

M U S T E R

Multi-Site Teacher Education Research Project

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Discussion Paper

35

South African College for
Open Learning: a model of an
Inservice Distance Education
Programme for Initial
Teacher Education

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Multi-Site Teacher Education Research Project (MUSTER)

MUSTER is a collaborative research project co-ordinated from the Centre for International Education at the University of Sussex Institute of Education. It has been developed in partnership with:

- The Institute of Education, University of Cape Coast, Ghana.
- The Institute of Education, The National University of Lesotho.
- The Centre for Educational Research and Training, University of Malawi.
- The Faculty of Education, University of Durban-Westville, South Africa.
- The School of Education, The University of the West Indies, St. Augustine's Campus, Trinidad.

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MUSTER is focused on generating new understandings of teacher education before, during and after the point of initial qualification as a teacher. Its concerns include exploring how new teachers are identified and selected for training programmes, how they acquire the skills they need to teach effectively, and how they experience training and induction into the teaching profession. The research includes analytical concerns with the structure and organisation of teacher education, the form and substance of teacher education curriculum, the identity, roles and cultural experience of trainee teachers, and the costs and probable benefits of different types of initial teacher training.

MUSTER is designed to provide opportunities to build research and evaluation capacity in teacher education in developing countries through active engagement with the research process from design, through data collection, to analysis and joint publication. Principal researchers lead teams in each country and are supported by three Sussex faculty and three graduate researchers.

This series of discussion papers has been created to provide an early opportunity to share output from sub-studies generated within MUSTER for comment and constructive criticism. Each paper takes a theme within or across countries and offers a view of work in progress.

MUSTER South Africa

Revised versions of the South African papers in this series can be found in the book **Changing Patterns of Teacher Education in South Africa – Policy Practice and Prospects**, edited by **K.M.Lewin, M.Samuel and Y. Sayed**, (Heinemann Press 2003). The book explores policy and practice in Teacher Education in South Africa and their implications for the future, representing one of few empirically grounded, policy orientated studies of teacher education in South Africa. The research presented covers critical topics of interest to those who prepare teachers and study teaching: the evolving histories of teacher education policy, shifting teacher identities, teacher supply and demand, contrasting models of teacher education delivery, college mergers and rationalisation, and the impact of HIV/AIDS on teachers and on teacher provisioning.

LIST OF CONTENTS

List of Tables	iii
List of Acronyms	iii
Abstract	1
1. Introduction	2
2. Overview of Development of Teacher Education at SACOL	2
3 Context in which the data was collected	3
4 Data Collection and Analysis	4
5. Overview of the College	5
5.1 Students	5
5.1 Staff	7
5.3 Infrastructure, organisation and support services	9
6 The Initial Teacher Education Curriculum and its Evaluation	11
6.1. Qualification Structure	11
6.2 Delivery of the curriculum	11
6.3 Teaching Practice	14
6.4 Evaluation of the SACOL programme by the Certificate and Diploma Students	15
7 Students' Aspirations, Expectations and Preparedness	15
8 Costs of the SACOL Programmes	16
9 Key Issues from the SACOL Case Study	17
10 Concluding Remarks	19
References	20
Appendix One: Student registration at SACOL for 1999 and 2000	21
Appendix Two: Results for certificate courses	22
Appendix Three: Results for diploma courses	23
Appendix Four: Higher Diploma In Education	25
Appendix Five: Further Diploma In Education	26
Appendix Six: Categorisation of academic staff into faculties and departments	27
Appendix Seven: Buildings and infrastructure at each campus	28
Appendix Eight: Diploma In Education: Structure	29

LIST OF TABLES

Table 1: Numbers of students registered	5
Table 2: Registrations and throughput	5
Table 3: Student Attrition rates by number of courses	6
Table 4: Students by school phase and programme	6
Table 5: Distribution of Academic Staff	8
Table 6: Distribution of Administrative Staff	8

LIST OF ACRONYMS

DET	Department of Education and Training
HCE	Higher Certificate in Education
INSET	Inservice Education and Training
KDEC	Kwazulu Department of Education and Culture
MUSTER	Multi-site Teacher Education Research
NCE	Natal College of Education
OBE	Outcomes-based Education
PRESET	Pre-service Education and Training
SACOL	South African College for Open Learning
SCE	Springfield College of Education
UCFET	Umlazi College of Further Education and Training
UNISA	University of South Africa

ABSTRACT

One-third of South African teachers are categorised as 'unqualified'. This paper reports on a study which evaluated an initial teacher education programme which is offered to 'permanent unqualified' teachers through the distance education mode. The merger of three teacher education institutions in the KwaZulu Natal region formed the South African College of Open Learning (SACOL). SACOL operates on two campuses – one in the Durban area and the other in the Pietermaritzburg area. This study was conducted just after the merger but prior to the incorporation into a university.

One-third of the SACOL students are registered for certificate and diploma courses. These students are mostly African (98%) and female (88%) and about 60% started teaching after 1992. Half these students teach in the foundation phase and three-quarters teach in rural schools. The staff at the college is well qualified and has had experience in the educational system. The SACOL curriculum is delivered through materials (study guides, tutorial letters, assignments, feedback to assignments), contact sessions and sessions at regional learner centres. The quality of the materials and the contact sessions are varied. There is a large wastage in the system because of the high attrition rates and low performance in examinations. The training is designed to gain a qualification and not necessarily to impact on classroom practices.

Analysis of this mode of initial teacher education training raises issues such as: (1) the cost of the trade-offs made in situations of amalgamations and incorporations of educational institutions, (2) what is the best mode of delivery to train effective teachers, (3) the suitability of distance education for initial training, (4) the organisation, administration and staff of distance learning programmes, (5) quality of distance education programme, (6) role of teaching practice in this model of initial training, (7) cost effectiveness of an initial training programme which is offered through distance education.

1. INTRODUCTION

The Teacher Audit (Hofmeyr & Hall 1995) estimated that about one-third of the teachers in South Africa have less than the M+3¹ qualification. These teachers are categorised as unqualified teachers and are required to gain the qualifications up to the compulsory M+3.

One route to gaining the necessary qualification is enrolling for programmes while teaching which are offered through distance education. The South African College for Open Learning (SACOL) is one of the institutions, which offers courses to unqualified teachers by distance education. SACOL offers certificate² and diploma courses to unqualified teachers. In addition SACOL offers Higher and Further Diplomas in Education to qualified teachers to upgrade their qualification.

This study is an evaluation of the SACOL teacher education programmes. Since the focus of the Multi-site Teacher Education Research (MUSTER) study is on initial training this study will focus on the certificate and diploma programmes. The report will firstly provide an overview of the development of teacher education programmes at SACOL. Secondly the study will provide an analytical description of the students, staff, infrastructure and resources. Thirdly, it will describe the SACOL programme for those who are registered for the certificate and diploma programme and will present an evaluation of the programme. Fourthly the survey will report on the aspirations and expectations of the SACOL students. The study will also analyse the costs (effectiveness and efficacy) of delivering teacher education through a distance medium. From 1 January 2001 SACOL will no longer exist and will be incorporated by the University of South Africa (UNISA). However, there will still be the delivery of programmes through distance education to practising teachers. This report will discuss the key issues for teacher education that develops out of this mode of training.

2. OVERVIEW OF DEVELOPMENT OF TEACHER EDUCATION AT SACOL

In 1998, in the face of rationalisation of teacher education programmes, the KwaZuluNatal provincial department of education requested the three colleges of education (Umlazi College of Education, Springfield College of Education and Natal College of Education) which had offered elements of distance education to consider an amalgamation. After negotiations among the three colleges in 1998, on 1 February 1999 SACOL came into being and in 1999 SACOL enrolled its first students.

