



University of Venda

Annual Report

January - December 2004





Vision

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

Mission

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

The University of Venda

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

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

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

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Corporate governance

“The council is aware of its responsibilities to govern the university as a public body committed to becoming a centre of excellence and an African University.”



Justice JY Mokgoro
Chairperson of Council

The council of the university operates according to the principles of accountability, integrity and openness as expressed in the King Report on corporate governance. The council is aware of its responsibilities as required by the Higher Education Act, Act 101 of 1997 for governing the university as a public body committed to becoming a centre of excellence and an African University. The university set mechanisms in place to revive the institutional forum in 2005.

The Council

The council consists of people elected in accordance to the University of Venda (Private) Act, 1996. The ratio of non-staff and non-student members to that of staff and student members is 60% to 40%, ensuring objectivity as well as stakeholder participation in the university's governance.

To manage, control and execute its duties, the council has the following sub committees:

- Audit Committee
- Finance, Budget and Investment Committee
- Executive Committee of Council, also serving as the Executive Remuneration Committee
- Senate
- Staff Affairs Committee
- Student Affairs Committee
- Tender Committee

These committees normally meet four times per year, prior to the council meeting and submit reports for consideration at each ordinary meeting of the council and make appropriate recommendations to the council within their spheres of operation.

The Audit, Finance, Budget and Investment and Tender Committees are chaired by outside members of the council.

The Audit Committee

The committee ensures that the financial procedures as set up by the council and financial controls are adhered to, studies the external auditor's report to make recommendations to the council and studies the internal auditor's report to make sure that internal auditing is met.

The Finance, Budget and Investment Committee

This committee ensures that the available financial resources are allocated in accordance with the vision and the mission of the university so that the strategic plan can be adequately and effectively implemented

The Executive Committee of Council

This committee carries out duties as mandated by the council between its meetings. As the Executive Remuneration Committee it sets the remuneration of the vice chancellor, the deputy vice-chancellors and the vice principals, the registrar, the executive directors and the executive deans.

The Senate

The Senate advises the council on all academic activities to enable the control and management of all university activities.

The council agreed on the new name and following certain formalities the use of the new name may be implemented.

On 31 December 2004, the council had 26 members drawn from internal and external structures.



The Staff Affairs Committee

This committee advises the council and makes recommendations regarding staffing as well as staff conditions of service.

The Student Affairs Committee

This committee advises the council about the activities of students and student life.

The Tender Committee

This committee advises the council on the commissioning of building activities and the erection of other infrastructure at the university. It recommends the awarding of tenders in accordance to tendering procedures and attends to other initiatives that require an open tendering process.

Members of council

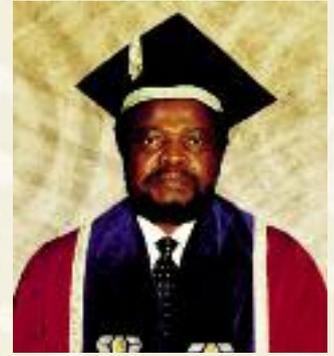
Justice JY Mokgoro	Chairperson of University Council
Rev B Khumalo	Deputy Chairperson
Prof GM Nkondo	Vice-Chancellor and Principal
Prof MM Ramogale	Vice-Principal
Mr KC Nemadzivhanani	Secretary to Council
Prof NS Shai-Mahoko	Senate Representative
Prof G Lenyai	Technikon Representative
Prom PM Makhurane	Association of African Universities Representative
Prof XG Mbhenyane	Senate Representative
Prof B Pityana	Expert designated by University Council
Dr TE Mdlalose	National Department of Education Representative
Dr AK Msimeki	Universities representative
Dr O Shisana	Human Social Research Council Representative
Dr JG Tshifularo	Convocation representative
Mr RJ Madzhe	Administrative employee representative
Ms V Mailula	Students representative
Mr RM Netshiavha	Students representative

Mrs A Lawless	National Department of Education Representative
Mr TN Makumbane	Thohoyandou Town Council Representative
Mr T G Mashamba	Expert designated by University Council
Mr MP Mudau	Donors Representative
Mr NA Mutoti	Service Employees representative
Mr SM Ravhuanzwo	Convocation representative
Mr TR Tshivhandekano	Academic employee representative
Mr JS Vilakazi	National Department of Education Representative
Vacant	Representative of the Limpopo Provincial Government



Report of the Vice-Chancellor and Principal

“The university is increasing its research profile by registering more postgraduate research students. International linkages are complementing the strategic direction.”



Prof GM Nkondo
Vice-Chancellor and Principal

The initiative to buttress and consolidate the gains and achievements of the preceding years continued into 2004. The strategic direction was revisited to accommodate the new mandate given to the university as a result of the restructuring of higher education.

This, however, does not come without hard work by all staff members. Council is delighted that for four years running the audited accounts of Univen have had no qualifications. We are now seeing staff receiving ratings from the National Research Foundation and our research is continuously improving. The university is also increasing its research profile by registering more postgraduate research students. Our international linkages are complementing our strategic direction.

After approval by council, the statutes were submitted to the Department of Education for gazetting while the business plan was also submitted for approval.

Two visiting professors, a former vice-chancellor of the National University of Science and Technology in Zimbabwe and another from Germany, were appointed for three months to assist with curriculum development.

The key to the achievement of the university's core business goals and fulfilment of its niche is the successful implementation of a problem-orientated, project-design teaching methodology, research and its application. The entire scenario is linked with the implementation of the mandate to transform to a comprehensive university.

