Ms Malatjie as the new Director saw a much bigger mandate unlike during the time that the directorship was on an outsourced model. The previous Director operated as an independent company contracted to the UL Trust to fundraise on submitted projects. The new Director’s role, on the other hand, includes:

- Internal stakeholder engagement on fundraising;
- Streamlining fundraising approaches for the University;
- Establishing a Resource Mobilisation Centre for the co-ordination of external partnerships and fundraising activities in relation to third-stream income;
- Developing a database for all University-funded projects as well as a parallel database for companies approached by the University; and
- Developing a system of tracing previous funders and approached companies.

This new arrangement of an in-house Director brought about the kind of co-ordination regarding fundraising which seriously lacked in the past. The new approach is still settling in at many levels of the University. When there is common understanding, fundraising potential for the University will likely improve by leaps and bounds. The lack of understanding impacts on decisions to provide the basic needed support staff who can help achieve a substantially increased funding as the fundraising effort will be doubled with sufficient back-up personnel.

The current bankers of the University of Limpopo Trust are First National Bank and its external auditors are KPMG Inc. The investment portfolio of the Trust is managed by RMB Private Bank.
The Board of Trustees as at 31 December 2012 consisted of the following members:

<table>
<thead>
<tr>
<th>NAME</th>
<th>CAPACITY IN BOARD</th>
<th>BACKGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Grant Dunnington</td>
<td>Chairman</td>
<td>Group Managing Director, SBV Services (Pty) Ltd</td>
</tr>
<tr>
<td>Mr Shad Mapetla</td>
<td>Deputy Chairman</td>
<td>Chief Executive Officer, Biotech Laboratories (Pty) Ltd.</td>
</tr>
<tr>
<td>Hon. Justice Monika Leeuw</td>
<td>Member</td>
<td>Judge President, North-West High Court</td>
</tr>
<tr>
<td>Mr Malose kekana</td>
<td>Member</td>
<td>Founder of Prodigy Capital and Prodigy Asset Management</td>
</tr>
<tr>
<td>Prof. Ramaranka Mogotlane</td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>Prof. Mahlo Mokgalong</td>
<td>ex officio</td>
<td>Vice-Chancellor and Principal</td>
</tr>
<tr>
<td>Prof. Mbudzeni Sibara</td>
<td>ex officio</td>
<td>Deputy Vice-Chancellor: Academic and Research</td>
</tr>
<tr>
<td>Prof. Tshepo Guguhe</td>
<td>ex officio</td>
<td>Deputy Vice-Chancellor: Medunsa Campus (Acting)</td>
</tr>
<tr>
<td>Mr Raymond Olander</td>
<td>ex officio</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>

A number of new initiatives were explored by the Trust Fund in 2012. The key ones are the following:

- Collaboration with the Limpopo Economic Development Environment and Tourism (LEDET) that yielded an investment of about R1 738 785 on the Fabrication Laboratory (Fablab) equipment and staff housed at the Science Education Centre.
- R150 000 funding commitment for the Vice-Chancellor’s Research Excellence Awards, spread over three years.
- R3 million from the Chemical Industries Education and Training Authority (CHIETA) for the Mobile Laboratory and Equipments obtained for the Pharmacy Department.
- R64 296.97 in-kind sponsorship (prizes) for the UL Student Trust Golf Day.
- NUFFIC funding of 50 euros for Tailor made Training in the Agriculture Department, focusing on water and sanitation.
- R495 882 funding from the Bill and Melinda Gates Foundation for the Medunsa Department of Virology.

Total expenditure for the period under review stood at R596 789.82 compared to R1 658 701 in 2011. This was a significant reduction in expenditure and it meant that more money could be invested for the benefit of the institution and to have a diversified revenue and investment portfolio.

As indicated, despite the global economic downturn, the Trust performed well in terms of fundraising. On the international front, the Trust continued to enjoy the loyalty of a consortium of Belgian Universities (VLIR). This partnership has resulted in eight strategic projects on both the Turfloop and the Medunsa campuses under the programme: Human Wellness in the Context of Global Change – Finding Solutions for rural Africa.

Locally, the Trust has enjoyed the support of Nedbank related to the transformation through opening access to the accounting profession. The Chair in Accountancy and a School of Accountancy fully accredited by the South African Institute for Chartered Accountants (SAICA).