Springfield College of Education (SCE) is an ex- House of Delegates (Indian) College, which has a campus in Durban and started as a preservice training (PRESET) college. In the last 10 years SCE has offered both PRESET and distance Inservice (INSET)

¹ This is oldspak nomenclature of qualifications.

² These terms will be explained below.

training. Natal College of Education (NCE) is an ex-House of Administration (White) College of Education, based in Pietermaritzburg, which since 1987 offered distance INSET. Umlazi College of Further Education and Training (UCFET), is an ex-DET (or KDEC) college based in Umlazi, which offered distance INSET to African teachers. The three colleges came from different departments of education and thus come from different resource bases.

In the amalgamation it was decided that there would be two campuses: Durban (ex-SCE) and Pietermaritzburg (ex-NCE) and all staff would be SACOL staff. New students would be registered as SACOL students and students who were to complete their previously registered courses would continue as 'pipeline' students. In 1999 the colleges decided not to embark on new programme, curriculum or materials development, but chose rather to bring together, with minor modifications, the strengths of each of the three institutions. The Further Diplomas of Education from Springfield College of Education; the certificate and diploma course of Umlazi College of Education and the Higher Diploma in Education from Natal College of Education was used. In 2000 there were some adaptations of the previous curricula but with the intentions to incorporate the college into the higher education sector they have not devised new curricula.

In 2000, SACOL offered about 34 different course structures. The certificate leads to (in old speak) an M+2 qualification; the diploma leads to an M+3 and the Higher and Further Diploma in Education leads to an M+4 qualification. There are pipeline distance education students from each of the three campuses. In addition there are ex-Springfield PRESET courses: Education Diploma for the Deaf, Education Diploma and Higher Education Diploma.

3 CONTEXT IN WHICH THE DATA WAS COLLECTED

Data for this study was collected from March to July 2000. During this period there were various structural and policy changes taking place at SACOL. At a structural level, in March 2000, the staff from the ex-Umlazi College of Education moved to the ex-Springfield campus. During the time of data collection there was a movement of staff and files. Things looked chaotic and not everything could be found on time. Data collection had to be managed within that environment.

In April 2000 the Minister of National Education issued a directive that the colleges had to be incorporated into institutions of higher education by 1 January 2001. Since March college staff have been concentrating on the issues of incorporation. The uncertainty of their future has led to low morale among staff and this permeated the interviews. No new materials were developed in 2000 (although there has been some adaptations of materials for the second year of courses that began in 2000). The study was then conducted in the mood where the key issues were not curriculum and student learning but rather job security and the future of individuals.

4 DATA COLLECTION AND ANALYSIS

In order to study the teacher education programme at SACOL, I collected data between March and July 2000. Data was collected from a number of sources³.

- There were interviews with the Vice-Rector (Durban) and Senior Heads of Department about the history, the organisation and the issues facing SACOL.
- There were interviews with Heads of Department of English, Mathematics and Science and lecturers involved in the certificate and diploma courses about the curriculum and delivery of the curriculum.
- There was an interview with the Head of Department, responsible for curriculum issues, regarding the organisation of the college curriculum.
- SACOL has an administrative database (SACOLMAN). It was used to generate statistics about students, and programmes. I accessed the database for enrolment and performance data. In using the statistics it was assumed that the data was entered correctly. There was no check of the entry of data or whether all the data had been captured correctly.
- There was an interview with staff in the Dispatch unit about the distribution of materials to students.
- There was an interview about data capture process.
- There was a review of various institutional reports.
- There was an analysis of study guides, materials, assignments and assessment tasks.
- >From the interviews with the academic staff a student questionnaire was generated and this was administered to a sample of students in the certificate and diploma courses. The questionnaire was administered to 209 second year certificate and diploma students (51 certificate and 158 diploma). The questionnaire items related to an evaluation of the programme. The information from the questionnaires was captured on the Statistical Package for the Social Sciences (SPSS) spreadsheet and analysed using frequency counts and cross-tabs.
- There were student interviews for their views of the teacher education programme.
- There was observation of contact session workshops.
- There was an interview with the librarian.

³ I would like to thank the staff of SACOL for the assistance they offered in the data collection process.

5. OVERVIEW OF THE COLLEGE

The main characteristics of the college will be described in terms of students, staff, infrastructure and support, structures of governance and management.

5.1 Students

5.1.1. Enrolments, attrition, performance and throughputs

A SACOL database was kept from 1 January 1999. The database does not have race and gender statistics – but it is believed that about 95% of the students are African. The following table⁴ indicates the number of students that were registered at SACOL in 1999 and 2000.

Table 1: Numbers of students registered

	SACOL	Pipeline NCE	Pipeline SCE	Pipeline UCE	PRESET
Number of students 1999	3539	2178	1251	2050	608
Number of students 2000	6067	+/- 400	+/-100	+/-500	

Of all the students registered in 2000, about 70% of the students registered for the first time and about 30% students were continuing from 1999.

Table 2 indicates the number of student registered for different qualifications at SACOL for 1999 and 2000 and the % throughput to second year. A detailed analysis of the enrolments and throughputs for each course is given in Appendix One.

Table 2: Registrations and throughput

	Yr1: 2000	Yr1:1999	Yr2: 2000	Throughput
Certificate in Education [to M+2 qualification]	517	573	222	39%
Diploma in Education [to M+3 qualification]	923	895	627	70%
Higher Diploma in Education [to M+4 qualification]	1131	798	370	46%
Further Diploma in Education [to M+4 qualification]	1473	1073	603	56%
TOTAL	4203	3339	1821	55%

It is difficult to comment on the throughput because SACOL staff indicated that their perceptions were that the throughput rate for the certificate in education and higher diploma in education courses were higher than those indicated on the database.

The SACOL database does not indicate statistics by qualifications but by individual courses. In analysing the performance of students I felt it was important to consider

⁴ These are statistics that were reflected on the databases in 12 June 2000.

both the attrition patterns during the year and the performance of students who actually sat for the examinations separately. An analysis of performance for each certificate and diploma course is indicated in Appendices Two, Three, Four and Five.

Examining Appendices Two, Three, Four and Five indicates that there is a difference between the pass rates of those who sat for the examinations and those who had registered for the course. In the certificate courses, the pass rate of those who wrote the examination ranged from 55-100% and the pass rate of those who registered for the course ranged from 17%-100%. In the diploma courses the pass rates of those who wrote the examination ranged from 6% to 100% and the pass rate of those who registered for the course ranged from 3% to 90%.

The attrition patterns varied across the different courses that were offered. Table 3 indicates the attrition rates in the different courses.

Table 3: Student Attrition rates by number of courses

	Certificate (n=31 courses)	Diploma (n=47 courses)	Higher Diploma (n=38 courses)	Further Diploma (n=38 courses)
100%	0	30%	8%	11%
80-99%	3%	0	0	0
60-79%	6%	4%	11%	0
40-59%	10%	13%	21%	11%
20-39%	45%	25%	56%	48%
0-19%	35%	27%	6%	31%

The analysis of pass rates and attrition rates indicates that there is a large wastage in the system. For example, 34% of the diploma course have over 60% attrition rate. There are a number of students who drop out of the course and the failure rates of those who sit the examination are high. This wastage is of concern, particularly in the certificate and diploma courses, where these are compulsory qualifications for teachers to continue working in the educational system.

5.1.2 Who are the students

One-third of the SACOL students are registered to gain the required, mandatory qualification of M+3 and two-thirds of the students are upgrading their qualification level from an M+3 to an M + 4 qualification.