The curriculum was designed in line with the university's mission and its reconfiguration conforms to the Department of Education's mandate of a comprehensive university.

- The curriculum has been transformed to consist of relatively diverse academic programmes (27%) and career-focused programmes (73%) to cater for a wide variety of programmes and skills development to facilitate employment.
- Seventeen academic departments were closed down.
- Seven programmes were scaled down to become service programmes
- Five new departments were created in the School of Human and Social Sciences and nine new programmes were introduced.
- Of the 246 academic staff, 230 were trained as assessors. Only 16 still need to be trained.

A community development unit was established to track down, monitor, initiate and coordinate community development activities, as well as co-operative education. All community-based projects were registered to allow for monitoring and evaluation, while the unit also coordinated a pilot project for the implementation of a project-organised curriculum in the department.

The unit coordinated cooperative education, thus linking the world of learning with the world of work. It strengthened partnership with other organisations like the Development Bank of Southern Africa and the Development Agency for education and development purposes. The unit was a service provider for the training of community development workers and also coordinated and housed the chair for the national steering committee.

The university participates in a consortium of five universities – the Universities of Venda, Botswana, Witwatersrand, Edwardo



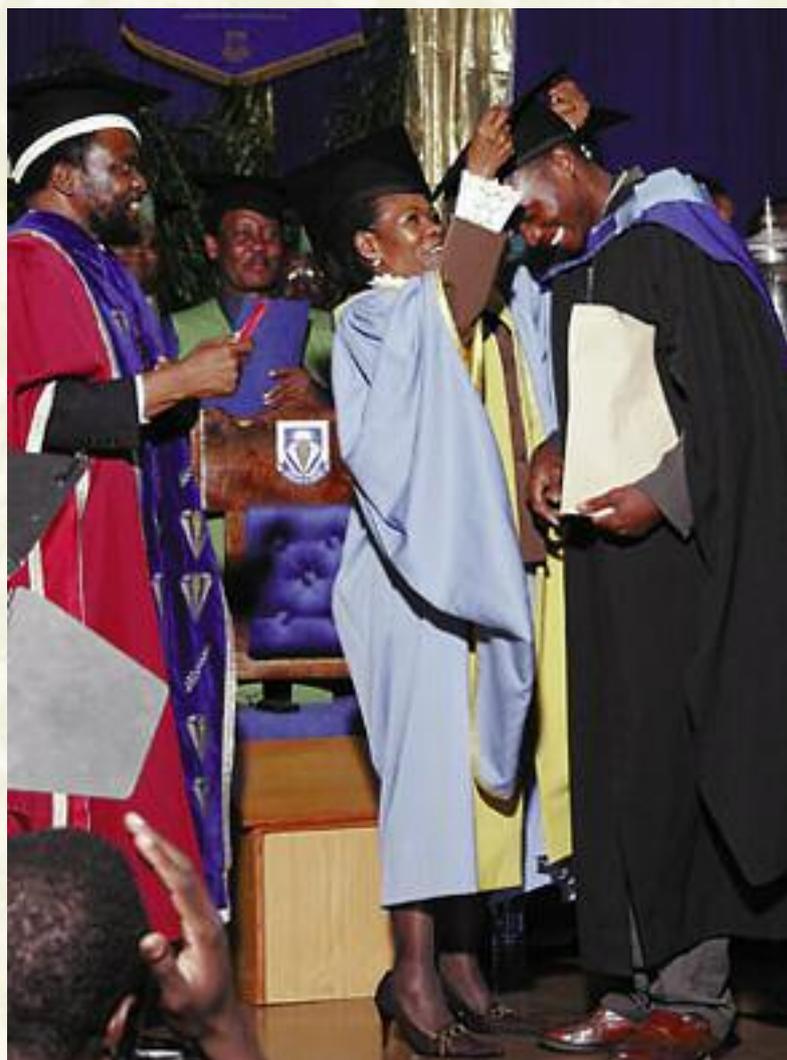


Mondlene and Virginia – that coordinate research and student and staff exchange. The unit was actively involved in linking activities of the “Nurses without Borders.”

In line with the strategic plan the university is reviewing its name and symbol. A process of broad consultation to solicit opinions of all stakeholders has been put in place.

The employee assistance programme unit, co-ordinated by Dr Mogorosi, submitted a proposal on an employee assistance programme, policy, procedure and structure.

The integration and infusion of gender into the curriculum is a very slow process. A workshop was hosted to address the challenge and the Gender Commission assisted in this regard.



Report of the senate on teaching and research

“The university has adopted a problem orientated, project designed delivery mode. Students assisted by their instructors, identify problems in society and develop solutions.”



Prof MM Ramogale
Deputy Vice-Chancellor and
Vice-Principal

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

By the end of 2004 the senate consisted of 108 members of whom 39 were professors. The senate draws its members from representatives of the council, the vice chancellor and the deputy vice chancellors, the executive and deputy deans, the executive directors and directors of academic centres, heads of academic departments, professors, senior lecturers, lecturers, resource people, observers and student representatives, in accordance with a proportion determined by the statutes.

Curriculum matters

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

The curriculum restructuring process started with a review of programmes and qualifications in line with the new mandate. The Applied Sciences and Innovation Committee, established the year before, continued with its operations.