Other major donors in 2012 from which the Trust benefited were: Mooncloud 44, Fredskoppert (Norway), House of Asante, Mediclinic, Nuffic (Netherlands), the Ackerman Family Educational Trust, PM Anderson Trust, Stella and Paul Loewenstein Charitable Educational Trust, the World Health Organisation (WHO) and the Yakani Group.
There were some constraints in the work of the Trust during 2012. In some cases, companies have had to review their funding causing drastic budget cuts on external support. This reduced the fundraising landscape of the Trust. Moreover, spending on corporate social investment (CSI) by many companies was similarly streamlined stringently by many companies to fit with key operations of each company. Some of the funders were concerned about lack of co-ordination in approaching them as several proposals came from various sections of the University. This necessitated the creation of a single entry point. While these obstacles posed a challenge for fundraising, they also created an opportunity for potential new project leaders to speedily understand the market change and prepare proposals in line with the new trends.

The University of Limpopo is well positioned for many possible funding prospects. The institution has potentially good personnel who can conceptualise good projects in line with funders’ focus areas and in response to the country’s needs, if all efforts are well co-ordinated. True to the saying, ‘it takes money to make money’, the Fundraising Unit needs to expand its capacity to meet the University’s needs.
Physical Education and Kinesiology

The Physical Education and Kinesiology sector was inaugurated on Saturday, 14 April 2012. Its launch was preceded by the work done by Dr R.I. Mulaudzi, who developed a Draft Constitution and a database template for all members to fill and send back to the Alumni Office.

The sector aims to achieve the following:

- To reconnect as graduates of the sector;
- To take care of the needs of the University of Limpopo as their Alma Mater;
- To assist Black learners financially who intend to study Physical Education and Kinesiology;
- To assist the Department of Basic Education in reshaping a new curriculum for schools;
- To take care of one another in the profession; and
- To focus on research, among other things.

A cost centre was established for the sector whereupon it was agreed that each member would contribute an amount of R300 annually. 50% of the contributions would go towards student bursaries, 30% for meetings and 20% for research.
The following members are the executive committee members:

- Chairperson - Dr R.I Mulaudzi
- Deputy Chairperson - Ms C. Motjuwadi
- Social Co-ordinator - Ms M. Mashabane
- Secretary - Dr K.D. Monyeki
- Treasurer - Mr A.K. Maponyane
- Outreach Co-ordinator - Ms S. Mashale

The Chairperson of the sector, Dr Mulaudzi has been appointed the CEO of the University of Pretoria Football Club and the Secretary, Dr Dan Monyeki, has been appointed a Lecturer in Physiology Department at UL, Medunsa campus. The sector will be launched on 5 October 2013 on campus. The sector will be working in partnership with the Student Sport Administration by holding a fun sports day for the Alumni of the institution.

Pharmacy Alumni Sector

The inaugural meeting of the Pharmacy Alumni sector was held on Saturday, 21 July 2012. The sector wishes to assist the Department of Pharmacy at the University of Limpopo to produce as many pharmacists as possible and, to improve the learning conditions of students studying Pharmacy. They also wish to strike a balance between the private and public sector considering the challenge faced by the institution in attracting reputable Pharmacists to teach at the University of Limpopo. They also intend to initiate programmes that will improve the standard of the Pharmacy programme.

From the group work/group discussions, it was seen to be important to form business partnerships among members of the sector, to continue to advance their programme through research; and engage in fundraising activities that will assist financially needy students studying Pharmacy.

The sector is in discussions with the Department of Pharmacy and Pharmaceutical companies to assist in building a new School of Pharmacy building on campus. Their visibility has been very clear as they joined the Pharmacy students during the Pharmacy week that was held from 2 to 6 September 2012. The sector intends to partner with students, especially through the University of Limpopo Association of Pharmacy Students (ULAPS). A member of the student committee will be an Ex Officio member on the Pharmacy Alumni Sector Executive Committee meetings. They also have worked on a programme where they will attend talks for Continuous Professional Development Points (CPD).