A more extensive description of who are the certificate and diploma students at SACOL is given from the biographical information provided by a sample of students who are in the second year of the certificate (51 respondents) and diploma (158 respondents) courses. Of those who completed the questionnaire Table 4 gives an indication of the phase of the schooling system they teach in.

Table 4: Students by school phase and programme

	Diploma (n=158)	Certificate (n=51)	Total (n=209)
Junior Primary	65%	26%	55%
Senior Primary	34%	61%	41%
Senior Secondary	1%	12%	4%

The SACOL students teach in the following educational regions: Durban South (24%); Port Shepstone (18%); Pietermaritzburg (14%); Ulundi (13%); Durban North (11%); Empangeni (10%); Ladysmith (6%) and Vryheid (2%). Three-quarters of these teachers classified their present school as rural and the others as urban, township, farm or village. 97% of the group are classified as teachers. About 95% of the group have standard 10 as their highest schooling qualification. The others have less than standard 10 qualification.

When I visited the contact sessions to administer the questionnaires, I was surprised to see many young teachers. I had always assumed that the teachers that were 'unqualified' (i.e. with less than an M + 3 qualification) were old teachers who had started teaching a long time ago. The teachers who completed the questionnaire started teaching sometime between 1966 and 1997 and 60% of the teachers in this sample had started teaching between 1992 and 1997. In this sample the age range of the group is from 22 to 57 years with a mean of 35 years. It seems that up to 1997 there were teachers who were employed with less than the compulsory M+3 qualification.

The group is almost all African (98%) and mostly female (88%). However a quarter of the students on the certificate course are male – it seems that there are many males going straight from the matriculation year to teaching.

In the survey instrument there was an open-ended question to elicit students' reasons for embarking on these qualifications. About half the group indicated that the main reason was to upgrade their qualification and about a quarter indicated that they wanted to expand their knowledge and to develop their teaching skills. A small number (4%) indicated that they studied for promotion purposes in order to earn more money.

Items were included in the survey instrument that were thought to reflect student attitudes to being a teacher. Three quarters of the students surveyed indicated that their friends thought they were fortunate to be training as a schoolteacher, so it seems that there is still a perception that teaching has a certain status. Half the group thought that being a teacher was the best job they could get and about one-third thought it was a difficult job to do well.

5.1 Staff

In March 2000 the staff at SACOL was made up of 134 academic staff and 94 administrative staff (within administrative were classified administrative officers, clerks, cleaners, drivers, food aides security guards). I do not have statistics by race and gender.

The SACOL academic staff is categorised into the following faculties and departments (a detailed analysis is provided in Appendix Six)⁵.

⁵ I do not have data by race and gender.

Table 5: Distribution of Academic Staff

	Durban	Pmb	Total
Rectorate	8	2	10
Educational Studies	16	12	28
Science and Technology	22	5	27
Mathematics and Computer Science	14	1	15
Languages	18	6	24
Humanities & Support Services	17	8	25
Commerce	4		4
TOTAL	99 (75%)	35 (25%)	134

The staff is well qualified with about three-quarters of the staff having a second or higher degree (honours or masters or doctorate) as their highest qualification. The staff have an average of 17.2 years of experience in the department of education (range is from 2 to 36 years). About four-fifths of the staff have more than 10 years of experience in the department of education.

Interviews with the academic staff indicate that the general profile of the lecturer at SACOL is someone who taught at high school and was promoted to one of the colleges (SCE, UCE, NCE). Many staff members would have had little experience or knowledge about distance education. Most of the learning about providing a distance education programme would have been learnt on the job, from interaction with colleagues and informal training.

Of the 94 state paid administrative staff members, 27 (29%) are based in Pietermaritzburg and 67 (71%) are based in Durban. In addition to the state paid staff, the Durban and Pietermaritzburg staff employ clerical and cleaning staff that are paid by the college.

Table 6: Distribution of Administrative Staff

	Durban	Pmb	Total
Administrative Directorate	1	1	2
Administrative Staff*	45	11	56
Library Staff	2	-	2
Housekeeping & cleaners	10	11	21
Ground staff	2	2	4
Printing	2	1	3
Drivers & Messengers	3	1	4
Security Guard	2	-	2
Total	67 (71%)	27 (29%)	94

* This includes administrative officers, clerks, typists, service officers, secretary, and switchboard operators.

A programme that is offered by distance requires strong administrative support. In the case of SACOL the ratio of academic to administrative staff is 134: 63 i.e. a ratio around *two* academic staff to *one* administrative staff. Many academic staff indicated that there was very limited administrative support to the programmes and they had to devise and teach the academic programmes as well as provide administrative assistance and support to the students.

5.3 Infrastructure, organisation and support services

SACOL programmes are located on two campuses. The Durban campus is at the former Springfield College of Education and the Pietermaritzburg campus is at the former Natal College of Education. The Rectorate is located on the Durban campus. The departments are split between the two campuses and staff travel between the Durban and Pietermaritzburg campuses. The two campuses are not computer networked.

The operating hours of the college are from 08h00 to 15h00 for academic staff and 08h00 to 16h00 for administrative staff from Monday to Friday. The SACOL client base is practising teachers from throughout KwaZuluNatal. They would be working from about 08h00 to 15h00 from Monday to Friday. These hours of SACOL operation are more reflective of a pre-service institution than one offering distance courses on a part-time basis. Student registration took place in January 2000 and the contact sessions were held in March and July⁶. Students were scheduled to write examinations in October⁷. With the new system of meeting the students for the first time in March it means that the students' academic year is very short. The time of registration of students and setting the examination date is again reflective of a pre-service rather than an in-service organisation.

Appendix Seven indicates the buildings and infrastructure at the Durban and Pietermaritzburg campuses. There were renovations to the ex-Springfield College of Education and new offices were added. The renovations were done to accommodate the staff from the ex-UCE who moved onto the Durban campus. Most staff have their own offices. The Pietermaritzburg and Durban campuses are not computer networked. All student data is captured on the databases in Durban and this is copied on files and taken to Pietermaritzburg to be updated on their systems. With the two campuses there are many functions, like printing and the dispatch unit, that are duplicated.

During an interview with a staff member in her office I noticed that she did not have a computer and telephone. While it was explained that the lack of computers was because of the uncertainty about the future of the college sector, the lack of the computer highlighted the need for individuals to have their own computers and a proficiency in computer skills. If one is developing materials for a distance education programme it is critical that staff have computers and be computer literate. Again the lack of a telephone in the office highlighted the need for a very efficient system of communication for students who are studying by distance. Students would need to know that lecturers are accessible by telephone and since they would be telephoning from long distances the process of linking up with lecturers will have to be efficient. During the process of data collection there were many times that I had great difficulty accessing the college switchboard and staff members. The difficulty in accessing the switchboard may have been because of the various changes that college had

⁶ The ex-UCE had a system whereby they registered students in December and started contact session in the first week of January (during school holidays).

⁷ Because students complained about the short time, examinations were written in January 2001.

implemented to the telephone system, but if students were trying to access college lecturers they would have experienced great difficulty.

The libraries at both campuses are open from 08h00 to 16h00 from Monday to Friday. The library has reference and fiction material. The Durban library does not have teaching pack materials to assist teachers on how to teach. According to the librarians the usage patterns show that about 50 students visit the Durban library each day. These students would have travelled long distances from outlying areas. The Durban librarians indicated that the main usage of the library was to photocopy chapters from books that have been recommended by lecturers for the completion of an assignment and are on reserve in the library. It would seem that either posting a photocopy of the chapter or having a decentralised library system would be more efficient and lead to less wastage in the system. In Pietermaritzburg teachers mostly visit the library between 15h00 –16h00. Many of the teachers are from around the Pietermaritzburg region, but there are teachers who visit from long distances. The main purpose of their visit is to borrow books. It seems that the main users of the library are the lecturing staff. An issue is to what extent do the courses lecturers expect students to use the library for independent work, or whether the study guides are designed in a way that is comprehensive enough not to need a library. About 60% of students were not happy about their experiences of visiting the college library.