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

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

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

Qualification and programme mix for 2002 - 2006

In 2004 the university continued to review the response of the ministry to the programme and qualification mix submission, identified problem areas and pointed these out to the Department of Education. The senate submitted the qualifications and programmes to the Department of Education for its approval.



Quality assurance

In the review year the senate re-affirmed the primacy of the external examining system as a central quality assurance mechanism. When introducing new academic programmes, a peer review system is followed which requires a review of proposals by experts in the field at other institutions.

Enrolment and qualifications

A total of 9 463 students enrolled for the 2004 academic year. Of these 4 948 were male and 4 515 were female. The racial composition was 9 411 black and 52 white students.

A total of 1 254 students graduated in 2004.

Research development

The university signed a memorandum of agreement with the E'skia Mphahlele Institute for African Studies to include collaboration in research, curriculum development and community health.

The Institute for Gender Studies in collaboration with the Commission for Gender Equality on Gender and Violence continued to do research work.

The Institute for Entrepreneurship, Innovations and Poverty Alleviation finalised research funded by the Ford Foundation on the capacity of micro finance institutions in the Limpopo Province.



The National Department of Arts and Culture and the Mathivha Centre for African Languages established the Tshivenda Language Research and Development Centre. The project was funded by the National Department of Arts and Culture.

Thirty-three research projects were running, eleven of which were funded internally and 22 externally.

In view of the university's rural location most research projects were undertaken in the community. A broad range of academic activities took place within this unique environment.

The modules African Civilisation and Scientific Method and Theory of Knowledge were reviewed and redesigned to become a one-semester module. The module English Communication Skills was reviewed to include business and communication skills. A module for computer literacy and entrepreneurship was designed. Policies on external consulting and on research ethics were developed and are in place.

University staff continued to engage in self-research or in collaborative research with colleagues elsewhere. Postgraduate students also engaged in research activities with their professors while some academics engaged in commissioned research activities funded by external research agencies.



This table shows student enrolments in the different schools with a slight increase in the number of students from the Southern Africa Development Community (SADC).

	Gender	F SUM			M SUM				SUM
	Ethnic Group	Black	Indian	White	Black	Coloured	Indian	White	
School of Human & Social Sciences		1485		1	1408			3	2897
School of Management Science & Law		1499		18	1927			14	3458
School of Maths & Natural Sciences		268		3	326			6	601
School of Environmental Science & Engineering		490		1	826			2	1319
School of Agriculture, Rural Development & Forestry		158			210			1	369
School of Health Sciences		513		2	178				693
Post Graduate & Integrated Studies		72		1	39				112
Giyani Campus									
Makhado Campus		6			8				14
SUM		4489		26	4922			26	9463



Overview of faculties and schools

Tuition at the university is provided via three faculties – Health, Agriculture and Rural Development, Humanities, Management Sciences and Law and Natural and Applied Sciences – each comprising of a number of schools.

Faculty of Health, Agriculture and Rural Development

The faculty operates two schools – the School of Agriculture, Rural Development and Forestry and the School of Health Sciences.

School of Agriculture, Rural Development and Forestry

The school endeavours to achieve excellence in teaching, research and active participation in community outreach programmes to promote sustainable livelihoods in rural areas.

The mission of the school is to provide professional training to under and postgraduate students, provide appropriate knowledge and skills relevant to the needs of government, private sector and farming communities. The school endeavours to achieve excellence in teaching, research and active participation in community outreach programmes to promote sustainable livelihoods in rural areas.

The school has nine academic departments and a Centre for Rural Development. The academic departments are Animal Science, Agricultural and Rural Engineering, Agricultural Economics and Extension, Family Ecology and Consumer Sciences, Food Science and Technology, Forestry, Horticultural Sciences and Plant Production and Soil Science.

Curriculum transformation

The school continued to offer teaching activities at both undergraduate and postgraduate levels, with three and four year undergraduate qualifications and postgraduate studies including honours, masters and doctorate qualifications.

Research output

Staff continued to undertake research activities pertaining to approved research projects. No less than 13 projects were undertaken, including research on developing and managing farming and agroforestry systems for improved livelihood and food security in rural communities, poverty alleviation and household food security and indigenous trees in farming systems.

In addition, several staff members submitted new research project proposals for funding by various agencies. Furthermore, staff members undergoing development programmes continued to do research pertaining to their Masters or PhD studies.

Community outreach programmes

Community outreach programmes are central to the vision of both the university and the school and several activities were undertaken. In total 23 programmes were undertaken, including a pilot project on village extension, the promotion of the use of donkeys for crop production and rural transport and collaboration with The Hans Merensky Foundation at the University of Pretoria on economic, technical and scientific support to emerging commercial mango growers in the Venda region. Other outreach programmes included cooperation in villages and forest industries in the northern district on issues like the development of community-based approaches for water catchment areas and forests for peoples' livelihood.

Collaboration and linkages with other institutions

During the year under review the school continued to establish and foster linkages and collaboration with international, national and regional institutions, industry, government departments, NGOs, local communities and private sector organisations to ensure that the curriculum reflects the regional and international needs, issues and concerns.

Participation in conferences and workshops

Staff members participated in various national and international conferences and workshops.



School of Health Sciences

The school endeavours to produce health professionals with a special focus on primary health care to respond to the needs of the country.

The school provides problem-orientated, community based quality education through interdisciplinary teaching and research in line with national and SADC demands for health care provision. It also aims to develop professionals who are competent, critical thinking, pro-active and culture sensitive practitioners.

