

Product Design in Higher Education: the 'Tourism' Degree of the University of Namibia

Fritz Becker

Introduction

In August 2002, the national University of Namibia celebrated its 10th Anniversary. This event marked a decade of institutional reform, growth and development in tertiary education in Namibia since independence. Founded to open avenues to economic resources, education and political participation, the establishment of UNAM coincided with major efforts observed all over the world to adjust national university systems to 'contemporary' economic, societal, academic and public needs (see Becker, 1993).

Investigations into the role, structure and function of universities in their adherent politico-economic and socio-cultural environments are well documented and published. Saint (1992), for instance, analysed the state of universities in the context of Africa, offering strategies for their 'stabilisation and revitalisation', while Castells (2001) discussed universities from a more universal angle, perceiving the complex roles of universities globally as 'dynamic systems of contradictory functions'.

At the academic level, paradigms of change in the laboratory of higher educational deregulation, restructuring and development are usually instituted with the assistance of iterative curriculum development, ideally integrating a student-centred component of mentoring and tutoring (Becker & Otaala, 1998). The following deliberations, not to say participatory observations, reflect two rounds of iterative trans-faculty curriculum design over a period of almost five years, focusing on the Bachelor of Arts degree in Tourism. A novelty in Namibia, the multi-

disciplinary undergraduate degree joins a variety of post-graduate degrees launched in co-operation with cognate universities from overseas since the inception of the University of Namibia.

Setting the Scene: Stating the Demand

Recent research conducted by the World Travel and Tourism Council (WTTC) predicts the volume of growth in tourism for Namibia. In 2010, the sector expects to contribute approximately 13 per cent annually to the Namibian gross national product, competing with the agriculture and mining sectors. A further relevant indicator of potential growth is that 40 out of 100 employment opportunities might have to be ascribed to tourism, involving further uncounted numbers and modes of services and manufacturing in the reproduction process of the industry (see Table 16.1).

Table 16.1: Elements of the tourism industry

<p>Tourism resources</p> <ul style="list-style-type: none"> ▀ Natural resources ▀ Human resources 	<p>Entertainment and sports facilities</p> <ul style="list-style-type: none"> ▀ Recreational and cultural facilities ▀ Sports facilities
<p>Reception facilities</p> <ul style="list-style-type: none"> ▀ Hotels, guest houses, towns, villages ▀ Condominiums ▀ Complementary residences ▀ Residences for reception personnel ▀ Food and beverage installations 	<p>Tourism reception services</p> <ul style="list-style-type: none"> ▀ Travel agencies ▀ Hotel and promotional offices ▀ Information office ▀ Car hire ▀ Guides, interpreters
<p>General and tourism infrastructure</p> <ul style="list-style-type: none"> ▀ Means of communication and travel ▀ Social installations ▀ Basic installations ▀ Telecommunications 	<p>Tourism management, marketing, banking</p> <ul style="list-style-type: none"> ▀ Advertising ▀ Publishing, printing, IT products ▀ Foreign exchange services ▀ Electronic banking

Source: Sessa in Shaw & Williams, 1994: 98.

The question arises whether the Namibian tourist industry and economy is in any way prepared to face the pressures of growth, the many challenges that are likely to become imposed on the society and its resources, and is prepared, as a consequence, to invest significantly in the tourism industry. Concern arises among beneficiaries and victims of tourist development in Namibia that it might become quite common in future to accept the deterioration of protected landscapes, asymmetries in the accumulation of wealth away from urban centres, together with a loss of cultural values and local identities following the pressure of growth that is fuelled by financially powerful foreign tourists enjoying the exotic solitude of Namibia's wide and open spaces.

In scrutinising this scenario, it becomes inevitable to accept the fact that well educated and trained human capital needs to be groomed for the tourism sector of the economy. The Namibia Declaration of 1998 emphasises this huge demand by putting 'education and training at the forefront of regional tourism development, to enhance quality, ensure sustainability, build entrepreneurship and underpin competitiveness.' The same document also seems to commit concerned institutions of higher education to tackle the educational challenge by addressing the many fields of expertise and awareness building required for wildlife management or landscape conservation, both of which are fundamental pillars of eco-tourism.

The tourism industry is exercising an influence of such magnitude and depth on societies and their economies, that it calls for education to furnish people with the knowledge and skills that will enable them to master their own lives and confidently cope with the unknown future. Such a knowledge-based 'survival kit' would enable responses to employment needs articulated by the tourism industry, but would perhaps not exclusively emphasise utilitarian 'fit-for-purposes' approaches.

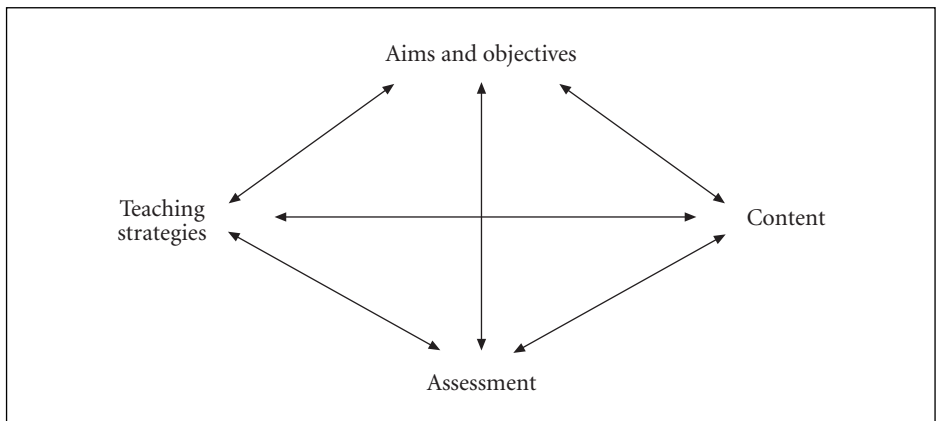
These deliberations attempt to catch and highlight the importance of the task that is laid at the doors of educational institutions. It would be irresponsible to stop curriculum refinement in tourism teaching and research programmes while, at the same time, acknowledging that tourism and the industry continue to play a catalyst role for growth, change, development, research and teaching. The tourist business and industry, largely dominated by white investors (often from overseas), experiences the dual role of being the target of reform as well as functioning as the driving agent of change, and this also affects the curriculum reform of disciplines and departments in the national University of Namibia.

Curriculum Design: Some Observations

Academics engaged in the design of curricula, either by virtue of interest in curriculum research or following top-down instructions from ‘higher powers’, often systematically structure the process of curriculum development. Gold et al. (1991) present the main techniques used in this process in depth. Some of the principles and techniques analysed by Gold et al. (ibid.) were taken into consideration in the design process of the Tourism degree for the University of Namibia.

Discussions on curriculum models gained prominence during the curriculum review, as did hierarchical considerations of whether to involve more participants in the process of refining the existing curriculum. One of the findings emerging from the learning exercise in multi-disciplinary, intra- and trans-faculty co-operation emphasises that the application of transparent approaches, fostering ‘interaction between aims and objectives, methods of assessment, teaching methods and content’ (Gold et al., 1991: 199, referencing Graves), guides the more successful curriculum products (see Figures 16.1 and 16.2). Another result is the recommendation of ‘best-practice’ thinking, coupled with ‘concept-engineering techniques’ in the design process.

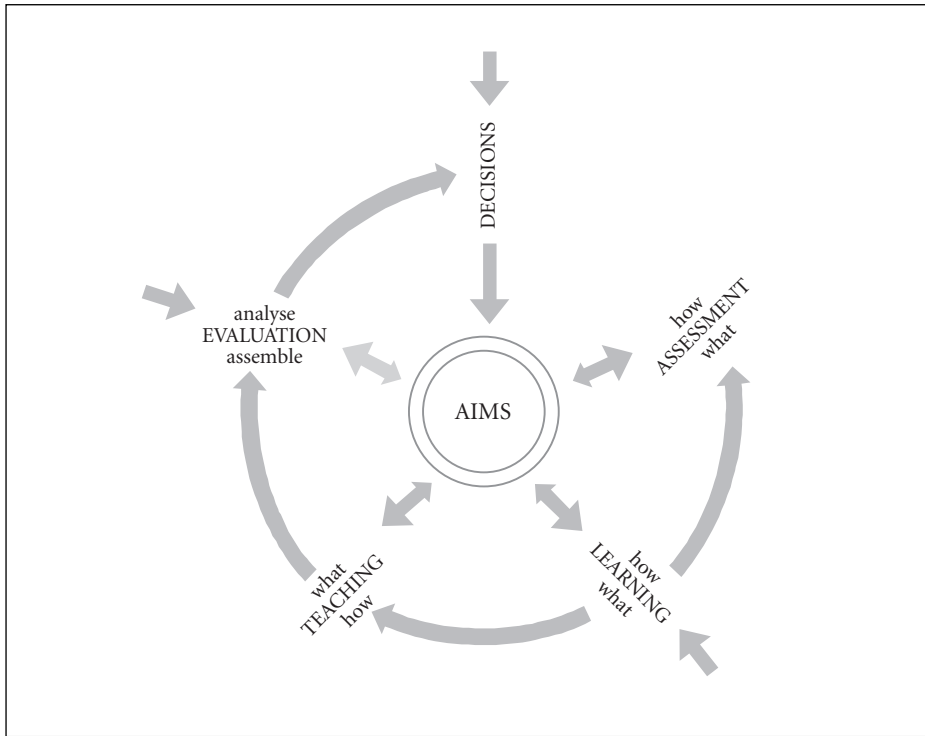
Figure 16.1: Graves’ curriculum model



Source: Graves (1978)

The model basically features five major elements in curriculum design and implementation. It draws attention to the inter-dependencies of each element. Changing the condition and property of one single element reshapes the weighting of relationships among the elements, thereby creating new curriculum conditions.