The administrative support is too weak to maintain an efficient distance education programme. An important aspect for a distance education programme is that student data is captured correctly and immediately. The student registration process at SACOL this year used the ex-NCE system where students paid their registration fees at a bank and posted in their registration forms to SACOL. There was a preliminary capture of this data and the registration forms were sent to the course co-ordinators to see if the student would be accepted on the course. This was then sent back to the centre in order to complete the capture of the data. The data capture process took a long time and it was only by March and April that students received their study materials. To date (June) not all the registration information has been captured. When I visited the data capture centre, instead of being a place of quiet, efficient activity it was a place that was buzzing with students and staff coming in and out, and files lying about the place. Data capture is one of the key functions and feeds the dispatch unit with student course lists to ensure that appropriate materials are sent to students. The data capture centre also generates class lists for lecturers. To date lecturers have not had full class lists and enormous amounts of time are spent trying to sort out numbers for the courses. During my visits to the college lecturers were generating statistics to reflect the number of assignments that had been submitted by students. Using their previous year's student list they tried generating class lists for this year. The data capture process seems to have greatly disadvantaged the students.

The dispatch unit is dependent on the data capture process for the efficient mailing of materials. In the year 2000, student materials were mailed out late because of lack of class lists. It is only recently that the dispatch got its own computer. There are dispatch units at the Pietermaritzburg and Durban centres. It seems that students can receive materials in one of three ways: those that have been posted by Durban centre, those that have been posted by Pietermaritzburg centre or those that are distributed by lecturers. The Durban dispatch unit had been designed to dispatch materials for one college and with the almost trebling of the outputs it has had difficulty in coping. If

students have not received their materials they have to come in during the school times or school holidays because that is the only time they could access the dispatch unit. Only about 30% of students rated visiting the college dispatch positively.

Lecturers indicated that there is very poor administrative support to the courses. Lecturers have to deal with various administrative problems like getting correct class lists, getting correct address lists, ensuring that the dispatch unit sends the correct materials to students, assisting with setting up of courses, and taking calls to sort out students administrative problems. Students were also not positive about the college administration with only about 40% rating the experience positively. An efficient distance education programme is dependent on strong administrative support.

6 THE INITIAL TEACHER EDUCATION CURRICULUM AND ITS EVALUATION

6.1. Qualification Structure

SACOL is designated a distance learning institution for teachers that are employed by the provincial department of education. The certificate and diploma courses are offered to teachers who are classified as either 'unqualified' or 'under-qualified'. According to departmental norms a teacher is classified as qualified if they have an M+3 or higher qualification.

Teachers are admitted to the certificate courses (leading to M+2) either if they have a senior certificate qualification and three years of teaching experience or a standard eight and five years of teaching experience. The student can first register for a certificate in education and after taking a one-year programme (consisting of four courses plus Teaching Practice) can qualify for an M+1 qualification. Then the student can register for a two-year Higher Certificate in Education (HCE) to go from M+1 to M+2. Then the person registers for a two-year diploma to go from M+2 to M+3. Appendix Eight gives the full curriculum structure leading to the completion of the Diploma in Education.

Analysis of the curriculum offerings indicates that students registered for the certificate courses study four subjects a year. Those who register for the diploma courses, study between 3 - 5 courses per year. However students indicated that they study up to seven subjects a year. This seems to be a high number of subjects to be studied by distance learning.

6.2 Delivery of the curriculum

The SACOL distance education curriculum is delivered through materials (study guides, tutorial letters, assignments, feedback to assignments), contact sessions and regional learner centres. A distance education curriculum has two important components: the materials and student support services. An 'open learning' system has to be evaluated for its provision of learner centres, materials, contact sessions and

student support services. SACOL is defined as an open learning system but from the various interviews and observations it seems that SACOL is more of a distance learning institution than an open learning institution. In evaluating the certificate and diploma courses it is important to evaluate the aspects of the materials and student support against the backdrop of the client base of SACOL.

6.2.1 *Materials: study guides*

The materials used by SACOL in 2000 are materials that have been developed previously by each of the amalgamating institutions. Because of the issues of amalgamation and now incorporation, no new materials have been developed since about 1997.

I have read through some of the study guides (Mathematics, English, Communication, Natural Sciences, Technology, Economic Literacy and Education). In evaluating the materials I have not subjected it to deep scrutiny but rather will raise a set of questions around distance materials for SACOL teachers who have registered for certificate and diploma courses:

- Are the materials linked to an outcomes-based education?
- Do the materials indicate the aims and objectives?
- Are the study guides distance learning materials or readers to students?
- What are the skills, knowledge and expectations that learners possess?
- Is the content sequenced appropriately?
- Is there an appropriate selection of teaching media to be used with the materials?
- Are the materials interactive?
- Are the materials readable?
- Are the materials pleasant and pleasing to look at?
- To what extent do the materials include both content and how to teach issues?
- Is there feedback on exercises given?
- What supplementary materials are there to the study guides?

A quick appraisal of the materials indicates that the materials vary from those that are interactive and stand alone as self-instructional materials to materials which look like textbooks to be read through. Not all study guides are interactive and suitable for distance learning. In science it is mostly standard didactic materials, but lecturers indicate that they have worksheets for contact sessions which make it interactive. I was surprised to learn that English communication (oral) was offered through distance mode to English second language users and that the only learning material was the written study guide. There were no tapes or language laboratories to supplement the learning guides.

In interviews with lecturers they indicated that not all lecturers had a theory of the development of distance materials. Some lecturers had been on courses for the development of distance materials, but most had simply 'learnt' about materials development on the job.

A very important issue in distance learning is the quality of materials as self-instructional materials. This issue becomes even more critical when the clients are learners who are involved in initial teacher training. There are some courses (like Basic

Mathematics Course in the Certificate in Education) which students have not studied in high school but have to take in their certificate courses. These students have difficulty with the course at college. The lack of pre-knowledge would have implications for the type of materials produced and the delivery mode chosen to assist these students

In the survey instrument students were asked to evaluate the study guides for education or integrated studies and for mathematics. About one-fifth of students did not answer about mathematics – possibly because they were not studying this subject this year. About one-fifth of the integrated studies students indicated they received their education study guides on time. For mathematics, about half the students indicated they received the study guides on time. Between half and three-quarters of students rated the ease to read, exercises based on the work, help with classroom teaching, content area of the subject, and aims and objectives of the guide, as good. Students ratings were higher for mathematics than integrated studies.

6.2.2 Contact sessions

At present there are two contact sessions per year. All students from around the province who are registered for certificate courses attend the contact sessions during the holidays at Comtech in Umlazi. SACOL staff indicated that the students on the certificate course indicated a preference for a centralised residential course. The students felt that in this environment they could learn more from each other. Students who are registered for diploma courses attend one of the regional workshops (Durban, Pietermaritzburg, Umlazi, Empangeni, Port Shepstone, Stanger, Newcastle, Ladysmith).

Lecturers indicated that the contact sessions were very important for students to engage with the materials. The number of contact sessions for the different subjects varied, with some subjects having 6 hours for each of two sessions to subjects like mathematics with 8 days per year (both during holidays and weekends) and science having contact time plus time for practical work. Lecturers indicated that students do not work with the study guides on their own and wait for the contact sessions before they do so. Teachers' disciplinary knowledge is very weak. In the contact sessions lecturers have to deal with very basic information and find it difficult to finish the syllabus. Lecturers often take the decision that giving the teachers the disciplinary knowledge is more important than discussing OBE and Curriculum 2005.