The school has five academic departments and a Centre for Biokinetics and Sports and Recreation. The academic departments are Advanced Nursing Science, Nutrition, Physiotherapy, Psychology and Public Health.

Curriculum transformation

The school continued to offer both undergraduate and postgraduate level qualifications, including certificate and diplomas in specialised areas such as Sports Management, Psychiatric Nursing and Primary Health Care.

Compared to the previous year, five percent more students enrolled, bringing the total number of undergraduate students to 571. With the 13% increase in postgraduate students, the total number of students was 661.

Research output

A total of 13 research outputs were undertaken with as many papers published in accredited journals. The school was commended for having the top three publishers as part of its



staff complement. They were Professors Amusa, Pengpid and Maluleke. Funding came from, among others, the National Research Foundation, the Kellogg Foundation, the Medical Research Council and the South African Sugar Association.

Collaboration and linkages with other Institutions

The school continued to foster linkages with national and international institutions and Drs Maselesele and Netshandama visited the University of West Virginia, USA.

Participation in conferences and workshops

Prof Amusa attended a sports science pre-Olympic conference in Athens.



Faculty of Humanities, Management Sciences and Law

The faculty nurtures a human rights culture throughout South Africa, Africa, and the international community through a people-centred programme of activities.

The faculty operates two schools – the School of Management Sciences and Law and the School of Human and Social Sciences.

School of Management Sciences and Law

The school educates students to play a competitive and sustainable role in management sciences and law, while extending legal aid services to far-flung communities.

During the year under review the Department of Public and Development Administration, in conjunction with the Oliver Tambo Institute of Governance and Policy Studies, cooperated with consultants to design a capacity building training course for municipalities in Limpopo.

The department's Mr Maluleke was elected publicity secretary of the Southern African Universities Social Science Conference, while Dr Mabitsela of the same department, was elected to the executive committee of the Southern Africa chapter of the Organisation for Social Science Research in Eastern Africa. During the year under review Adv Sebola resigned as acting head of the Law Clinic and replaced by Mr Achary. The Law Clinic continues to render practical training to final law students as well as to render legal services to indigent clients in the local community.

During the year under review partnerships were formed between the clinic and the following organisations:

- Victim Empowerment Unit
- Limpopo access to justice super cluster with Mr Achary being selected on the management committee, and the
- Centre for Positive Care, an HIV/AIDS Centre

Ismail Mahomed Centre for Human and Peoples' Rights

The centre strives to nurture a human rights culture throughout South Africa, Africa, and the international community through a people-centred programme of activities that integrates human rights issues with various academic disciplines. It undertakes policy research, advocacy, training and community outreach projects on various human rights issues.

Magister Legum programme

The centre coordinates the Magister Legum (LLM) postgraduate programmes of the School of Management Sciences and Law. While two students graduated in the review year, four new students registered for the programme.

Research outputs

Various publications came from the pens of the centre's staff. These included a chapter in C Lange and J Wessels' The Right to Know by Prof Mireku, namely 'Advancing Refugee Rights: An Overview of the Refugee Act.

Participation in conferences and workshops

The centre participated in the public launch to create community awareness for the violence against women project at the Mphephu High School in Nzhelele, the launch of the 5th Report on Socio-Economic Rights in Johannesburg and the change management workshop in Polokwane.

Furthermore, the centre participated in the first international conference on the application of the death penalty in Commonwealth Africa, in Entebbe, Uganda. The focus of the Conference was on Commonwealth Africa and how international and comparative law and experience in respect of the application of the death penalty can be effectively applied.

It also participated in the seminar on nutrition and human rights in South Africa, organised by the Community Law Centre of the University of Western Cape, the international project on the Right to Food in Development of the University of Oslo and the Akershus University College, Norway, in Cape Town.

Two students represented the centre at the 13th African Human Rights Moot Court competition in Tanzania.



School of Human and Social Sciences

The school reviewed its strategic plan and has, among others, reconceptualised qualifications towards a more career-orientated focus.

The strategic objectives of the school were to realign its programmes and qualifications to support the university's niche areas and to provide career-focused and vocational programmes in identified strategic areas.

In the year under review the school's 17 departments were reduced to ten due to the reconfiguration and merging process in line with the university's strategic plan.

Carrying the torch for the university during the year under review, Dr Mashige was the editor of the Southern African Journal for Folklore Studies, Dr Thosago served on the editorial Board of Alternation: Journal of the Centre of Southern African Literature and Languages, Prof Miti and Drs Ngobeli, Sadiki and Ravhudzulo served on the editorial board of the Journal of Educational Studies. Dr Mashige obtained his doctorate from the Rand Afrikaans University.

Academic programmes

The school provided tuition in the departments of English, Social Work, MER Mathivha Centre for African languages, Arts and Culture, Music, Teacher Education, Vocational Education, Special Education, Development Studies, Communication and Applied Language Studies and the Institute for Mathematics and Science Education. Two university-wide core modules, Scientific Method and Theory and English Communication Skills were also offered during the review year.

Qualifications in the reconfigured and merged departments were developed and presented to the Department of Education for approval.

Student numbers totalled 3 617.

Curriculum transformation

In line with the university's new mandate, the school reviewed its strategic plan for 2003 – 2008 and has, among others, reconceptualised the formative BA degree towards a more career-orientated degree, for example, BA International Relations and BA Media Studies.