Figure 16.2: Cowan's curriculum model



Source: after Cowan and Harding (1986)

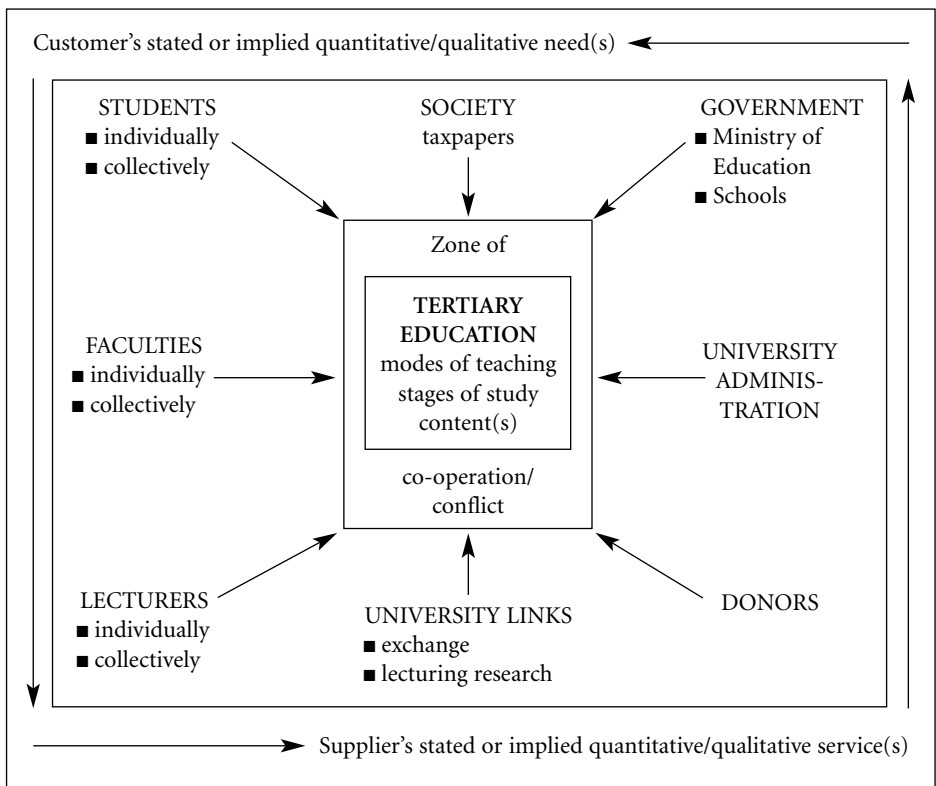
This model reflects the complexity inherent in curricula. It recognises that decisions need to be taken during the process; it centres on the role of informed lecturers implementing the curriculum; and it focuses on 'aims' as a concern. Reading the model clockwise from 'assessment' to 'evaluation', the compatibility with any defined aim may be examined.

In essence, one can assume the common practice that academics who are in the process of examining or developing, for example, a tourism degree curriculum in their respective teaching/learning environment (Figure 16.8), place their curriculum in a wider context, of which the content is but a part, moving away from subject-centred views towards asking more fundamental questions about 'purpose and aims', 'means and ends' or 'cause and effect' of the envisaged study course. Educational ideologies and university and faculty missions form intrinsic values for the wider managerial context, and it would be desirable to be granted opportunities to act out and live more visions (Becker, 1997; Gold et al., 1991).

From an academic point of view, the experiment of designing a degree programme across faculties seeks to find multi-disciplinary discussion. It aims at discovering unexplored educational teaching/learning opportunities as well as dormant organisational possibilities of academic self-governance. Duke (1992) deliberated on similar aspects when opening his discourse on the learning university, a still scarcely explored post-Fordist paradigm in tertiary education.

It is apparent from curriculum design that degree programmes have turned into commodities; they are perceived as products with life cycles of invention, innovation and decline.

Figure 16.3: Constituency groups in tertiary education



Source: after Cowan and Harding (1986)

The figure assembles constituency groups in tertiary education. The outer frame of this overview reflects the assumption that "tertiary education" meets the needs of customers; the quality and quantity of needs and services are stated or implied.

The larger rectangle inside the frame lists a number of groups and institutions that usually exercise an influence on tertiary education (particularly teaching and learning) through their instituted roles and functions, either consciously or unconsciously.

The most essential of all features in this drawing is the 'Zone of co-operation or conflict', surrounding the smaller rectangle in the centre. This is an attempt to give visual representation to the kind of organisational culture fostered through communication, pooling of resources and ideas, or through networking private-public partnerships (Becker, 1993: 174). The objective of maintaining high quality standards within this area of co-operation is to provide for means of production which, *inter alia*, would strive to ensure high standards in teaching and research with the assistance of what the private sector calls 'total quality management'.

The curriculum is subjected to an input/output analysis of educational economics and utility. It goes without saying that shifts in politico-economic modes of reproduction as well as socio-cultural spheres of self-expression reflect the unconscious trans-disciplinary context (or 'outer space') of the discourse on curriculum design. These shifts are commonly linked to the terms 'post-Fordism' and 'post-modernism', each representing a set of ideas and an historical condition (Harvey, 1989). Aspects of both politico-economic conditions and socio-cultural expression have become part of our consciousness, and shape or influence the design of contemporary curricula and syllabi. A matter of concern, however, is that 'post-modernism' has developed a rhetoric that deliberately seems to avoid 'realities'.

The discourse concerning new curriculum design, in what are frequently uncertain environments of change in tertiary education, reveals an interpenetration of the rhetoric of 'Fordist modernism' with the rhetoric of 'post-modernity'. In this respect, the design of the Tourism degree is no exception. With reference to Duke (1992: 16), this process is documented in the vocabulary of change in higher education (Table 16.2). It is important to note that the listed terms reflect a continuation of the discourse rather than the juxtaposition of content. Many university mission statements absorbed the 'new' rhetoric of values and purposes, measures, outcomes and results. A closer look identifies the new language as invading higher education from outside, from the world of external institutions, the world of university clients and consumers in private and public sectors of the economy, waiting for our graduated products.

Table 16.2: Terms of the ‘New Discourse’

General Areas	Old discourse	New discourse
Admissions	Selection Students A-levels Non-traditional entry	Access Clientèles Marketing
Curriculum	Subjects Courses Progression	Core, options Modules Capability Competence Enterprise Transferability
Learning – teaching process	Lectures Seminars tutorials	Negotiation Experiential Self-directed
Management and resources	Collegiality Community Discourse Decisions, control	Mission, system Outputs Appraisal, audit
Measures, outcomes and results	Educated Class of degree Drop out/wastage Academic standing Profiles	Employable Credits Accumulated Efficiency
Values and purposes	Culture Excellence Scholarship Standards Lifelong learning	Efficiency Fitness for purposes Quality Value added

Source: Duke (1992: 16)

The Product: Responding to the Demand

The above reflections on curriculum reform suggest the adoption of a ‘best-practice-approach’ for the design and implementation of the product, the Bachelor

of Arts – Tourism. One of the problematic areas discussed in the process of developing this under-graduate degree was the fact that ‘tourism’ per se does not necessarily designate a profession or career.

Worldwide, ‘tourism’ degrees often share this experience with other new and innovative degrees created under conditions of top-down curriculum reform and institutional restructuring. Fresh undergraduate degree holders usually swiftly learn their lesson when applying for vacancies in the labour market. The successful entry into professional life often coins the profile, for instance, in ‘tourism’ for a number of years. Considering that labour market structures are constantly changing under conditions of flexible accumulation (see Figure 16.4), it becomes evident that some consensus concerning curriculum objectives (see Figure 16.5) is an essential prerequisite for providing, at the minimum, the ‘education’, ‘skills’ or ‘techniques’ through Bachelor degree programmes that will ensure the competitive survival of young degree holders in the early years of their professional careers in the private and public domains of the tourism industry.