I observed contact sessions at the SACOL Durban, Pietermaritzburg and Comtech sites. The contact sessions I observed seemed to be very disorganised, there were large groups students squeezed into rooms too small to accommodate them. The lecturer stood in front of the class delivering a lecture. There wasn't evidence of an enthusiastic delivery of the content or of modelling ways of teaching. Students would have travelled long distances to go to the contact sessions. While my observations indicated a very poor effort from the college on the contact sessions, around 95% of students thought that the contact session was useful. Peacock (1995) makes the methodological point that students have a great deal of loyalty to the programme and their rating of a programme as good could also be an indication of how few courses they have been on.

Analysis of the survey instrument indicates that during contact sessions the diploma group have mostly lectures in a big group and the certificate group have discussions in

small groups. About one-third of the students indicated that there were small group activities in the contact sessions and about one-fifth indicated there was modelling of good teaching. Two-thirds of the students indicated that the activities during the contact session were structured around the assignments. Lecturers also indicated that there was a discussion of the assignments during the contact sessions.

It would seem that students were not given adequate notice of the plans for the contact sessions. Less than half the students indicated that they were given a timetable early enough to make plans to attend or read the study guides before the contact sessions, or knew what the lecturers would discuss in the contact session.

6.2.3 Regional learner centres

To support student learning the college has supported the setting up of learner regional support services. SACOL presently has 7 regional learning centres (Port Shepstone, Umlazi Comtech, Greyville, Natal College of Education, Vryheid, Newcastle, Ladysmith). Most learning centres are schools during the day, are run by a co-ordinator and have student leaders to support students in the different subject areas. SACOL pays for the co-ordinator and student leaders from the student fees.

The idea of setting up the regional centres comes from ideas used at the Open University to offer support to the students. When NCE observed that the students were having difficulty with engaging with the materials, they wrote to the students asking if they would like support. If there are about 30 students in a region (any programme or course) who requested the setting up of a centre, then the regional learning centre was set up and supported by SACOL. SACOL trained the student leaders who would provide support to the students. The student leaders were ex-students of the SACOL programmes and would have had to have performed well in their studies.

The role of the student leaders is to work with students to help them engage with the materials. It is not to do the assignments. The usage patterns show that there was increased usage before an assignment was due and decreased usage after the assignment was handed in. With the incorporation by UNISA it is not yet clear how the system of regional learning centres will operate.

6.3. Teaching Practice

Teaching practice was part of the certificate and diploma courses at the Umlazi College of Further Education. In the first year of the course the principal of the school was asked to complete a form assessing teaching practice. In the second year there was micro-teaching in front of others who are registered for the course, and the peer group assessed the student on practice teaching. Involving the principal in assessment of teaching practice was organised so that there was a mechanism to get the principals' support for the students' studies.

In the SACOL curriculum there hasn't been a discussion as yet of how to incorporate teaching practice into the curriculum. The lack of a teaching practice component in the curriculum is of concern for two reasons. Firstly, as indicated by the biography of the students on these courses, many had come into teaching from high school. It is highly

probable that they have not observed or experienced good teaching practice. There does not seem to be a mechanism for critical comment and guidance on how to teach. Secondly the lack of a teaching practice component means that there is no mechanism for college lecturers to visit classrooms. This could place the lecturers at a distance from the school and classrooms.

6.4 Evaluation of the SACOL programme by the Certificate and Diploma Students

Questionnaires administered to second year certificate and diploma students sought to capture the students' evaluation of the SACOL programme. Over 80% of students indicated SACOL needed to improve the course in relation to: more information on subject content; more information on how to teach; smaller teaching groups in contact sessions; more information on study guides; more help in preparing for the final examinations; more group work activity in contact sessions; more demonstration lessons in contact sessions. Interestingly only about 60% of students indicated they wanted more meetings of the regional learning centres.

Students' rating of the usefulness of the different type of interactions for their learning showed the following pattern. The most useful were the contact sessions (91%); learning groups (85%); study guides (80%); lecturers (79%); library (63%); regional learning centres (62%); other students on the course (60%). Lecturers commented that the students did not interact with materials before coming to the contact sessions, but rather the contact sessions gave them the first taste of the materials and thereafter they engaged with the materials. About 70% of the students rated the experiences of seeing lecturers at the colleges as positive. About 90% of the students visited or telephoned the lecturer for administrative matters – e.g. querying about the study guides. About 20% of students either telephoned or visited a lecturer about academic matters. Again it seems there is a big burden on the lecturers to handle administrative matters. Much of this should have been handled by an administrative support structure.

Three-quarters of students thought they needed more training to be effective teachers. Only 40% of the respondents indicated that they learnt more from qualified teachers than the training courses. This is interesting given that they are in the teaching system and the SACOL programmes are based on the assumption that these students would be learning from their peers at school.

7 STUDENTS' ASPIRATIONS, EXPECTATIONS AND PREPAREDNESS

The students who were surveyed are registered for certificate and diploma courses. About 90% of the group indicated that they would study for another qualification when they have completed this qualification. This is understandable given that the requirements are that all teachers have at least an M+4 qualification. About a quarter of those surveyed indicated that they wanted to apply for promotion after their qualifications.

The aspiration of about 60% of students, in five years time, is to study for another qualification. About one-tenth of the students indicated that, in five years time, they wanted to find a job outside teaching. Analysis of the Likert items in the survey instrument indicate that about half the students really did not want to be in teaching. They indicated that they would rather get higher qualifications and do a different job than teaching; that most students study for a teaching qualification because they cannot be admitted to other programmes and that they knew many teachers who would prefer to do other jobs.

Between 60-70% of teachers indicated that they felt confident in the subject matter, subject methodology, preparing lessons, assessing pupils work, controlling the class, dealing with individuals needs, making teaching aids and teaching in English. Only 40% of the group indicated competence in Outcomes-based Education – this is a very low percentage considering that 54% of the group teach in the junior primary section and they have to teach an OBE curriculum.

8 COSTS OF THE SACOL PROGRAMMES

In determining the cost of the programme we can look at salary costs, operating costs and capital expenditure. The operating and capital expenditure costs come from the fees. The salary cost per year is around R24 million⁸. SACOL collected R13 million in fees for the 2000 academic year and of this used R9.96 million for operating expenses and R2.2 million for capital expenditure. Therefore the cost per student works out at around R5900. SACOL considers these students as a full-time equivalent. Therefore the full time equivalent cost per student is R18 000 (R5900 x 3).

The SACOL student fees are R1000 per year for the certificate course and R1450 per year for the other courses. SACOL considers that the fees charged make the programme accessible to students.

SACOL operates on two campuses which are 75 km apart. The two campuses are not computer networked and this means there is not easy access among staff members to enhance the quality of the programme. Having two sites also means that the programme is financially expensive, and because staff in departments are split between two campuses this could lead to an inefficient use of time.

⁸ This has been determined by assuming the average cost per academic staff is R130 000 (there are 133 academic staff) and the average cost per administrative staff is R75 000 (there are 94 administrative staff).

9 KEY ISSUES FROM THE SACOL CASE STUDY

This case study was conducted at a time when SACOL was in a state of transition. Three colleges had just been amalgamated to form SACOL. SACOL was then going to be incorporated by UNISA. While there are issues that are peculiar to this particular point in time, they can be useful in considering initial teacher education programmes that are offered by the distance model. I would like to raise the following issues.

9.1. Incorporation and amalgamation issues: political economy

Amalgamations are very costly because of the trade-offs that are made to suit the people that are involved in each of the separate institutions. Often the over-riding concerns in the amalgamation or incorporation processes are (understandably) issues of job security. Issues of the programme for students are secondary.