The Committee members are:

- Chairperson – Mr Mokesh Mathevula
- Deputy Chairperson – Mrs E.M. Mohuba
- Secretary – Sello Kgope
- Treasurer – Mr Peter Seroka
- Events Co-ordinator – Mr Phalantoa Rametsi
- Communications – Ms Grace Thaba

Additional Members

- Mr Given Mbokane
- Simon Serumula
- Mr Tlou Ngoepe
- Lebo Mphahlele
- Mr Macdonald Tladi

Optometry Sector

Members of the sector intend to meet sometime during 2013 to elect new members of the Committee. They also wish to partner with students in order to mentor them and to assist the Department of Optometry as they usually do through invigilating examinations. Members of the sector have their quarterly CPD workshops; and members get CPD points that are accredited by the Professional Board for Optometry under the HPCSA. The Alumni Office works with Prof. Solani Mathubula on campus from the Optometry Department.

Library and Information Science

The Department of Library Science and Mr John K. Tsebe from the National Library Office met the Office on 17 January 2013. They wish to establish their sector in October during their Library Scientists Conference that will be held in Cape Town. They intend to launch a book on Prof. Manaka, who is the first black lecturer in Library Science.
School of Accounting Alumni Sector

The Accounting Alumni sector was inaugurated on Wednesday, 28 March 2012 when the School of Accountancy saw the need to organise its graduates to partner with them to assist in improving their curriculum and to join them in the intended projects of the School. The Alumni were also invited to advise the School as they are best placed to do so considering that they are recipients of the programme, and know its strengths and weaknesses.

A Task Team instead of an Executive Committee was elected. They are: Mr Mangadi Dikotla as Co-ordinator and the other members are: Ms M.R. Mohale, Mr M.C. Mangwato, Mr A.N. Mmazwi and Ms Ngoako Ntebaleng Hazel Manoko. Two staff members, viz, Ms Anna Mphela and Mr Thabo Mogano have been seconded by the Director of the School, Prof. Ambe to give the sector the necessary administration support.
The University Council in 2012

JUDGE MOKGADI LUCY MAILULA – COUNCIL CHAIRPERSON

Judge Mokgadi Lucy Mailula was born in Ga-Maphoto, 10km away from the University of Limpopo. She studied and completed her B.Proc and LLB degrees at the University of Limpopo and the Dildonics University of Dildonic studies in the early 1980s. She practiced as a State Advocate in the North West Province, Mafikeng and later an Advocate at the Johannesburg Bar. She was the first black female judge to join the High Court Bench in 1995.

Judge Mailula is also the Chairperson of the South African Chapter of the International Association of Women Judges. She lectured part-time in Criminal Law and was a participant in BLA Legal Education Centre’s Trial Advocacy Programme.

She is the Judge of South Gauteng High Court and Chairperson of the Court of Military Appeals; an Acting Judge of the Competition Appeal Court; and Acting Chairperson of Standing Advisory Committee on Company Law. She served on the Editorial Board of African Law Review and was a member and later Vice-Chairperson of the South African Law Reform Commission.

She has been the Chairperson of University of Limpopo Student Trust Fund since 2000, and is the second person to serve in that capacity since the trust was established in 1995.

MR LEGODI BERNARD BOISHELO – DEPUTY CHAIRPERSON

Mr Legodi Bernard Boshielo was born in a tiny village of Ga-Mphahlele, 60km outside Polokwane. He completed his B.A degree and a University Education Diploma at the then University of the North, now University of Limpopo, in 1987.

After teaching for only 8 months, he left for Amsterdam in the Netherlands where he obtained his Master’s degree in Education, specialising in “Formal Education and Instruction”. The title in his dissertation was “Dilemmas of Teaching in South Africa” Notes Towards a post-apartheid education in South Africa.

In 1993, Boshielo was offered a scholarship to study at the Bristol University in the United Kingdom. The focus on his study was on education policy development and implementation, in which he completed a research study in the curriculum for six to twelve years in the U.K.

He is currently CEO of Limpopo Tourism and Parks, a former member of the Limpopo Provincial Legislature and a former MEC for Transport in Limpopo. Furthermore he is currently serving as a Board member for SARCC, Capricorn FET College and University of Limpopo to mention a few.