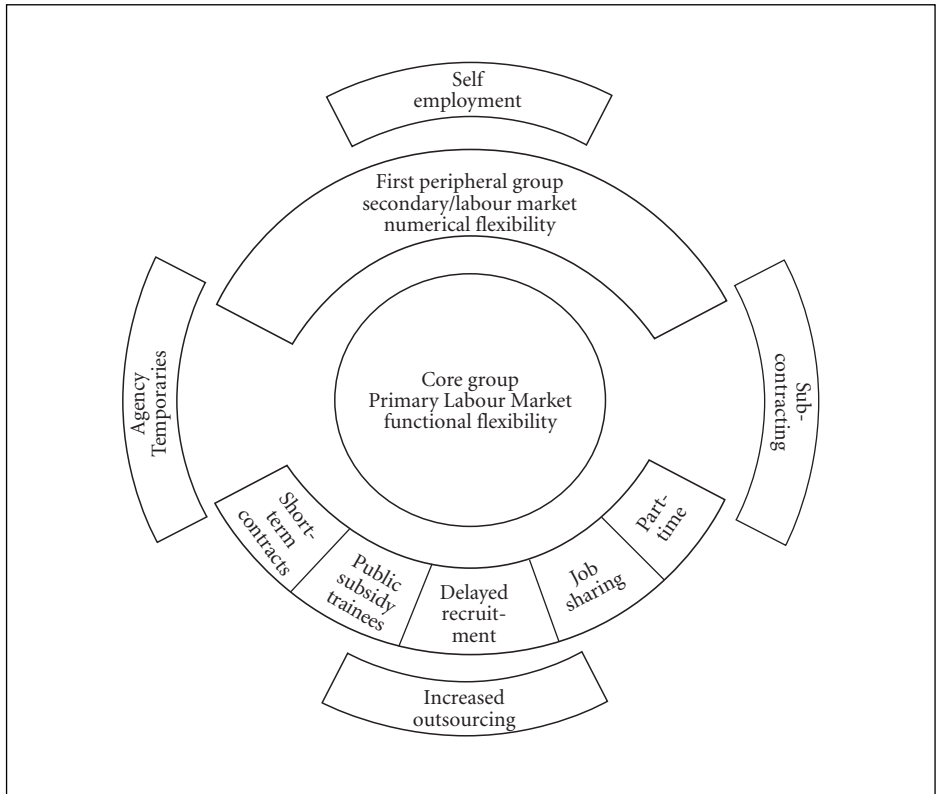
The figure depicts the major elements of a given labour market. The core group represents the minority of people, holding permanent contract agreements with a built-in functional flexibility. This means that people will continue to accept lifelong education or training which is likely to move employees away from their initial degree, profession or trade. All other modes of employment are meant to be temporary, and the terminology is self-explanatory.

Analysing the re-active rather than pro-active processes of iterative curriculum discussion and debate in higher education, it appears that curriculum objectives aimed at ‘fitness for purpose’ (see Figure 16.5) are currently difficult to negotiate. This means that qualitative parameters such as ‘experience, common sense or best-practice’ represent (more or less) acknowledged categories, values and techniques implicit in curriculum design. Inherited from the past, they are commonly understood as agents and pillars alike in the process of sustaining the future in tertiary education and of enhancing the problem solving capacity of degree holders.

The development process for the establishment of the trans-disciplinary and trans-faculty Bachelor of Arts – Tourism degree in the Faculty of Humanities and Social Sciences (FHSS), comprised various steps of consultation.

First, the Faculty invited departments to investigate the possibility of introducing an under-graduate Tourism degree that would use existing modules already taught at the University of Namibia. In developing the Tourism degree programme, it was always envisaged that module packages would be tailored to

Figure 16.4: Labour market structures under conditions of flexible accumulation



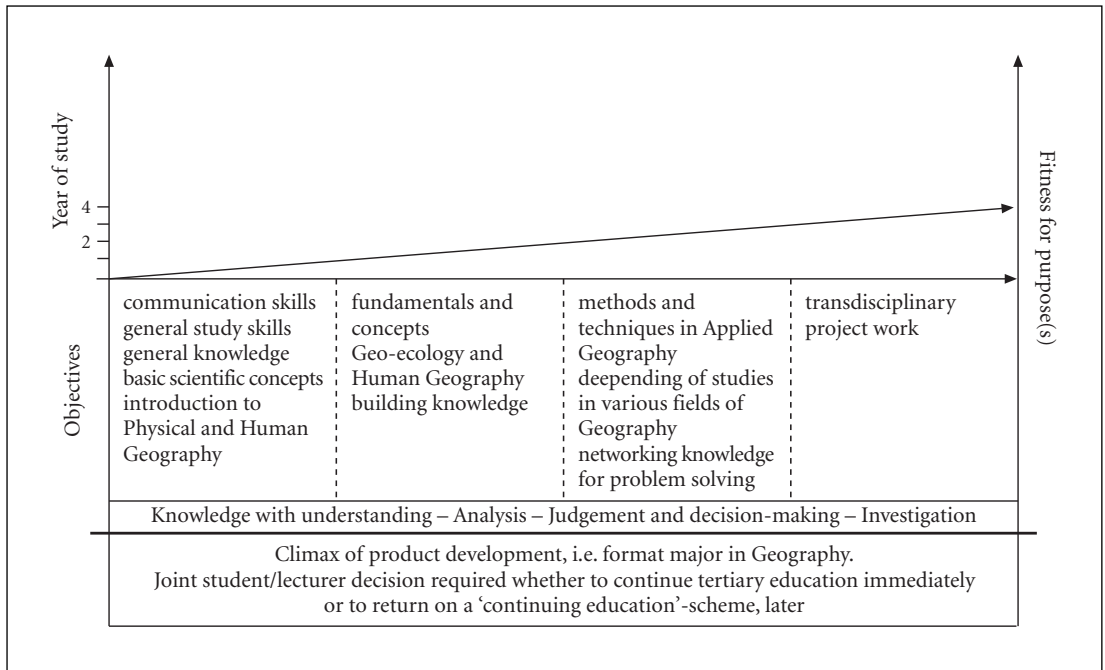
incorporate disciplines or departments that had gained some recognition and relevance in tourism studies (see Figure 16.8).

Consultations with relevant Ministries and professional bodies accompanied the design of the degree, including careful consideration of courses offered by the Polytechnic of Namibia in order to avoid any duplication. This consultative, 'best practice' approach was chosen in part to ensure that this degree would assist graduates to gain access to employment. This approach is a response to repeated and sometimes politically charged arguments that claim that current degrees from the systems of tertiary education inhibit access to economically productive enterprise.

The figure decodes implicit objectives of the geography syllabus, a syllabus that plays a pivotal role as one of the possible major subjects in the Tourism programme. These objectives are universal, and may be applied to many curricula. The drawing refers to the 'product life-cycle curve'. It was agreed that the degree programme

should be guided by the following principles: knowledge with understanding, analysis, judgement and decision-making, and investigation – principles which are educational objectives in themselves.

Figure 16.5: Curriculum objectives: Bachelor’s degree (Geography)



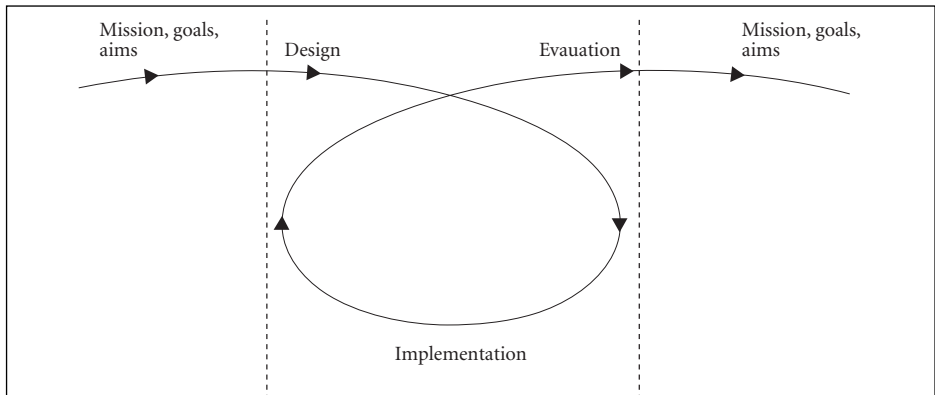
Embedded in this wider context of curriculum design and the re-introduction of the semester system at UNAM in 2003, Senate accepted the objectives and aims for the revised study programme of the Tourism degree under the semester system. They read (FHSS Prospectus 2003) as follows:

The objective of this 4-year undergraduate programme is to provide an academic education for students who intend to enter careers in areas such as promotion, planning, management or policy-making in the many businesses and industries relating to tourism, as well as to focus on research into the tourism economy together with publishing.

This programme aims at furnishing students with knowledge and understanding required for a career in the tourism industry, facilitating employment with existing organisations and companies, including the cultivation of entrepreneurship. The programme encourages entrepreneurial creativity, management and planning skills in

the light of the tourism potential that is ascribed to Namibia. Against this background, the programme's nature is integrating modules offered from a variety of disciplines across UNAM's Faculties, and is inviting extramural cooperation, both with the private and public sector of the tourism economy.