Research output

Staff members undertook various research projects and published various articles like a research project on Albinism in the Limpopo Province, a guideline for developing preschool learning programmes and a series of Tshivenda grammar books for Grades 4, 5 and 6.

Community outreach programmes

During the review year the school was involved in an indigenous music project financed by the National Department of Arts and Culture, an African arts festival, a winter and Saturday school programme for grade 11-12 learners from local schools and the National Professional Diploma in Education. This is a strategic government intervention to upgrade under-qualified educators.

Furthermore, a Tshivenda-English dictionary was compiled as well as a commercial terms project in conjunction with the Limpopo Department of Sports, Arts and Culture.

Collaboration and linkages with other institutions

Linkages continued with the Mwalimu Nyerere Foundation in Tanzania, co-hosting a conference in Dar es Salaam, the University of Utrecht, collaborating in the supervision of masters dissertation and with the Flemish – South African arts and culture centres project. The programme involved the revitalisation of selected arts and culture centres donated to South Africa by the European Community.

Participation in conferences and workshops

Academic staff members attended national and international conferences and presented scientific papers. These included Prof Siyakwazi at the 12th World Congress on Comparative Education in Havana, Cuba and Drs Kirkaldy and Kriel at an international conference on Colonial and post – colonial construction of Africa and blacks in German popular culture in Konigswinter.



Faculty of Natural and Applied Sciences

There was a marked improvement in the pass rate with all departmental average pass rates above 60%.

The faculty operates three schools – the School of Mathematics and Natural Sciences, the School of Postgraduate and Integrated Studies and the School of Environment Sciences and Engineering.

School of Mathematics and Natural Sciences

The school educates young people into becoming future scientists and science educators so that they can participate effectively in the development of science.

It provided tuition in the departments of Physics, Biochemistry, Biological Sciences, Chemistry, Computer Science and Information Technology, Mathematics and Applied Mathematics, Microbiology and Statistics.

In the year under review the enrolment figure was high mainly due to service, bridging and foundational modules and a total of 11 285 students registered. The majority of the departments registered more first-year students than in previous years. In total 5 680 students followed programmes while those doing service, bridging and foundational modules came to 5 605.

Reviewing programmes is a continuous process and some were sent to external assessors for comment. The science foundation programme was launched in the year under review. The acute shortage of computers and teaching and laboratory space for both undergraduate and postgraduate students remained a limiting factor.

Compared to other years, there was a marked improvement in the pass rate with all departmental average pass rates above 60%. However, individual modules' results remained a cause of concern with five modules showing a pass rate of below 50%, the majority in mathematics. Most of the modules were the zero- and first-year modules.

Research output

Research activities improved remarkably with 29 honours, 20 masters and four doctorate students registered for study at the various departments.

Community outreach programmes

The school's community involvement cuts across all activities like the Vuwani Science Water Resources Centre, computer literacy outreach, collaboration with farmers and health and hygiene projects.

Collaboration and linkages with other institutions

Links with local and international academic, industrial and technical organisations continued, including the CNRS Laboratory in France, the Medical University of South Africa, the Universities of Pretoria, Zimbabwe and Botswana, the Department of Water Affairs and Forestry, the Botanical Research Institute and the Paul Smith College in New York.



School of Postgraduate and Integrated Studies

The programmes aim to meet the university's new mandate of a comprehensive university offering both academic and career-focused programmes and to address the issue of inadequate skilled manpower.

The school mainly coordinates all postgraduate training, recruits students, develops and promotes student research and generates resources for postgraduate training.

In the year under review programmes in Integrated Studies included: A postgraduate diploma in African Studies, honours, masters and PhD in African Studies, a postgraduate diploma, honours, masters and PhD in gender studies and a diploma in Women's Development and Micro-finance, and a four year professional degree in Youth development.

Curriculum transformation

The curriculum for four new programmes – certificates in Entrepreneurship and in Women Development and Micro-finance, a diploma in Entrepreneurship and an honours degree in Women Development and Micro-finance - was developed.

The aim of the programmes is to meet the university's new mandate of a comprehensive university offering both academic and career-focused programmes and to address the issue of inadequate skilled manpower.

The introduction of the work study programme to improve postgraduate enrolment had a marked impact on figures with 733 registered postgraduate students in the review year, compared to 405 in 2000.

Research output

Research output included articles, conference presentations and postgraduate study dissertations.

Community outreach programmes

The Institute for Entrepreneurship, Innovation and Poverty Eradication, on request of the Ministry of Agriculture, trained 40 businessmen in business management and entrepreneurship. It was also requested to assess community projects in the Vhembe district and offer technical support in collaboration with the local economic development agency and the United Nations Office for Project Services (UNOPS).

Various other outreach programmes like supportive talks on Phalaphala FM, motivational talks at secondary schools around the Vhembe District Municipality and the evaluation of Tlangelani development projects near Vuwani in Limpopo were undertaken.

Collaboration and linkages with other institutions

The Ford Foundation's micro-finance institution capacity assessment and intervention project aimed to improve micro-finance services in the Limpopo province. It also benchmarked best practice micro-finance services while assisting them to scale up. Eventually the project will be rolled-over to the rest of South Africa.

Prof Musyoki served on the board of the Vhembe Economic Development Agency and as external examiner for the University of Witwatersrand, the University of Lesotho, and the Moi University in Kenya. She was also appointed vice chairperson of the Gender and Geography Commission of the International Geographical Union. Ms Mufamadi served on the advisory Committee of NEPAD's Youth Programme, which led to the development of the strategic plan document for the programme.