He is the member of the ANC Limpopo Provincial Executive Committee, heading Media and Communications.
PROFESSOR MAHLO MOKGALONG – VICE-CHANCELLOR AND PRINCIPAL

Professor Mokgalong is the Vice-Chancellor and Principal at the University of Limpopo. He took the helm as substantive Vice-Chancellor and Principal in 2006 after three years combined as Acting Vice-Chancellor and Interim Vice-Chancellor. Professor Mokgalong is a proud alumnus of the University of Limpopo having spent his entire tertiary education life at the then University of the North from undergraduate studies to PhD level. Professor Mokgalong has earned his stripes in Higher Education having started his academic and research career at this University as a Lecturer in the Department of Zoology and Biology and rising through the ranks of seniority eventually becoming an Executive Dean of the Faculty of Health, Science and Agriculture.

Professor Mokgalong has several accolades to his name in the form of scholarships, which gave him an opportunity to undertake research tours to the United Kingdom, Austria, France and Italy. The Parasitological Society of Southern Africa gave him an award for the most outstanding thesis in Parasitology in Southern Africa in 1997.

In addition, he has established networks with some of the most eminent academics and research professors and experts in various parts of the African continent and other parts of the world. As a result of these networks, Professor Mokgalong has been invited to present to various international academic audiences. Professor Mokgalong is an exemplary leader who practices what he preaches. Despite his hectic schedule as Vice-Chancellor and Principal, he has not lost touch with his academic and research side of his life. He has published widely in his discipline of biological sciences and has a number of conference contributions to his name. He still maintains membership of various National and International professional bodies.

PROFESSOR TSHEPO GUGUSHE - ACTING DEPUTY VICE-CHANCELLOR (MEDUNSA CAMPUS)

Prof. Gugushe is currently the Acting Deputy Vice-Chancellor for the Medunsa campus of the University of Limpopo. He acquired his tertiary education from the Universities of Fort Hare, Witwatersrand and Stellenbosch.

He has served on several committees of the Medical Research Council (MRC); Health Professions Council of South Africa (HPCSA); South African Institute of Race Relations; International Association for Dental Research (IADR); the International Federation of Dental Educators and Associations (IFDEA); and as a member of Senate of the Colleges of Medicine of South Africa. He currently serves as an editorial board member of the European Journal of Dental Education. He has published in both National and International peer reviewed publications.
PROFESSOR MBUDZENI SIBARA -
DEPUTY VICE-CHANCELLOR (ACADEMIC AND RESEARCH)

Professor Sibara became Deputy Vice-Chancellor Academic and Research at the University of Limpopo in May 2010. He is an alumnus of one of the historic Universities in South Africa, the University of Fort Hare, where he obtained his B.Sc. Agric (Biological Sciences) degree. He subsequently completed Honours and Masters degrees, from the University of Witwatersrand. A beneficiary of the coveted Fulbright scholarship, Professor Sibara completed his doctoral studies at the University of Wisconsin (Madison). After his PhD studies, Dr Sibara joined Dr Helgeson’s plant disease physiology research group as a postdoctoral fellow under the sponsorship of the Food and Agriculture Organisation (FAO) until he returned to South Africa towards the end of 1985.

This was followed by a 6 month stint in the Department of Microbiology at the University of the Witwatersrand as a CSIR Postdoctoral Fellow. In mid-1987 he was a Visiting Fellow in West Germany, thereafter he spent a year in 1992 at Cornell University as a Senior Fulbright Fellow. In 2000 he received the Mandela-Bram Fischer scholarship tenable at Oxford University.

Professor Sibara started his academic career in 1986 as a lecturer in the Department of Microbiology at the University of the Witwatersrand, after which he joined the then University of the North, as moving up the ranks to become an Associate Professor and Head of the Department of Microbiology. He became Dean of the Mathematics and Natural Sciences Faculty in 1996 and in July 2000 he was appointed acting Deputy Vice-Chancellor and Principal of the Qwa-Qwa campus of the then University of the North. He was appointed Deputy Vice-Chancellor for Teaching and Research at Technikon North West in April 2001 and subsequently became one of the interim Deputy Vice-Chancellors of Tshwane University of Technology in 2004 following the merger of the 3 technikons in the greater Tshwane metropolis. In July 2006 Prof. Sibara was appointed Head of the Merger Unit in the Higher Education division of the then National Department of Education, a position he held until May 2010 when he left to join the University of Limpopo as Deputy Vice-Chancellor (Academic and Research).

Prof. Sibara has taught and supervised many under- and postgraduate students in the past 2 decades and has published widely with his students and collaborators.
Acknowledgments
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