Figure 16.6: Iterative approach to curriculum design



Source: Gold et al. (1991: 214)

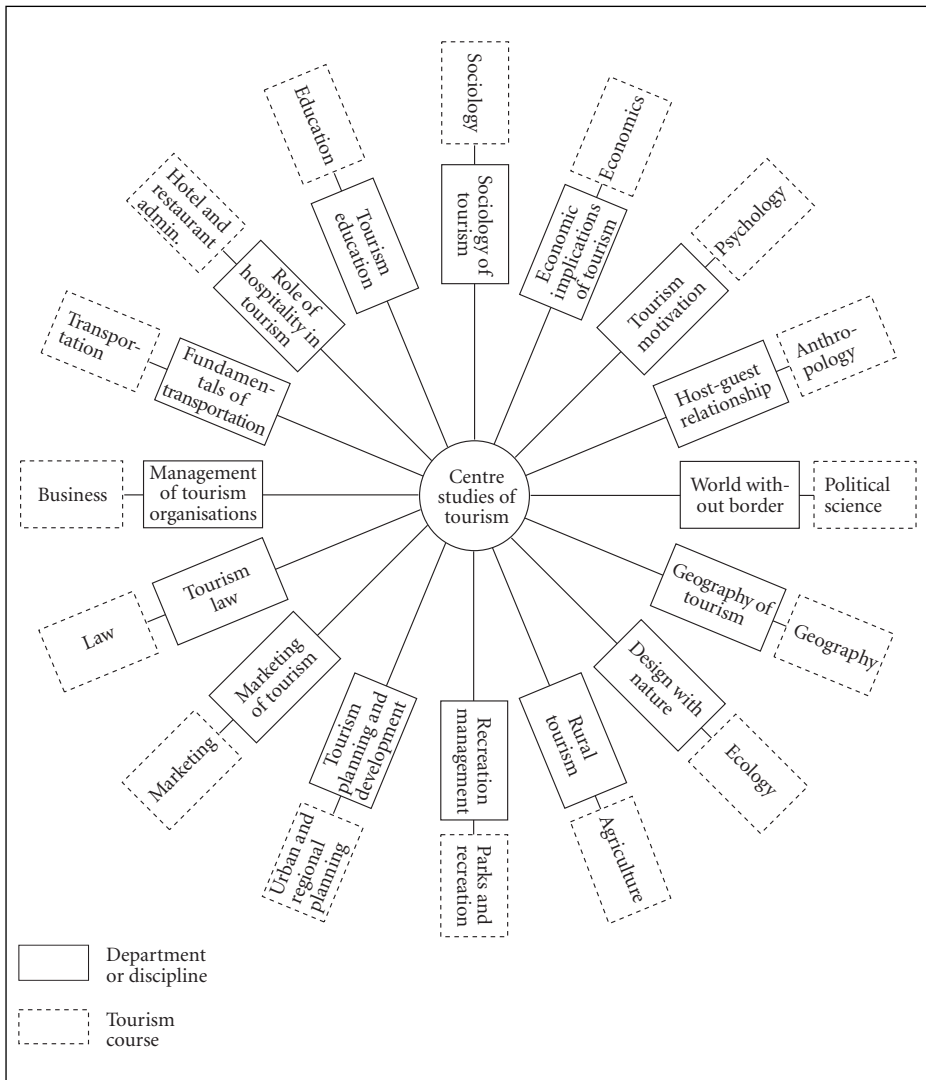
The figure describes the ideal situation of iterative curriculum review. The Tourism degree outlined below was launched in 1998, after a design period of one year, and has completed one full four-year cycle of implementation as well as a review period, and will enter into the second cycle in 2003.

The revised Bachelor of Arts – Tourism combines teaching and learning modules from Geography, Area Studies, Art, Management Studies and Accounting, with the latter two housed in the Faculty of Economics and Management Studies. Students take two of the major subjects, of which Geography is compulsory. The undergraduate programme of Physical and Human Geography, furnishing students with fundamental skills relating to knowledge application and understanding of the environment, is regarded as crucial to graduates who intend to seek employment in the private and public sectors of the tourism industry.

Progressing from the first to the third study level, students are offered the opportunity to enhance their proficiency in Namibian (Otjiherero, Oshindonga, Khoekhoegowab) and foreign languages (French, German, Portuguese, Spanish). The Department of Germanic and Romance Languages has restructured the former beginner courses in order to facilitate studies in foreign languages focusing on business language proficiency. Students with a minor bent for languages may select a variety of modules from the Information and Media Studies programme.

The figure reflects the wide range of disciplines and departments that offer tourism related teaching and learning modules and courses – inter-disciplinary, complex and multi-faceted in nature. The delineated situation can be observed in related institutions worldwide, not excluding emerging foci such as ‘eco-tourism’, ‘pro-poor tourism’ or urban ‘township tours’.

Figure 16.8: Transdisciplinary study of tourism – common offerings



Source: McIntosh and Goeldner (1987: 15)

The component covering Area Studies assembles modules offered by the Departments of Sociology and Visual Arts (of FHSS), as well as from Political Studies in the Faculty of Economics and Management Sciences. The content of modules assembled under the major subject Area Studies strongly emphasises knowledge relating to Namibian visual art, culture, identity and society. Students who intend to major in Management Studies under the Tourism degree programme are exposed to a variety of themes relating to financial and organisational management, commercial law, industrial psychology, administration and accounting.

Rapid Assessment of Results

Since 1998, this young degree has been offered to students in Namibia, with the Department of Geography and Environmental Studies taking responsibility for the academic administration of the degree. Enrolment figures are rising continuously, and the first graduate in the programme finalised her studies in 2001.

In 2001, the complete four-year curriculum and all syllabi were taught for the first time. Initially, internships were facilitated and administered individually, but the two Faculties involved in the Tourism degree have joined forces to establish an annual tourism internship scheme in close co-operation with private and public companies, and institutions registered under the tourism sector of the economy. It is only fair to mention that the tourism students have established a Tourism Student Society. The great interest in internships demonstrates the students' understanding of the significance of extra-mural placements, often opening access routes and first contacts to possible employers after graduation.

Acceptance of the Tourism degree programme is indicated by the enrolment of 33 students in 2001. In view of the increasing number of Tourism degree students, it seems appropriate to envisage a post-graduate degree in Tourism. In 1999, FHSS hosted a meeting to which institutional representatives involved in human capital building for the tourism industry in the private and public tourist sector, including the Polytechnic of Namibia, were invited. Representatives from the Polytechnic, the Namibian Academy of Tourism and Hospitality, and a foreign university partner, attended the meeting. The deliberations investigated possible conditions under which the relevant institutions would be willing to contribute to the design and implementation of a post-graduate degree in Tourism offered at the University of Namibia. In brief, the meeting agreed to mutually:

- evaluate the content and quality of existing education and training offered by cognate institutions in Namibia;

- ▀ acknowledge teaching and learning components;
- ▀ network existing educational programmes in order to build a platform for a Master's degree in Tourism that is practice orientated; and
- ▀ envisage the possibility of 'tailor-made' post-graduate programmes that would allow students to widen their knowledge as well as to specialise in one of the two undergraduate majors offered for the Bachelor degree.

It might be worth revisiting previous plans and ideas concerning post-graduate tourism studies against the background of opportunities for networking Southern African universities together with partners from overseas, thus jointly creating an international post-graduate degree.

To many colleagues the daily trans-faculty business poses a stressful challenge, and involving external institutions and colleagues in a joint post-graduate degree may add to the burden. This task has still to be tackled at UNAM. For various reasons beyond the control of the discussion group convened in 1999, further meetings could not take place. The Ministry of Environment and Tourism succeeded in consolidating and focusing its activities, and the discussion among groups interested in developing post-graduate degree opportunities, perhaps on a public-private partnership model, seems to call for revitalisation.

References

- Becker, F. 1993. 'The Function of Universities. Observations from Namibia.' In the proceedings of the *DSE/GTZ/DAAD/CIM sponsored seminar on Quality, Relevance, and Efficiency in Higher Education in Africa*. Harare, Zimbabwe, 13–18 September 1992, pp169–176.
- 1997. 'Changing Worlds of Geography. Namibian Challenges: Retrospect and Prospect.' *UNAM Inaugural Lecture Proceedings*. No. 2. Windhoek.
- Becker, F. and Otaala, B. 1998. 'Instituting and Developing Student Mentoring and Tutoring in Namibia: Constituencies, Needs, Prospects.' In S. Goodlad (ed.): *Mentoring and Tutoring by Students*. London: Stirling.
- Bird, J. 1989. *The Changing Worlds of Geography: A Critical Guide to Concepts and Methods*. Oxford: Oxford University Press.
- Castells, M. 2001. 'Universities as Dynamic Systems of Contradictory Functions.' In J. Muller, N. Cloete and S. Badat (eds.): *Challenges of Globalisation: South African Debates with Manuel Castells*. Cape Town: Maskew Miller Longman.
- Cowen, J. and Harding, A.G. 1986. 'A Logical Model for Curriculum Development.' *British Journal of Educational Technology*, 2: 103–9.

- Duke, C. 1992. *The Learning University: Towards a New Paradigm? The Cutting Edge*. Buckingham and Bristol, PA: The Society for Research into Higher Education, and the Open University Press.
- Gold, J.R. et al. 1991. *Teaching Geography in Higher Education: A Manual of Good Practice*. Oxford and Cambridge, Massachusetts: Blackwell Publishers.
- Graves, N. 1978. 'Aims and Objectives in Degree Curriculum Design.' *Journal of Geography in Higher Education*, 2(2): 64–73.
- Green, D. (ed.). 1994. *What is Quality in Higher Education?* Buckingham and Bristol, PA: The Society for Research into Higher Education, and the Open University Press.
- Harvey, D. 1989. *The Condition of Postmodernity*. Oxford and Cambridge, Mass.: Blackwell Publishers.
- Kirby, D. and Kuykendall, C. 1989. *Mind Matters: Teaching for Thinking*. Portsmouth, NH: Boynton and Cook.
- Mcintosh, R.W. and Goeldner, C.R. 1987. *Tourism – Principles, Practices, Philosophies*. New York: Wiley.
- Perry Baroness, P. 1994. 'Defining and Measuring the Quality of Teaching.' In D. Green (ed.): *What is Quality in Higher Education?* The Society for Research in higher Education. Buckingham Pristal: Open University Press.
- Saint, W.S. 1992. 'Universities in Africa: Strategies for Stabilization and Revitalization.' *Technical Paper 194. Africa Technical Department Series*. Washington, D.C.: World Bank.
- Shaw, G. and Williams, A.M. 1994. *Critical Issues in Tourism. A Geographical Perspective*. Oxford: Blackwell Publishers.
- University of Namibia. 2002. 'Faculty Prospectus 2003.' Faculty of Humanities and Social Sciences. Windhoek: University of Namibia.
- World Travel and Tourism Council. *Millennium Vision for Africa*. Status Report 1, The Namibia Declaration 1998.