Participation in conferences and workshops

Prof Musyoki attended the 30th International Geographical Congress in Glasgow, Scotland, presented a paper and chaired one session, while Ms Mufamadi attended the Southern African Development Community policy workshop hosted by the National Department of Science and Technology.

School of Environmental Sciences

Reviewing the curriculum resulted in integrating human and social sciences, HIV and AIDS programmes and internationalising them.

The school has an institutionalised approach to the development of strategies and skills to address the widespread environmental problems within the region. These include declining productivity of agricultural lands and soil erosion.

It also helps to alleviate poverty and other socio-economic woes within the region through the dissemination of knowledge and skills on sustainable resource allocation, development and management.



To achieve these strategic objectives, environmental science training was conceptualised to involve training in:

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

Academic programmes

During the year under review the school offered a range of pre- and postdegree qualifications in the Departments of Ecology and Resource Management, Geography and Geo-Information Sciences, Hydrology and Water Resources, Mining and Environmental Geology and Urban and Regional Planning.

The school also managed an Environmental Advisory and Assessment Unit for income generation and community service, and a Geographical Information System (GIS) Resource Centre that was involved in analysis and map production. The centre also offered a GIS certificate course.

Student numbers totalled 1 300 undergraduate students and 100 postgraduates. Block teaching of diploma programmes involved 24 students for the Diploma in Mining and Postmining Rehabilitation and 12 students for the Diploma in Natural Resource Management.

Curriculum transformation

Reviewing the curriculum resulted in integrating human and social sciences, HIV and AIDS programmes and internationalising them, for completion in 2005.

Research output

Research output incorporated community projects in the Makhado and Thulamela Municipalities. These included projects like the assessment of the sustainability of vegetation resource use in the Nzhelele area, rainwater harvesting for meeting domestic and agricultural water demand in the Siloam village and an evaluation of rural Small, Micro and Medium Enterprises and local economic development in the Vhembe district.



Community outreach programmes

The school's Environmental Advisory and Assessment Unit was responsible for community service and income generation, involving the bakeries at Vleifontein, Malamulele and Nancefield and window blind installations in Shayandima.

Collaboration and linkages with other institutions

During the year under review the school established linkages with:

- the NRF-THRIP to raise funds for staff and students research work. Prof Ogola was involved in two projects dealing with mining impacts in the Witwatersrand Basin.
- Pulles Howard and De Lange for projects on oxidation zones and water balance in the Tailings dams and waste rock dumps in the Witwatersand Basin.
- The Water Research Commission of South Africa with research funds made available for honours and masters students as well as for participation in conferences.
- Miningtek, CSIR for collaboration with four staff members and eight honours students from the Department of Mining and Environmental Geology.
- AngloPlatinum for collaboration on the project involving rehabilitation of mine waste using plants.
- The National Department of Science and Technology funded project through the Agricultural Research Centre on Agriculture involving the University of Venda and the University of Limpopo.
- South African National Parks funded a project in the form of a Mellon Fellowship.

Participation in international conferences and workshops

Academic staff members attended international conferences and presented scientific papers. These included Prof Ogola at the 2nd Biennial International Conference of the Association of Women Geoscientists in Africa in Kampala and Prof Musyoki at the International Geographical Congress in Scotland.

Support Services

Centre for Quality of Life

The challenge for the centre was to register as a designated health centre. This will obviously enhance the centre's goal to provide professional services via its two units, the Campus Health and Wellness Unit and the HIV and AIDS Unit.

The Campus Health and Wellness unit aims to provide quality health care and wellness services to students. In the year under review services included counselling students about reproductive and sexual health and planned parenthood and the management of minor ailments, chronic illness like Tuberculosis and Epilepsy and referral to the hospital. Health education was further promoted through Phalaphala Fm and Univen Radio. A total of 4 461 students were counselled.

The HIV and AIDS unit aims to intensify the HIV and AIDS awareness programmes and voluntary counseling and testing. It also provides institutional support for prevention and care for the infected and affected, including issues around HIV and AIDS into the university curriculum.

During the review year the unit presented peer helper training to the AIDS desk, the Residence Committee as well as a peer educator's programme for all student structures and community organisations dealing with youth centres. Awareness and outreach projects included visits to local schools with peer helpers and discussions on Univen Fm and Phalaphala FM. It also provided voluntary counseling and testing to masters' students in Public Health.

A total of 328 students received voluntary counseling while 299 were voluntarily tested for HIV.



Sports and Recreation

The activities of the department focused around the South African Student Sport Union's winter and summer games, with the university's disabled sports team affiliated to Disabled Sport South Africa. The games were held throughout the country with either institutional or provincial representative teams participating.

The university took part in the winter games with soccer, netball, volleyball, table tennis, tennis, softball, karate and dance teams.

A lottery grant of R987 000 was utilised for infrastructure development while Castle Lager and SAA Super8 donated bags, t-shirts, caps, cameras and squeeze bottles.

The disabled team participated in goal ball, wheelchair basketball, soccer and athletics in the SA Disabled Championships in Durban. George Lefading represented South Africa at the International Wheel Chair Tennis Tournament in Europe.



Library services

To create a more professional approach to library service delivery, four cross-sectional teams - Collection Development, Information Literacy, Marketing and Quality Control – were established during the year under review.

The budget for acquiring books doubled while the University of Arizona donated books to the value of R240 000, substantially increasing new book volumes to 2 947.