SACOL operates from two campuses – Durban and Pietermaritzburg. This means increased cost of maintaining the campuses, administrative functions and costs of communication between the two campuses. There is also a cost linked to loss of co-ordination and coherence in the programmes because they are split between two campuses. Secondly, when institutions move from one function to another they continue to function in old ways. SACOL is a distance education INSET institution but still functions as a Preservice institution. This is shown in the mode of courses it offers, the assumptions about the content and the need for teaching practice. Thirdly in amalgamations, each institution comes with a history and contestations about how the new institution looks. It is not clear how the competing institutions' practices were negotiated. It would be interesting to observe how the practices of SACOL are incorporated into the UNISA institution.

9.2. Who are the students that have registered for these programmes?

It was a surprise to me that many of the students are not old and about to exit the teaching system. There are many teachers who completed their matriculation examination and started teaching between 1992 and 1997. They are categorised as permanent teachers. Because the teachers are young and will probably be teaching for many years it is very important that they have a quality teacher education. They will be impacting on the lives of students for a long time.

9.3. Suitability of distance education as a model of INSET for certificate and diploma teachers

We need to ask the broader question about the suitability of distance education as a mode of initial teacher education training for certificate and diploma students given their background (either standard 8 a long time ago, limited English, no background in mathematics or students who recently completed matriculation) and the type of subjects offered (English oral communication).

9.4. Initial teacher education or an upgrading qualification?

Are the SACOL certificate and diploma courses designed on the assumption that this is initial training or an upgrading of qualification? Discussions with SACOL staff indicate that the course are designed on the assumption that the student would have teaching experience, and may have had a year of full-time teacher training some time

ago. The programmes are seen as upgrading qualifications. An analysis of who the students are indicate that many recently went straight from high school to become teachers. Further, about 60% of the students indicated that they learnt more from the training courses than from qualified teachers. This means that the teacher education programme is critical for their development as teachers. A certificate or diploma programme for teachers by distance which is based on the assumption that this is initial teacher education, may look different from one which is based on the assumption of an upgrading qualification.

9.5. Who are the staff?

What are the qualities of academic staff that are required for the organisation to deliver an effective distance education programme? In SACOL many staff had originally been appointed as lecturers to Preservice programmes. As the institutions changed so did their responsibilities. Staff were not appointed because of their knowledge and experience in distance education. At SACOL the academic staff are categorised as 'lecturers'. In a distance education programme are more appropriate titles (and job descriptions) that of curriculum developers and tutors? This would reflect different roles and a different type of organisation.

9.6. Organisation of distance learning institutions

SACOL is a distance education organisation whose client base is primarily school teachers. Yet SACOL operates in the mode of a regular PRESET institution. An evaluation report by Peacock (1995) highlighted this point when he said "The Natal College of Education simply 'disappeared' for a month over Easter...Such a decision is, arguably, deeply insensitive to student needs." The operating hours of SACOL in 2000 do not seem to be for the convenience of its client base.

9.7. Administrative support to offer a distance learning programme

The administrative support services are crucial to the smooth delivery of the programme. There needs to be a very good database programme with all data correctly entered in and proper lists of courses and addresses to which to send information. For a lecturer to be effective in a distance education programme a telephone (for easy access to students) and computer (crucial for materials development) are necessary parts of the job.

9.8. Distance or open learning

A distance education curriculum has two important components: the materials and student support services. Components of an 'open learning' system are the learner centres, materials, contact sessions and student support services. It would seem that the concept of open learning places greater emphasis on the needs of the students than does a distance education programme. The mode of operation at SACOL is somewhere between a distance learning organisation and an open learning organisation. However there is no indication yet as to how UNISA, a distance learning institution, would incorporate the elements of open learning: a system which would be more advantageous to the students.

9.9. Delivery of the distance education programme: materials, contact and student support

When one analyses SACOL client base, it highlights the fact that there needs to far greater consideration about the provision of materials and support for students. The

evaluation study of Gultig (1995) highlights the issues that need to be considered for materials which would be suitable for a SACOL client base. The contact sessions and ongoing support offered to the students are an important part of the learning experience. This means a greater responsibility on SACOL to ensure that the contact sessions are well planned and delivered.

9.10. Teaching practice

Given the biography of the SACOL client base, it would seem important to include a formal component of teaching practice and/ or far more modelling of good teaching practices into the curriculum. This would provide a mechanism for lecturers to engage with the students' teaching practice and advise them. In addition the teaching practice will allow teachers to visit classrooms and observe the realities that they are preparing students for.

9.11. Cost effectiveness of the programme

The cost effectiveness of the programme must be examined in terms of the efficiency of the physical arrangement of the colleges, the throughput and performance of students in their examination, and the amount of money it costs to train a student.

It would seem that having two campuses (one is not a satellite of the other) is not the most efficient manner of organising an institution. There is a high attrition rate in the programme and the performance of those who write is also not optimum. While it is acknowledged that there is generally high attrition in distance education programmes, the wastage in the certificate and diploma courses is of concern because these qualifications are compulsory for teachers to continue working in the educational system.

The cost of training a student at SACOL by this mode is around R18 000 per student. This cost seems to be high when compared to costs of university training (R15 000 for a student taking an Arts degree).

10 CONCLUDING REMARKS

The projections are that there would be certificate and diploma courses offered, in KwaZulu Natal, to teachers who are classified as 'unqualified' for the next five years. There are a large number of teachers and they will probably be teaching for a long time. The quality of the programmes they receive will affect a large number of students. It is important that the designs of such programmes in the future carefully consider the client base and respond to the needs of that client base.

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Appendix One: Student registration at SACOL for 1999 and 2000

	Yr1 2000	Yr1 1999	Yr2 2000	Throughput
Certificate in Education [leading to M+2 qualification]	517	573	222	39%
<i>Pre-primary</i>		117	13	11%*]
<i>Senior Primary</i>		339	169	50%
<i>Foundation and Intermediate</i>		67	24	36%
<i>Senior Phase</i>		36	16	44%
Diploma in Education	923	895	627	70%
<i>Junior Primary</i>	468	503	345	69%
<i>Senior Primary</i>	299	295	220	75%
<i>Secondary</i>	156	97	65	67%
Higher Diploma in Education	1131	798	370	46%
<i>Junior Primary</i>	523	503	188	37%
<i>Senior Primary</i>	450	295	171	58%
<i>Secondary</i>	158	97	11	11%*]
Further Diploma in Education	1473	1073	603	56%
<i>Biology</i>	68	44	23	52%
<i>Computer Literacy</i>	124	44	18	41%
<i>Computer Studies</i>	26	23	10	43%
<i>English</i>	1	65	37	57%
<i>Math Primary</i>	113	87	71	82%
<i>Math Secondary</i>	43	35	18	51%
<i>Natural Science</i>	56	48	31	65%
<i>Physical Education</i>	39	19	12	63%
<i>Physical Science</i>	18	16	11	69%
<i>Isizulu Second Language</i>	42	23	13	57%
<i>School Management</i>	923	637	351	55%
<i>Technical Drawing</i>	20	17	8	47%
Certificate in Education	362			
HCE 1	118			
HCE 2 (JP)	20			
HCE 2 (SP)	7			
HCE 2 (Sec)	10			
TOTAL	4203	3339	1821	55%

HCE2's were credited for previous courses and accepted into the second year of the programme

* the author found these numbers curious and when it was discussed with staff at SACOL was told that because of the changes in databases, they might have been recorded under different courses.