Conclusion

Cracking the Code of the New Orthodoxy

Trish Gibbon

In the very arrangement of the chapters of this book it is possible to see a reflection of the lines of the debate that they articulate. There is a steady movement from the more abstract, theoretical appraisal of some of the central issues and principles that have to be addressed in curriculum reform – arguments from first principle, one might say – through the politics of institutional and organisational reform, to the highly concrete application of ideas in the practice of curriculum construction and reconstruction within communities of academic practitioners. But this neat metaphorical conceit is too tidy to encompass the full and messy complexity of the issues raised and reflected upon in these chapters. Here is evidence of passion and commitment, that spring from ideological battles fought so fiercely that they at times threaten to disrupt the smooth surface of polite academic exchange.

Who better than academics, particularly social scientists, to wage war with the full arsenal of sophisticated rhetorical strategies and devices? Could there possibly be any clearer demonstration that knowledge is contested terrain than the ideologically charged discourse within which its nature and associated practices are debated in these chapters? A brief outline of the dominant features of this debate might be helpful to illustrate these points.

The debate is a response to the current demand for higher education to contribute to social and economic development, particularly in ways that will undo the inequities of the legacies of apartheid, contribute to economic growth, innovation and competitiveness in the global arena, and entrench democratic values and practices. Higher education must do so by becoming more socially engaged and responsive. The measure of its success (and it *will* be measured in a new performance-based regime of accountability) is, at a minimum, the production of the right numbers of graduates in the fields identified as critical for social and

economic growth, who possess the appropriate high level skills to perform effectively in the workplace, and the right mix of attitudes and values for democratic citizenship. The focus of the debate is on how best to achieve these objectives. The issues are made more complex, however, by the additional need for higher education institutions to respond to market pressure to ensure their survival in the context of declining state funding (but increased state demands). In this arena they must balance more than books. Programmes must be touted in a student market in which students increasingly demand that qualifications should be linked to real job opportunities, while institutions are aware that labour market trends are notoriously difficult to predict.

The debate is taken up in the pages of this book as it relates to the broad field of disciplines known as the Humanities and Social Sciences.¹ In simple terms, one position in this debate is that these objectives are best achieved by continuing to give students a sound grounding in the fundamental theories, concepts and methodological procedures of disciplines, at least at undergraduate level. Contents and orientation may change, but, as Johan Muller (2001) argues, this is the time for proper induction of initiates into disciplinary knowledge fields, an induction for which there can be no substitute. His point relates to a more complex argument about the acquisition of conceptual tools that are transferable or generalisable – the kind that are seen to be essential to the complex inter-disciplinary problem-solving skills required in the new knowledge economy. This side of the debate is given very little space in the book, although it is the implicit counter-position to much that is presented here.

The other side of the debate (only one contribution promotes a ‘third way’ or middle position) argues that this is inadequate to meet the complexity of current demands. It draws on discourse about globalisation and particularly on notions of the knowledge society, on policy imperatives that have themselves been shaped by globalisation discourse, on more broadly popular political discourses of democracy, inclusion, reparation and indigenisation, and on discourses about the nature and contingency of knowledge itself. While given different weighting by contributors, these are the elements used to shore up arguments that students should be given early exposure to inter-disciplinary studies (regionalised knowledge), that contents should be given a strong African/regional/local focus, that students should be taught more applied, technical, job-related skills, and that values and attitudes should be an explicit component of the curriculum.

It is no surprise, then, that the two dominant themes running through the book are *responsiveness* and *accountability*. They are not new ideas, having had a central

place in policy at least since 1996, but the ways in which they are taken up reveal some of the complexities and contradictions that beset their enactment. They are the key terms used to characterise the new relationship between higher education and society and the responsibilities that higher education is expected to meet. What is implicit in these terms is that public higher education is not automatically taken to be a public good. The dual aspects of responsiveness and accountability consist in a demand to *respond* appropriately to needs that arise *outside* higher education institutions, and to be *answerable* to groups and bodies again largely outside higher education – the public, government, and a vast range of constituent stakeholders within those umbrella categories such as professional bodies, the business and commercial sectors, industry, local government, local communities, and so on – who may have an interest in higher education.

For what is higher education answerable? For the way in which public monies are spent and the general conduct, operations and performance of the institutions. Higher education institutions have to justify their existence by being seen to produce what this array of stakeholders might require of them, by *demonstrating* that their existence is in the public interest and that they serve the public good. And there's the rub. Why? Because societies are complex, with all sorts of competing interest groups that may have quite contradictory and opposing objectives. To which should institutions respond? Which should take priority? Should responses be primarily market driven or value driven? At one level the state clearly sets the agenda for responsiveness and will use funding mechanisms to steer the institutions towards producing graduates in appropriate fields. The state also sets a number of accountability procedures in place although, interestingly, none of these is discussed in the book. But the state will not determine curricula, and that is the level at which responsiveness and accountability are addressed here.

The answers to these questions are not simple and, as the book attests, it is probable that they will have to be constantly negotiated. They are not simple in part because issues rarely present themselves in the form of straight alternatives. Another reason is that competing interest groups do not only exist outside higher education institutions but are part of their very fabric. But lest this complexity become overwhelming, it is as well to remind ourselves that the fundamental 'products' that institutions must deliver in the public interest are well educated graduates, and this lies at the heart of curriculum debates. The generic outcomes-based description of a degree in the Humanities and Social Sciences in Section Three is one attempt to arrive at a common curriculum platform, but in reality, there is no agreement in this book as to what constitutes a well educated Social Science graduate. Arguments are

advanced for fundamental induction into the epistemic values and practices of disciplines, for education for democratic citizenship, for inter-disciplinarity, for service or community-based learning, for the teaching of applied and technical skills, and for more or less direct training for the job market. Others prescribe particular contents – historical knowledge and ‘consciousness’, awareness of development issues, human rights and the effects of globalisation.

Wally Morrow (Chapter One) fires the first salvo and sets the terms of the debate with an assertion that conflict often arises from the incommensurable nature of different approaches to curriculum change and the sets of reasons that support them. Traditional curricula, he asserts, are often defended because they embody not only forms of knowledge that are prized, but also intellectual habits, professional identities, values and standards of practice that have for many years been the measure of hard-won mastery of disciplines. Calls for radical reform would sweep much of that away, which is why there is little space for compromise. The reality, he is quick to point out, is that radical curriculum change of this kind is difficult to achieve because sedimented practices and values – the generative grammar of a curriculum that is largely hidden and almost never articulated at the level of explicit ‘outcomes’ – continue to operate and provide the intelligibility of actual practice.

Nonetheless, he concedes that curriculum change is inevitable, driven by three ‘bulldozers’, that he identifies in the forms of the market, political pressure and epistemological change, themes that are taken up time and again by other contributors. It is at this point that Morrow introduces the discursive terms that sound like a mantra through the book: accountability, efficiency, responsiveness, transformation, representivity, transparency, and relevance. To this list, other writers add further terms: socially engaged (Pretorius: Chapter Two), Afro-centric, indigenous (Dowling and Seepe: Chapter Three), community-based (Nuttall: Chapter Four), applied, career-oriented, problem-solving (Manuel, Nel, Becker: Chapters Seven, Thirteen and Sixteen). It is a formidable and loaded vocabulary, carrying a significant weight of moral approval and political correctness. Its counter terms are constructed with opprobrium: traditional, canonical, insular, Euro-centric, self-indulgent, hierarchical. In this explosive rhetorical minefield, Morrow’s stance is exemplary of the best classical intellectual traditions – openness to genuinely new lines of inquiry, scepticism about sweeping and undifferentiated claims based on glib, populist positions, and passionate defence of the kind of discriminations that lie at the heart of the exercise of what he terms epistemic values.

Here he provides some useful discriminations for the curriculum transformer. One of these is to discriminate between different challenges to knowledge claims.

Identifying the historical roots or ‘interested’ source from which knowledge springs, or from which it is challenged is not to be confused with refuting its validity or ‘truth’ claims. Another is that resistance to curriculum change sometimes arises from a confusion of content change with epistemic change. Epistemic values are content-neutral, and of course they may be challenged and changed, but this generally happens over a much longer period of time than that envisaged in curriculum reform processes. And here he offers a dire warning: rejecting or abandoning epistemic values is tantamount to a fundamental undermining of the integrity of all academic work. Such a move courts disaster, turning academics into frauds and betraying students and society. Like a veritable John the Baptist, Morrow shakes his epistemic staff at errant academics who, lured by the false promise of an apparently democratising relativist discourse, run the risk of wandering endlessly in the wilderness of a myriad competing claims with nothing more to guide them than the fashionable rhetoric of the day, group pressure and personal predilection. This is a vitally important argument for what follows in the rest of this book.

Morrow holds steadfastly to the conviction that disciplinary procedures and modes of inquiry are *disinterested*. Implicit in his argument, however, is the recognition that the direction inquiry takes, the knowledge that is consequently produced, and the uses to which it is put or applied are *interested*. These are the levels at which choices are made, and where competing (more, or less, powerful) social, political and economic interests come into play. The institutional histories offered in Section Two give clear testimony to the play of those forces and the deep imprint of political interests on institutions in South Africa, Mozambique and Namibia. These are also the levels at which the possible meanings of responsiveness have to be examined.