The additional five databases to which the library subscribed to mainly cater for law and science disciplines and added much needed support to science programmes.

The number of book issues to postgraduate students and academic staff as well as interlibrary loan requests continued to decrease, mostly due to an increase in electronic resources that these categories of users have access to.

Art gallery and cultural centre

The library was granted R5 million to establish an art gallery and cultural centre. In the year under review a building site was identified and building plans drawn-up for construction to commence in 2005.

Resource management and planning

During the year under review the university continued to attract diverse and highly qualified staff from within and beyond the borders of South Africa of which 26 were academics and 10 administrative staff members.

By 31 December 2004 the staff complement was 709 comprising of 248 academics, 257 administrative staff and 204 service staff. A total of six staff members acquired doctoral degrees, 11 masters degrees, four first degrees and six diplomas.

Out of the 246 academic staff, 230 were trained as assessors. Only 16 still need to be trained.

This table shows the breakdown of the staff complement, in terms of race and gender:

E.E Variable	Univen (N=709)	%	Academic staff (N=248)	%	Support staff (N=461)	%
African	669	94.35	214	86.3	455	98.7
Coloured	1	0.14	0	0	1	0.2
Indian	07	0.99	07	2.82	0	0
White	32	4.5	27	10.38	5	1
Female	309	43.58	79	31.9	230	49.9
Male	400	56.42	169	68.1	231	50.1

The profile of senior female staff in middle management has increased with four of the seven deputy deans being female.

Public Relations and Marketing

The department pursued positive image-building actions through various channels including media, career shows and exhibitions and school visits. Furthermore, it initiated and developed a revised corporate identity in line with the university's new mandate.

No less than 248 schools were visited during which career guidance was offered to 15 668 learners.

The department continued to monitor Univen Radio, which broadcasts 19 hours a day, seven days a week. With more than 161 000 listeners the station is the largest community radio station in Limpopo and the 4th largest in South Africa.

Of great significance was the fact that the station's broadcasting licence was renewed for a further four years. This was granted without the station having to appear before the licensing authority, thus underlining the professionalism of the station. With the support of the community and local business, the 7th anniversary of the station was celebrated with a music festival, the highlight of the celebrations. Two volunteer members of the station joined Mungana Lonene and Phalaphala Fm.



In the year under review the department organised no less than 14 events, including the official opening of the academic year, two graduation ceremonies, human rights commemorations and youth participation during the decade of democracy celebrations, the book launch on indigenous knowledge systems, the annual African arts festival and the Vhembe district heritage celebrations.

Of special importance was Arbor Day celebrations in September when the Deputy Minister of Environmental Affairs and Tourism, Rejoice Mabudafhasi planted four trees in honour of legends who made significant contributions towards the development and prosperity of the university. Walter Sisulu, Cyril Ramaphosa and the late Prof MER Mathivha were honoured for developing Univen academically whereas King Kennedy Tshivhase was honoured for his unrelenting support for the university, which is built on his land.

The Deputy Minister urged the university to focus on environmental research activities that will prepare students to face environmental challenges for the benefit of communities.

King Tshivhase called for indigenous knowledge to be documented and to utilise indigenous trees for educational purposes.



Univen Radio's, acting station manager Ms Paula Mathonsi

Community outreach programmes

The department participated in various community outreach programmes like the Youth Day celebrations at the Ratshikwekwete Secondary School, the Tsianda Youth Against Crime programme and the Zebediela cultural and heritage show.

During the year under review various school centres in Tombolagole, Makuya, Tshikundamalema and Hanyani were visited to recruit students.

Quality Assurance and Promotion

A Quality Assurance directorate was established to co-ordinate quality assurance initiatives and to direct quality assurance activities. In performing this role, the directorate developed quality assurance guidelines and also established quality assurance committees in all academic departments. These committees ensure that the executive and deputy deans take responsibility for the quality assurance procedures and mechanisms. Administrative heads are also responsible for quality assurance and a quality assurance board was established.

Quality Assurance and Promotion aims to raise the standards of academic and administrative performance to meet national and international standards.

Due to the urgent need to prepare the University for the Higher Education Quality Committee (HEQC) audit in 2007, the directorate focused around the development and promotion of a culture of quality in all sectors of the university.

To enhance this, systems and processes for quality management were put in place. These included an electronic quality

management system which stores all processes, documents, rules and regulations, prescribed quality standards for easy retrieval and amendments, guidelines for programme development and review and student assessment of learning and assessment. More than 60% of academic staff underwent assessor training.

Quality was and is now constantly monitored, evaluated and reported on. This is supported by guidelines, tracer study instruments and employer survey instruments. The feedback from this will form the basis of a curriculum improvement plan in each sector of the university.

Benchmarking as an essential part of the process was constantly promoted and institutions are expected to present evidence of national and international benchmarking. Activities included participation in quality workshops, guest lectures by quality experts like Dr Jennifer Weir of the Monash University in Australia and planned benchmarking visits to institutions like the University of the Netherlands and Transkei's Medical School.

A performance management system, employment contracts and rewards and penalties are the next step in the process chain and this will be implemented soon.

Research and Development

During the year under review research at the university received a boost from the National Research Foundation in the form of external grants to the value of more than R4 million. Internal grants research support from the university totalled R506 263.