Appendix Two: Results for certificate courses

Name of course	No. registered	No. dropped during year	No. wrote final exam	No. passed final exam	% pass of who wrote	% pass of registered
CEI-PrePrimary						
• Early Childhood Development	117	41(35%)	76	53	70%	45%
• Learning Theory & Practical	117	44 (38%)	73	67	92%	57%
• Man, an early learning creature	117	48 (41%)	69	56	81%	48%
CEI-Senior Prim	340					
• Afrikaans	36	3 (8%)	33	29	88%	81%
• Communication	340	111(33%)	166	103	62%	30%
• Education	340	83 (24%)	257	181	70%	53%
• English	339	79 (23%)	260	143	55%	42%
• General Method	340	166 (49%)	174	173	99%	51%
• Enviro & Health	340	98 (29%)	242	157	65%	46%
• Religious Educ	340	86 (25%)	254	208	82%	61%
• Zulu	336	101 (30%)	235	194	83%	58%
CEI – Foundation						
• Afrikaans	4	0	4	4	100%	100%
• Complement St	6	2 (33%)	4	4	100%	67%
• Creative Arts	63	8 (13%)	55	47	85%	75%
• English	20	15 (75%)	5	5	100%	25%
• Intro to Educ	69	10 (14%)	59	56	95%	81%
• Int to Gen. Math	69	10 (14%)	59	54	92%	78%
• Humanities	15	9 (60%)	6	6	100%	40%
• Integrated St	69	9 (13%)	60	52	87%	75%
• Primary Science	6	1 (17%)	5	5	100%	87%
• Zulu	63	9 (14%)	54	54	100%	86%
CEI –Senior Phase						
• Afrikaans Comm	11	2 (18%)	9	8	89%	72%
• Complement St	6	1 (17%)	5	5	100%	83%
• Creative Arts	23	3 (13%)	20	16	80%	70%
• English	12	10 (83%)	2	2	100%	17%
• Int to gen math	34	12 (39%)	22	22	100%	65%
• Humanities	6	2 (33%)	4	4	100%	67%
• Intro to education	31	12 (39%)	19	19	100%	61%
• Integrated Studies	32	12 (38%)	20	19	95%	59%
• Primary Science	5	1 (20%)	4	3	75%	60%
• Zulu Comm	22	9 (41%)	13	13	100%	59%

In 1999, because of SACOL's history, four versions of the certificate course were offered.

Appendix Three: Results for diploma courses

Name of course	No. registered	No. dropped during year	No. wrote final exam	No. passed final exam	% pass of who wrote	% pass of registered
DE- Jun Prim						
• Afrikaans	35	10 (29%)	25	22	88%	62%
• Education	501	81 (16%)	420	188	45%	38%
• Education	500	95 (19%)	405	191	47%	38%
• English	481	64 (13%)	417	355	85%	74%
• Geography	78	78 (100%)	-	-	-	-
• General Math	321	134 (42%)	187	133	71%	41%
• History	89	42 (47%)	47	3	6%	3%
• Junior Prim St	110	110 (100%)	-	-	-	-
• Math Education	11	11 (100%)	-	-	-	-
• Natural Science	96	11 (11%)	85	56	66%	58%
• Religious Ed	1	1 (100%)	-	-	-	-
• Technology Ed	32	9 (28%)	23	13	57%	41%
• Zulu	454	60 (13%)	394	295	75%	65%
DE-Sen Prim						
• Afrikaans	52	19 (37%)	33	26	79%	50%
• Biblical Studies	13	13 (100%)	-	-	-	-
• Computer Studies	3	3 (100%)	-	-	-	-
• Education	283	57 (20%)	226	114	50%	40%
• Education	291	58 (20%)	233	126	54%	43%
• English	273	48 (17.6%)	225	187	83%	68%
• Entrepreneurship	2	2 (100%)	-	-	-	-
• Geography	130	23 (18%)	107	96	90%	74%
• General Math	168	90 (54%)	78	68	87%	40%
• History	72	32 (44%)	40	11	28%	15%
• Natural Science	256	30 (12%)	226	153	68%	60%
• Natural Science	46	46 (100%)	-	-	-	-
• Natural Science	31	13 (42%)	20	7	35%	23%
• Technology Ed	247	37 (15%)	210	173	82%	68%
• Zulu						

Name of course	No. registered	No. dropped off during year	No. wrote final exam	No. passed final exam	% pass of who wrote	% pass of registered
D E. (Second)						
• Accounting	20	1(5%)	19	18	95%	90%
• Afrikaans	19	11 (58%)	8	8	100%	42%
• Business Eco	27	4 (15%)	23	20	87%	74%
• Biology	43	12 (28%)	31	8	26%	19%
• Biblical Studies	3	3 (100%)	-	-	-	-
• Computer Studies	6	6 (100%)	-	-	-	-
• Education	94	22 (23%)	72	43	60%	46%
• Education	93	28 (30%)	65	30	46%	32%
• Economics	23	1 (4%)	22	22	100%	96%
• English	77	31 (40%)	46	37	80%	48%
• Entrepreneurship	1	1 (100%)	-	-	-	-
• Geography	16	3 (19%)	13	12	92%	75%
• History	17	12 (71%)	5	4	80%	24%
• Mathematics	5	5 (100%)	-	-	-	-
• Mathematics	11	3 (27%)	8	7	88%	64%
• Math Senior Ph	5	5 (100%)	-	-	-	-
• Physical Educ	17	4 (24%)	13	9	69%	53%
• Physical Science	36	9 (25%)	27	17	63%	44%
• Technology	2	2 (100%)	-	-	-	-
• Typing	21	14 (67%)	7	4	57%	19%
• Zulu						

Appendix Four: Higher Diploma In Education

Name of course	No. registered	No. dropped off during year (attrition)	No. wrote final exam	No. passed final exam	% passed of those who wrote	% passed of those registered
Higher Diploma-JP						
JP Studies						
Math Education	62	28 (45%)	34	29	85%	47%
Natural Science	26	7 (27%)	19	14	74%	54%
Professional St	5	2 (40%)	3	2	67%	40%
Biblical Studies	359	87 (24%)	272	241	87%	67%
Remedial Ed	4	3 (75%)	1	1	100%	25%
Technology Ed	54	12 (22%)	42	29	69%	54%
Zulu	5	1 (20%)	4	2	50%	40%
	76	19 (25%)	57	53	93%	70%
Higher Diploma- SP						
Afrikaans						
Biblical Studies	2	2 (100%)	0	0	0%	0%
Computer St	2	2 (100%)	0	0	0%	0%
Education	6	4 (67%)	2	1	50%	17%
Education	340	91 (27%)	249	165	66%	49%
Education	192	73 (38%)	119	94	79%	49%
English	145	20 (14%)	125	111	89%	77%
Geography	80	25 (31%)	55	46	84%	58%
History	15	5 (33%)	10	5	50%	33%
Math Ed	11	4 (36%)	7	7	100%	64%
Math Prim	13	3 (23%)	10	6	60%	46%
Natural Science	10	6 (60%)	4	3	75%	30%
Prof Stud	15	6 (40%)	9	7	78%	47%
Remedial Ed	343	93 (27%)	250	230	92%	67%
Tech Ed	32	10 (31%)	22	16	73%	50%
Zulu	5	1 (20%)	4	4	100%	80%
	74	16 (22%)	58	55	95%	74%
Higher Dipl -Sec						
Accountancy	29	8 (28%)	21	20	95%	69%
Bus Econ	34	12 (35%)	22	18	82%	53%
Biology	6	4 (67%)	2	1	50%	17%
Chemistry	2	1 (50%)	1	1	100%	50%
Computer St	9	3 (33%)	6	4	67%	44%
Education	101	32 (32%)	69	35	51%	35%
Education	101	43 (43%)	58	46	79%	46%
English	10	5 (50%)	5	5	100%	50%
Geography	4	1 (25%)	3	2	67%	50%
History	1	1 (100%)	0	0	0%	0%
Integrated Sc	24	11 (46%)	13	4	31%	17%
Math	10	4 (40%)	6	6	100%	60%
Physics	1	0 (0%)	1	0	100%	100%
Technology	60	22 (37%)	38	29	76%	48%