In the following three chapters, the policy call for responsiveness is largely interpreted as giving higher education an overtly instrumental role: it must contribute to social development, and particularly to undoing the iniquities and inequities of the apartheid past. Dolina Dowling and Sipho Seepe (Chapter Three) are explicit. Higher education must contribute to the resolution of the problems of poverty, illiteracy, the alienation born of widespread unemployment, and contribute to the provision of adequate social services, meeting skills shortages, and so on. To this end, they propose an overarching programme for the Social Sciences which they entitle ‘Social Emancipation’, through which curricula will be constructed to address the issues listed above as well as the African Renaissance, multi-lingualism, economic development, and HIV/AIDS. This would align curricula with the government’s agenda for social and economic transformation. The argument

presented here is founded on the assumption that the traditional role of the university must be redefined. There is a global move away from insular ‘ivory tower’ institutions to ‘multi-purpose knowledge organisations that are socially relevant’. Such a move makes the skills and expertise of academics available to society, and equips students with a broad range of generic and transferable skills required by the labour market. This is education for freedom, not for maintaining the status quo.

Tim Nuttall (Chapter Four) takes this line of argument one step further by elaborating on a curriculum founded on community-based learning. This is the arena that brings together curriculum reform and community development in what he calls a ‘scholarship of engagement’. The purpose is to address the challenges of social development and democratic citizenship by connecting classrooms, research projects and off-campus sites of knowledge production and action. This is not to be confused with Michael Gibbons’ notion of Mode 2 knowledge production, which involves sophisticated research laboratories and highly skilled personnel working in parastatal research councils and industry. Nuttall’s focus is primarily on the knowledge sites of communities that he defines as resource-poor, disadvantaged black groups. Exactly what constitutes these as knowledge sites is more difficult to ascertain. Is it because these communities have embedded, indigenous knowledge systems with which students and researchers would attempt to engage? Or is it that students and researchers generate knowledge at these sites that will be valuable to the communities? Or is it a combination of these? And how is the value or contribution to the community to be measured? Leaving these questions aside for the moment, it becomes clear that Nuttall shifts rather uneasily between his narrow definition of community, which is the major focus for social development action, and a broader one in which he includes any locale, institution or group of people off-campus. It is this broader notion that he invokes to support the claim that universities are no longer privileged sites of knowledge production in the context of a proliferation of expert knowledge on multiple sites, but then he applies this idea, perhaps illegitimately, to sites of deep deprivation in communities defined in the narrow sense.

Deon Pretorius (Chapter Two) has a rather more nuanced approach to the issue. His aim is to find a balance between forces of external and internal determination on institutions, or, put differently, between social responsiveness and institutional integrity. Working through five models of relationship between society and higher education institution, each of which corresponds to some point on the spectrum between high internal determination (knowledge pursued as an end in itself) and high external determination (control by state, church, commercial enterprise – the

corporate university is perhaps a sub-category of this, although Pretorius gives it a category of its own), he finds inadequacies in all. In place of the binaries that characterise each of these models, Pretorius proposes a 'socially engaged model of knowledge production' in which teaching and research are contextualised for optimal social impact. The strategy to achieve this is to integrate teaching, research and service, so that community service is not simply an optional add-on that has no real connection with the central activities of the institution. He does build in the proviso, however, that inter-disciplinarity, and engagement with the context of application, should be based on basic disciplinary competence, picking up on one of Wally Morrow's concerns.

For Pretorius, socially engaged knowledge production meets the obligation of higher education institutions to direct knowledge towards social development by finding a balance between instrumentality and values. At this point, his argument takes an interesting turn. One might expect that it would be the *institution* that determines the value orientation (through its vision and mission, for example), but Pretorius asserts instead that the social and historical context, or more specifically, the 'reference group' to which the researcher's work refers should determine the value orientation. This is a highly problematic proposition, for reasons that will be taken up presently, but it does provide a common thread with the arguments presented by Tim Nuttall.

Pretorius, Dowling and Seepe, and Nuttall speak in their different ways from the same side of the fence. This is a powerful, ideologically charged discourse that articulates the current pieties of higher education liturgy. Although the discourse is not new, it is still sufficiently unsettled to be varied across different contexts and users, and while it has some features in common with a global higher education discourse that quite deliberately brings academic practice into closer alignment with social and development needs – perhaps most clearly expressed in the World Trade Organisation's move to categorise education as a service industry – there are important ways in which it speaks from a very particular South African context.

One of these is an implicit need for a radical break with the past. Social institutions with long and deeply embedded practices and values change less quickly than political institutions and, for some, this is an affront to the new political order. It can lead to easy caricature and dismissiveness – throwing the baby out with the bath water, as Wally Morrow says. That higher education institutions were deeply implicated in apartheid is without question, but it is not as easy to conclude that all academic practices and intellectual traditions associated with that period are irredeemably tainted. Andre du Toit remarks that there are:

... real and serious tensions between the conditions for disciplinary integrity and the necessary levels of institutional autonomy, on the one hand, and the demands of social and political accountability on the other hand. These tensions are being played out all around us; they constitute the basic agenda for the 'transformation' of post-apartheid universities (Du Toit, 2001).

A second, particularly South African resonance to this discourse, is a deep discomfort with the hierarchical nature of knowledge. Its acquisition confers expertise and therefore has a direct link to the creation of social and intellectual elites. The focus in the discourse, therefore, is on the subversion of elitism, the democratisation of the knowledge terrain, and the amelioration of structural social disadvantage. Dowling and Seepe come close to giving higher education the roles and responsibilities of the state in this regard, and Nuttall comes perilously close to giving communities a direct say in the determination of curricula.

Piet Naudé's contribution to Section One (Chapter Five) moves away from the straight advocacy of the other chapters to a cooler assessment of the primary factors that have contributed to the current pressure for academic transformation but the litany is not that different. Epistemic contingency, shifts in the mode of knowledge production, responsiveness as a policy requirement and financial imperatives are identified as the chief drivers. A greater awareness of the historical and epistemological contingency of disciplines, he argues, in conjunction with a sense of the complex problem-solving skills required in the globalised world, have provided the rationale for moving away from narrow disciplinary approaches and loosened the link between disciplines and traditional organisational forms (such as departments).

Naudé also invokes Gibbons and the thesis that there is a significant move to Mode 2 knowledge production, i.e. knowledge production across a number of sites outside higher education institutions, but particularly in the context of application. This mode of knowledge production is characteristically trans-disciplinary, eclectic, networked, and accountable. It operates beyond traditional organisational forms and traditional academic forms of assessment. Naudé warns against uncritical acceptance of the thesis but presents it as a factor with significant implications for traditional knowledge structures. It may be as well, however, to pause for a moment and ask whether this has real purchase in South Africa, or whether it operates largely as another kind of rhetorical pressure.

Gibbons et al. arrived at their notion of a new mode of knowledge production on the basis of substantial empirical studies in the North. At a conference in Cape Town in March 2001, Gibbons was at pains to make the point that this was an

account of what they had found, and not a prescription for what ought to be (see Ravjee, 2001). In South Africa, where there is less evidence of significant Mode 2 activity, and research is only just beginning to explore its possible existence, the uptake has been largely in prescriptive mode (ibid.), and it has had a powerful influence on policy through the work of the National Commission on Higher Education (1996), in turn becoming incorporated into Education White Paper 3 (1997). The issue is not so much whether it actually applies in South Africa as the fact that it has achieved astonishing rhetorical purchase as a support to the official policy of responsiveness. What is more, it is taken up and used to support a whole range of activities and changes at the level of institutions. More critical in this context is whether it has any relevance at all for undergraduate curricula. It is, after all, built on the assumption that Mode 1 knowledge production (basic research) continues, and that it is only possible to fully engage in Mode 2 research on the basis of already established disciplinary training. Again, the relationship between responsiveness in the curriculum and the teaching of basic epistemic values is raised.

There is also a clear tension between responsiveness understood as directed to social development, and responsiveness as a necessary reaction to financial constraints and the marketisation of higher education. Issues related to the commodification of knowledge and the increasingly vocational orientation of programmes are raised by Naudé, and lead him to ask a key question: If curricula are too narrowly directed to meeting the immediate needs of the labour market is there not the possibility that they will sacrifice precisely the generic knowledge skills that are vital to survival in a global economy, an economy that requires of graduates above all else the ability to go on learning, to reconfigure knowledge in new contexts, to be Manuel Castell's 'self-programmable labour' (Castells, 2001)?

Sections Two and Three of the book provide bridges between the general level at which issues are taken up in Section One and the very specific ways in which some of these ideas are embodied in the construction of particular curricula as described in Section Four. Posing the question as to what the focus should be of a Social Science degree, Janet Cherry and Carol Christie (Chapter Nine) argue for a fine balance between the inculcation of generic skills, the teaching of other specific skills ('people' skills and some technical and research skills), and an essential content drawn from a number of disciplines – history, sociology, anthropology, philosophy and economics. They subscribe to the view that relevance does not necessarily mean subservience to the developmental state, and hold out the ideal of critically engaged, responsive, relevant, yet independent Social Science. While judging the launch of

inter-disciplinary programmes at the University of Port Elizabeth to be largely successful, they also lament the absence of empirical and theoretical content in some courses. Christo Botha (Chapter Ten) has a different story to tell of the University of Namibia where the effort to introduce an inter-disciplinary faculty core programme has been largely unsuccessful after two attempts, a failure that he puts down to staff resistance and resource constraints. The explanation begs further questions: Is this all there is to it? Or, are there deeper epistemological and cognitive issues that are the real source of intractability?