The university's research output can be measured by the fact that articles in accredited journals, unpublished and published international conference papers, reports, articles in nonaccredited journals, unpublished doctoral and masters dissertations, unpublished doctoral thesis, unpublished national conference papers, chairs at conferences, essays or chapters from collections, editors or co-editors of books, chapters in books and international linkages totalled no less than 180. The department of education accredited 35 journals during the year under review.



Annual financial review

for the year ended 31 December 2004

Effective financial management is important for the successful implementation and sustainability of any institution.

Abridged income statement for the year ended 31 December 2004

	2004	2003
	R' 000	R' 000
Total income	238,920	217,586
	238,903	217,269
Recurrent items		
State appropriations - subsidies and grants	130,758	112,933
Tuition and other fee income	82,271	76,971
Income from contracts	13,805	7,287
Sales of goods and services	1,321	1,910
Private gifts and grants	3,245	3,861
Sub-total	231,400	202,962
Interest and dividends	1,345	1,410
Fair value adjustment on financial instruments	6,158	12,897
Nonrecurrent items		
Profit on disposal of property, plant and equipment	17	317
Total expenditure	246,359	222,385
Recurrent items	246,359	222,385
Personnel costs	151,531	138,478
Other current operating expenses	72,389	66,709
Depreciation	9,324	7,940
Subtotal	81,713	74,649
Finance costs	13,115	9,258
Net surplus / (deficit)	(7,439)	(4,799)

It needs to be emphasised that financial management is an integral part of all and not just the concern of a few specialists. All managers in any public institution are the trustees of public resources and are accountable for the manner in which they deliver the services for which they are responsible.

The annual financial statements cover all the activities of the university, including nonrecurrent income and expenditure, investment activities and financing transactions. They provide a comprehensive overview for the foundation and its progress over the past year. There have been no major changes in the operations during the year.

Key features of the financial results were:

- For the year under review the operating loss was R7,4 million - an increase from an operating loss of R4,8 million in 2003, representing a decrease of 35,1% from the previous year. This was particularly attributed to the increase in provisions and accruals as well as an increase in personnel costs due to post retirement medical benefits.
- The recurrent income increased by 9,8% to R239 million, due to an increase in the income from state subsidies and grants, tuition and research activities.
- The introduction of Accounting Statement AC 133 requires disclosure of fair value of financial instruments. As a result the two investments held with SAGE realised additional value of R6,2 to R19 million.
- The overall expenditure for council controlled recurrent expenditure increased by 10,4%, with the personnel costs underpinning the increase of 10,2% resulting mainly from provisions made.
- Financial support of R35 million was provided to financially needy and academically deserving as opposed to R45 million in 2003. The reduction in support can be attributed to the reduced National Students Financial Aid Scheme in 2004 resulting in individual students being expected to contribute more than 55 percent of total student fees.
- A recorded improvement in the university's net cash position of R14,05 million to R20,6 million, after investing a further R7,6 million in fixed assets and reducing the university's long term borrowings by R1,7 million to R63,6 million.
- Cash retained from operations increased from R16,4 million to R41,5 million, an indication that cash management was a high priority after some difficult situations in the past.

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

- Total borrowings reduced from R77, 019 million in 2003 to R67, 872 million in 2004.
- Overall current liabilities increased by 55,7% from R34,2million to R53,3million, with the significant change being provision for liabilities. A significant change which needs noting is that the overdraft decreased from R7,6 million in 2003 to a positive balance of R15,79 million in 2004 resulting in more funds being allocated to finance operational activities.
- A provision for doubtful debts of R1,78 million was made in respect of student fees, thereby increasing the provision amount to R25,580 million.
- Attempts are always made to reduce the risk associated with the holding of large amounts of inventories as can be noticed from the reduction of 11% in 2004 as compared to the 2003 financial year.

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

- Identify effective strategies and maintenance of some existing control measures that appropriately respond to and mitigate the incidence and impact of major risks materialising.
- Consider the cost of controls relative to the benefits obtained in managing the related risks.
- Continue to build awareness with the university's community about the importance and relevance of effective financial management. This will be done via broad involvement in the budgeting process, the provision of effective management information and ensuring proper reporting results.
- Develop and formulate investment policies that will:
 - reflect an appropriate risk-return profile as well as needs for liquidity and income generation,
 - determine the proportion of the total investment fund allocated to risky as opposed to safe assets (cash equivalents or simply cash), which is the most fundamental means of controlling investment risk.

- Establish the Business Enterprises Unit that will enhance, encourage and coordinate centres of expertise within different faculties, namely:
 - Humanities, Management Sciences and Law
 - Natural and Applied Sciences
 - Health, Agriculture and Rural Development
- Enable the university to deal with the impact of currency weakness on costs that are denominated in stronger currencies, including library materials and the ability of staff to remain abreast of international trends by attending conferences.
- Create the capacity for proper planned renewal and maintenance of campus facilities, and, in particular, the ongoing development of the academic and residence infrastructure.
- Enhance the university's ability to attract and retain the quality of staff needed to grow the teaching and research capability and to provide a suitable infrastructure.
- Give consideration to responsibility and accountability for strategies and control activities and required improvements.
- Institute internal controls systems that preserve secrecy, integrity and availability of university information.

- Strengthen the internal Debt Collection Unit to be able to effectively and efficiently recover optimum student debts within reasonable time.

The results for the year were made possible by council adopting rigorous budget control and the support that this received from the executive management and the broader community. This is the fourth subsequent unqualified annual report in the university's history and while these results are pleasing and encouraging, the need to build a sustainable balance between income and expenditure still exists.





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