Appendix Five: Further Diploma In Education

Name of course	No. registered	No. dropped off during year (attrition)	No. wrote final exam	No. passed final exam	% passed of those who wrote	% passed of those registered
Biology						
Botany	44	13 (30%)	31	20	65%	45%
Zoology	44	12 (27%)	32	23	72%	52%
Computer Lit						
Computer Appl	43	16 (37%)	27	17	63%	37%
Computer Ed	43	16 (37%)	27	20	74%	46%
Computer Prac	44	19 (43%)	25	20	80%	47%
Computer Studies						
Computer Ed	22	10 (45%)	12	8	67%	36%
Computer Stud	23	10 (43%)	13	8	61%	35%
Practical	22	12 (55%)	10	8	80%	36%
English						
Eng Lit	67	15 (22%)	52	47	90%	70%
Theory & Meth	67	67 (100%)	0	0	0	0%
Theory of Reading	67	15 (22%)	52	37	71%	55%
Math Prim						
Math	86	5 (6%)	81	71	88%	83%
Math Ed	87	9 (10%)	78	67	86%	77%
Sc Ed	85	6 (7%)	79	75	95%	88%
Math Sec						
Chemistry	34	11 (32%)	23	18	78%	53%
Math	35	10 (29%)	25	24	96%	69%
Physics	34	10 (29%)	24	19	79%	56%
Natural Sc						
Enviro Ed	48	13 (27%)	35	24	69%	50%
Math Ed	48	15 (31%)	33	28	85%	58%
Sc. Ed	48	13 (27%)	35	34	97%	71%

Appendix Six: Categorisation of academic staff into faculties and departments

	Durban	Pmb	Total
<u>Rectorate</u>			
Rector	1	-	1
Vice Rector	2	1	3
Senior Head	5	1	6
<u>Rectorate</u>	8	2	10
<u>Educational Studies</u>			
Ed Studies	13	3	16
Admin Management	2	3	5
CE2	-	3	3
Remedial Education	1	1	2
Professional Studies	-	2	2
<u>Educational Studies</u>	16	12	28
<u>Science and Technology</u>			
JPE	5	2	7
Bio/Natural Science	7	2	9
Phy Sc/Nat. Sc	7	-	7
Technology	1	-	1
Industrial Arts	3	-	3
<u>Science and Technology</u>	22	5	27
<u>Mathematics and Computer Science</u>			
Math	12	-	12
Computer Studies	2	1	3
<u>Mathematics and Computer Science</u>	14	1	15
<u>Languages</u>			
English	8	2	10
Afrikaans	2	1	3
Arts & Culture	2	-	2
Zulu	6	3	9
<u>Languages</u>	18	6	24
<u>Humanities & Support Services</u>			
History	5	2	7
Geography	7	2	9
Biblical Studies	-	2	2
Physical Education	3	-	3
Support Services	1	1	2
Librarian	1	1	2
<u>Humanities & Support Services</u>	17	8	25
<u>Commerce</u>			
Commerce	2	-	2
Accountancy/ Typing	2	-	2
<u>Commerce</u>	4		4
TOTAL	99 (75%)	35 (25%)	134

Appendix Seven: Buildings and infrastructure at each campus

	Pmb Campus	Old Durban campus	New Durban campus
<u>Buildings:</u>			
Academic Offices	55	47	103
Admin offices	15	15	24
Classrooms	4	15	25
Lecture Rooms	5	2	2
Halls	2	1	
<u>Library</u>			
Student space	Small	Large	
Book stock	14 000	28 000	
	Opened M-F from 8 to 4 and on Sat mornings.	Open on M-F from 8.30 to 3	
<u>Laboratory</u>			
Science	None-uses UNP	5	
Computer	1	3	
Technology	1	-	
<u>Residences</u>	250	200	
<u>Grounds</u>			
Parking	Ample space	+/-100 cars	
Sport	3 Tennis, Pool	Gym, grounds	
<u>Equipment</u>			
Ed Tech	OHP/TV/ P A System	Adequate, needs	
Printing	Xeratech 5390 Ricoh 8 photocopy 7 laser printers	upgrading Printing service	
Computers (1)	LAN-70 workstations Windows 3.1 & Internet All the offices have computers and they are networked. There is a computer lab for students. Opened M-F from 84 and on Sat if there is a staff member.	Staff network.	
Telephone	Switchboard: all offices Fax	Switchboard Fax	

Appendix Eight: Diploma In Education: Structure (10 Cotep Credit – 360 Saqa)

Year		Total				
YR1 (CE) entry: reqv 10	1. Communication: ONE of isiZulu, Afrikaans, English 2. Integrated studies 3. Basic Mathematics 4. One of: Introduction to Natural Science or Intro Economic Literature 5. Teaching Practice	0.25 (9) 0.25 (9) 0.25 (9) 0.25 (9) 0.5 (18)				
TOTAL		1.5 (54)				
YR2 (2A) (HCE1) entry: reqv 11	1. Eng 2. Zulu/Afrikaans 3. General Mathematics 4. Integrated Studies 5. Teaching Practice	0.25 (9) 0.25 (9) 0.25 (9) 0.5 (18) 0.5 (18)				
TOTAL		1.75 (63)				
Year	DE-JP	TOTAL	DE-SP	TOTAL	DE-S	TOTAL
Yr3 (2B) HCE2	1. Edu 2. JP/FP (gr R to 3) 3. Major Subj B 4. MCS & life Skills	0.5 (18) 0.5 (18) 0.5 (18) 0.5 (18)	1. Edu 2. .MSA 3. .MSB 4. MCS & life Skills	0.5 (18) 0.5 (18) 0.5 (18) 0.25 (9)	1. Edu 2. MSA 3. MSB 4. MCS & life Skills	0.5 (18) 0.5 (18) 0.5 (18) 0.25 (9)
TOTAL		1.75(63)		1.75 (63)		1.75 (63)
YR 4 (3A) (DE1) Entry: REQV 12	1. Edu 2. One of Eng, Afr, IsiZulu Communication 3. Gen Math	1 (36) 0.5 (18) 1(36)	1. Edu 2. Gen Math 3. One of isiZulu or Eng or Communication	1(36) 1 (36) 0.5(18)	1. Edu 2. One of isiZulu or Eng or Afrik Communication 3. MSA 4. MSB	1 (36) 0.5 (18) 0.5 (18) 0.5 (18)
TOTAL		2.5 (90)		2.5 (90)		2.5 (90)
Y5 (3B) DE2	1. JPS 1 & Prof Studies 2. One of Eng/ isiZulu/ Afrik 3. MSB + Prof Studies 4. Computer Skills	1 (36) 0.5 (18) 0.75(27) 0.25(9)	1. MSA 2. MSB 3. One of Eng or isiZulu or Afrik 4. Subject C 5. Computer Skills	0.75 (27) 0.75 (27) 0.5 (18) 0.5 (18) 0.25(9)	1. MSA (level2) 2. MSB or Subj C 3. Prof Studies SSA 4. Prof Studies SSB 5. Computer Skills	1 (36) 0.5 (18) 0.5 (18) 0.25 (9) 0.25 (9)
TOTAL		2.5 (90)		2.75 (99)		2.75 (99)
		360		369		369

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MUSTER Discussion Paper 35

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