Section Four provides the most concrete examples of what happens when the curriculum debates are put to the test of actual practice. Accounts are presented of the construction of four undergraduate and two post-graduate programmes. It is impossible to judge their success or otherwise (the only criterion for success offered by the writers is that of marketability, the limits of which they also concede) but it is possible to highlight, by way of conclusion, some of the issues they have had to confront.

Gregório Firmino (Chapter Twelve) gives fascinating insight into the difficulty of Africanising a curriculum in socio-linguistics that has been dominated by Western theory and scholarship. Although there was a significant flowering of African scholarship in the field in the 1960s, much of it has become inaccessible, and the poor communication networks through the rest of Africa have made the recovery of this scholarly work almost impossible. Firmino records the deep irony, that it is through the libraries and archives of universities in the West that such an act of recovery may eventually succeed.

In the three other undergraduate programmes there is an overt concern with ensuring the employability of students, a factor that is presumably highly significant for the marketing of the programmes. These are not professional programmes, and each could lead to a number of different careers. What is particularly interesting here is how the problem has been resolved of suggesting a strong career orientation without falling into narrow vocationalism. In each case the curriculum has been shaped to suggest an emphasis on job-related skills, but the approach is eclectic and even the job-related skills have to have a level of generality about them. The construction of a sociology curriculum described by Obede Baloi (Chapter Fifteen) attempts a tighter correlation of skills with potential work locations – and then teaches to all of them. The programme in Tourism (Chapter Sixteen), which seems to have a strong vocational orientation, faces the difficulty that the tourism industry and related public policy areas encompass a huge range of different sectors. The choice here has not been to ground the programme in business or management

studies (although the programme has a strong entrepreneurial thrust), but in the more traditional discipline of geography. The question that arises acutely in this context is whether these programmes fall between the two stools of disciplinary education and straight vocationalism or whether they are successful in producing transferable skills.

One of the assumptions informing these curricula is that applied, job-related skills must be taught. Why? Is it also assumed that students will not be able to apply their knowledge after graduating unless they are explicitly taught these skills? Part of the difficulty surrounding this issue is that although knowledge is a constant theme in these pages, there is no focused discussion of the relationship of knowledge to the curriculum. Johan Muller (2001) provides some useful pointers in this regard. First, he makes a clear distinction between knowledge production (research), and reproduction (the curriculum). Secondly, he observes that while there is a marked convergence between basic and applied phases in some disciplines, in others they are poles apart. Forcing disciplines into applied mode can have seriously negative effects on the basic knowledge system. In some examples of curriculum reform there is an attempt to integrate knowledge production and reproduction, to make applied research a part of the curriculum. Whether such a strategy will in fact produce graduates with generic, transferable skills is questionable. Muller thinks not:

Teaching 'Mode 2' (that is, applied skills) directly before giving students the conceptual tools with which to 'situate' that knowledge in its larger coherent pattern ... was to leave students in a procedural 'how to' mode, without tools of extension and innovation, precisely the skills that the 'Mode 2'ers wish the students to have.

He sounds a further warning note that forced marriages cannot be imposed on incompatible disciplinary discourses. Knowledge forms change, over time, in response to new knowledge, and through this process, some disciplinary discourses may merge and form new knowledge fields. *Willed* merging of discourses into inter-disciplinary studies is another matter altogether, and runs the risk of seriously distorting the constituent disciplinary discourses.

A final reflection arises out of the chapters describing the reform of two post-graduate programmes. At this level, inter-disciplinarity does not raise the same epistemological problems as in undergraduate programmes, but the particular post-graduate programmes described here – one in development studies (Chapter Fourteen), and the other in public administration (Chapter Thirteen) – throw into relief another issue that has lurked beneath the surface of this debate in other

chapters. It is the question of academic freedom or autonomy and how it is to be understood and exercised in the context of responsiveness and accountability. These two post-graduate programmes are centrally concerned with the role of the state – in relation to development, in one case, and in relation to public service delivery, in the other. For the purpose of sharpening the argument, the focus will be on Heather Nel's account of constructing an appropriate and relevant curriculum in public administration.

Curriculum reform in this instance is placed in the context of two sets of challenges. The first is the political challenge of transforming the apartheid constructed public service aimed at regulation, control and constraint, into a service that enables community empowerment and development. The second is the global change in models of public administration premised on a paradigmatic shift towards a managerialist, minimalist state in which the public sector has a reduced role, services are increasingly privatised, and the emphasis is on efficiency and results. In this view of the state, the quality of public service delivery is related to national economic competitiveness, and goes hand in hand with the increasing commercialisation of service delivery and the blurring of public and private sectors. For Nel, efficient public service delivery depends on public servants having mastery of a suite of skills in financial administration, municipal administration and project management, and a commitment to the key elements of good governance and national development objectives. This is a highly practical course aimed at a very specific market.

But where is the space or critical distance to reflect on the nature of the neo-liberal state that lies at the heart of this curriculum? Responsiveness here has led to a direct alignment of the curriculum with a government agenda and endorsement of a particular view of the state. It is not difficult to see how the 'interests' served by this curriculum may come into direct conflict with alternative sets of 'interests' embodied in other curricula. Cherry and Christie raised the issue of maintaining some 'independence' from the development state, and other contributors clearly do not want curricula to be directly driven by the 'interests' of the market. Is it possible in this climate to find a balance between social engagement and responsiveness, on the one hand, and necessary critical distance, on the other? Is it possible to demonstrate a properly civic accountability without collapsing into subservience to many masters? In some cases it would seem that the high priests of academia are not waiting for the merchants to burst in, but are themselves setting up spaza shops and market stalls on the porch of the temple and selling off its priceless treasures. Some would say that it is high time those treasures were put to good use.

The curricula presented here are both daring and risky. Will they undermine disciplinary integrity and deny students a proper induction into higher order thinking of the kind that has traditionally characterised a university education? Will marketability have the effect of debasing the coinage of qualifications for very short term profits? Will students emerge with the flexibility and adaptability that the globalised world demands, or will they find themselves trapped in a narrow range of skills incapable of extension? Or will these curricula rise to the challenge articulated by Wally Morrow of opening up 'lines of enquiry, previously not envisaged ...'? The debate continues.

Endnotes

- 1 This is not the whole debate, because at least one other aspect of it concerns the relative size and importance of disciplinary fields in relation to one another. While policy accords a high value to the contribution that can be made by these fields it also holds that they are bloated, that there is a skewed distribution of students across different knowledge fields that will have to be rectified by appropriate steering mechanisms such as funding, the approval of institutional programme and qualification mixes and three-year rolling plans through which institutions will set their targets.

References

- Castells, M. 2001. 'The New Global Economy'. In J. Muller, N. Cloete and S. Badat (eds.): *Challenges of Globalisation: South African Debates with Manuel Castells*. Cape Town: Maskew Miller Longman.
- Du Toit, A. 2001. 'Revisiting Academic Freedom in Post-apartheid South Africa: current issues and challenges'. www.chet.org.za/papers.asp.
- Muller, J. 2001. 'Return to User: Responsiveness and Innovation in Higher Education'. www.chet.org.za/papers.asp.
- Ravjee, N. 2001. 'The Emergence of "Mode 2" in South African Higher Education Policy Debates'. Paper presented at the SHRE/EPU conference, *Globalisation and Higher Education: Views from the South*, Cape Town, March 2001.

Appendix 1

Projects and Researchers

University of Port Elizabeth

Project Title	Researchers
<i>An investigation into the Concept of Development Entrepreneurship – A Pilot Project for Incorporating Relevant and Contextual Skills into Undergraduate Social Science Degrees</i>	Deon Pretorius and Amanda Johns
<i>Academic Communication Skills in English for Accounting Students: Design and Implementation of a UPE Level 1 Module</i>	Di Ayliff and Mariana Kriel
<i>Peer Mediation Research Project</i>	Gavin Bradshaw and Lyn Snodgrass
<i>MPA Curriculum Reform</i>	Heather Nel
<i>Reform of the Post-graduate Development Studies Degree Programme</i>	Richard Haines
<i>The design of an undergraduate Social Science curriculum for Southern African Universities – learning from the experience of the University of Port Elizabeth, South Africa</i>	Janet Cherry and Carol Christie
<i>Group Dynamics: Internship and Experiential Training</i>	Frans Bezuidenhout
<i>Curriculum Reform in the Masters in South African Politics and Political Economy</i>	Susan Booysen
<i>Curriculum Reform: BA in Media, Communication and Culture</i>	Danie Jordaan

Universidade Eduardo Mondlane

Project Title	Researchers
<i>Licenciatura in Sociology curriculum</i>	Obede Baloi
<i>Redesigning a Course on Sociolinguistics for an African Context</i>	Gregório Firmino
<i>Maintenance strategies on a Mozambique island</i>	Alexandre Mate
<i>Teaching strategies in a classroom setting</i>	Gerd Taju
<i>Curriculum transformation: A case study in the Arts Faculty</i>	Carlos Manuel

University of Namibia

Project Title	Researchers
<i>The University of Namibia: Genesis, Founding, Development</i>	Andre du Pisani and Hans-Volker Gretschel
<i>Attitudes Towards Social Sciences in Namibia</i>	Lisa Plattner
<i>The University in Society: The Resource and Policy Paradigm</i>	Pampelene Mufune
<i>The Northern Campus: An Educational Seedling</i>	Brian Harlech-Jones
<i>Humanities and Social Sciences in University Reform: International Scenarios</i>	Fritz Becker
<i>The Question of a Faculty Core Programme in the Humanities and Social Sciences</i>	Christo Botha
<i>Tourism Studies as Regional Knowledge Domain</i>	Fritz Becker

Generic Standard in South Africa for a BA Degree in the Humanities and Social Sciences

Standard for the Generic Formative First Bachelor's Degree
in the Humanities and Social Sciences¹

NQF Level 6

(Bachelor of Arts – BA; Bachelor of Social Science – BSocSci)

1. *Title of qualification*

Formative First Bachelor's Degree in the Humanities and Social Sciences

(This is a general Bachelor's degree qualification (as designated variant of the Bachelor's Degree Qualification) in the General Track with a minimum total of 360 credits and a minimum of 120 credits at NQF Level 6).

2. *Field*

The qualification standard is being launched via the National Standards Body (NSB04) but, in view of the fact that this is a generic, formative degree, it would be inappropriate to delimit the fields too closely as components from practically all fields of learning can be incorporated in a learning programme leading to this qualification. Its major substance will, however, come from the fields commonly associated with the Humanities and Social Sciences.

3. *Sub-field(s)*

Sub-fields: All the recognised sub-fields of the relevant NSBs will be covered by this generic Bachelor's degree in the Arts and Humanities.

4. *Level*

There will be a minimum of 360 credits awarded for the qualification from an entry level at Level 5 (immediately following on Level 4). There should be a

minimum of 120 credits at the exit level, which is at Level 6 on the NQF in terms of the level descriptors.¹

When specific programmes are designed by providers aiming to achieve the outcomes of the standard as proposed here, due attention should be given to the spread of disciplines within the programme to satisfy the requirements in terms of fundamental, core and elective components. Cognisance should therefore be taken of the relevant documentation.

5. *Credits*

The minimum credits for this qualification are 360 with 120 pegged at the exit level (6).

6. *Rationale*

This Formative First Bachelor's Degree in the Humanities and Social Sciences is intended to assist all relevant role players, such as potential employers, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with a first formative Bachelor's degree in the Arts, Humanities and Social Sciences. The term 'generic' is used to indicate that the basic minimum of the outcomes, as well as their associated assessment criteria, has been identified. In keeping with the points of departure of the generic degrees project, the standard has been developed abstractly. The standard is not bound by discipline-specific knowledge, but rather by consensus on the depth and complexity of learning and competencies to be acquired by learners in such programmes of study. This has the implication that a student could build a learning programme at the appropriate level by using a wide variety of disciplines leading to the desired outcomes. In this process care should be taken that the construction of a specific study programme should make provision for depth and that the level descriptors should be kept in mind very closely so as to allow a student to proceed to more complex *post-graduate* work and not unnecessarily fragment the qualification.

This generic qualification standard proposes a minimum standard for the Formative First Bachelor's Degree in the Humanities and Social Sciences consisting of at least 360 credits within the 'general track' of the National Qualifications Framework (NQF).

This standard would be subject to review in the cycle proposed within the NQF.

7. *A statement of the purpose of the qualification*

The purposes of this qualification include:

- ▶ To familiarise learners with the content and basic theories of a number of disciplines in the Humanities and Social Sciences, at the basic and intermediate level, and to provide them with a deeper grasp of one or more of these disciplines taken at exit level (level 6), as well as to enable them to place new knowledge in context and to use appropriate methods for seeking resolution of problems;
- ▶ To provide learners with a variety of basic scholarly and intellectual competencies, including the ability to question critically the assumptions of a limited range of theories and authorities, and to develop an understanding of elementary research methods used within one or more disciplines;
- ▶ To equip learners with the ability to give an accurate account of scholarly positions and the competence to express their own opinions clearly and coherently, both in written and oral communication;
- ▶ To prepare learners *for post-graduate* study;
- ▶ To provide learners with a well-rounded and broad education across a number of disciplines, thus preparing them for a wide range of professions crucial to the welfare of society;
- ▶ To produce learners who are able to think laterally, critically and creatively;
- ▶ To produce learners who are prepared for lifelong learning; and
- ▶ To produce learners who understand the principles of, and are capable of, critical citizenship.

8. *Admission requirements*

Admission to programmes of study leading to this qualification will have to be determined by:

- ▶ Formal requirements in terms of a matriculation certificate with endorsement or other requirements set by institutional discretion; and/or
- ▶ Adequately meeting requirements of universities subsequent to obtaining a Further Education and Training Certificate (FETC);
- ▶ Additional institution-specific requirements related to minimum access requirements for particular disciplines; and
- ▶ Appropriate Recognition of Prior Learning (RPL) to provide access to candidates not complying with the formal requirements.²

9. *Assumptions of learning already in place*

Apart from the formal requirement related to university exemption requirements, learners who register for entry into this qualification at Level 5 should:

- ▶ Have the information gathering, analysis and presentation skills required at exit Level 4 on the NQF;³
- ▶ Be able to comprehend what they have learnt and to communicate it reliably, accurately, and comprehensively in the required medium of instruction;
- ▶ Be able to begin to take responsibility for their own learning and its progress within a well-structured and managed learning environment; and
- ▶ Be able to evaluate their own performance.

10. *Exit-level outcomes and their associated assessment criteria*

Typically, a programme leading to the award of a Formative First Bachelor's Degree in the Humanities and Social Sciences aims to develop learners who will:

- ▶ have a systematic and well-rounded knowledge and understanding of important theories, scholarly positions and basic methodologies;
- ▶ act innovatively and pro-actively within a career;
- ▶ be using his/her critical attitude and communication skills to participate and contribute to the economy and general society; and
- ▶ have the capacity to interact effectively with others, operate in variable and unfamiliar contexts with responsibility, and become increasingly self-directed.

Specific exit-level outcomes	Assessment criteria	Implied competence and range ⁴
<p>Learners who have a Formative First Bachelor's Degree in the Humanities and Social Sciences can:</p>	<p>Assessors will know that the learner meets the requirements for the specific exit-level outcome based on the following critical evidence:</p>	<p>Critical evidence for assessment purposes implies competence in the following:</p>
<p>1 Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories, and scholarly positions of the critical core⁵ of a number of disciplines at a basic and intermediate level (Level 5).</p> <p><i>Range:</i> The critical core of a number of disciplines should be appropriately represented in the learning programme.</p>	<p>Familiarity, knowledge and understanding are:</p> <ul style="list-style-type: none"> ■ reflected in the correct use of the terminology, concepts, principles and theories in written and/or oral communication; ■ represented in analysis, evaluation and synthesis of recent and relevant research findings in the disciplines included; ■ effectively applied to propose solutions to well-structured and practical problems based on theory-driven arguments; and ■ communicated clearly using scholarly discourse and discipline-specific conventions effectively. 	<p>Note:</p> <ul style="list-style-type: none"> ■ The learner needs to know the basic principles of discipline-specific conventions at the relevant level of complexity (Level 5) in order to provide evidence for this outcome. ■ Different cognitive domains can be used to critically compare, analyse, and evaluate theoretical knowledge. ■ The critical core of a number of disciplines included in the learning programme is determined by the scope of specific concepts, principles and theories included up to this level.
<p>2 Demonstrate a systematic and well-rounded knowledge, and the ability to critically question the basic assumptions of the most important theories, scholarly positions and basic methodologies of one or more disciplines⁶ (Level 6).</p> <p><i>Range:</i> The one or more disciplines presented at Level 6 should not exceed 60% of the learning for the programme across the full duration thereof.</p>	<p>Familiarity, knowledge and understanding are:</p> <ul style="list-style-type: none"> ■ reflected in the correct use of the terminology, concepts, principles and theories in written and/or oral communication; ■ represented in the critical appraisal of the relationship among concepts and principles of the disciplines included; ■ effectively applied to propose solutions to well-structured and practical problems (both concrete and abstract); and ■ communicated clearly using scholarly discourse and discipline-specific conventions effectively. 	<p>Note:</p> <ul style="list-style-type: none"> ■ The learner should have ample competence at using the relevant discipline-specific conventions at this level of complexity (Level 6). ■ Different cognitive domains should be incorporated in the training process to equip students to critically compare, analyse, and evaluate theoretical knowledge. ■ The critical core of one or more disciplines included in the learning programme is determined by the scope of specific concepts, principles and theories included up to this level.

Specific exit-level outcomes	Assessment criteria	Implied competence and range
<p>3 Show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract).</p>	<p>Competence with the basic and elementary modes of inquiry:</p> <ul style="list-style-type: none"> ▶ is reflected in well-defined and coherent representation of identified problems; ▶ is represented in the selection and application of appropriate methods, techniques, tools and procedures relevant to the discipline; ▶ proposes possible solutions based on theory-driven arguments and using the relevant modes of inquiry consistently; and ▶ demonstrates scholarly and critical reasoning skills. 	<p>Note:</p> <ul style="list-style-type: none"> ▶ Cognitive domains involve ability to analyse, evaluate and synthesise recent and relevant research findings. ▶ Access to various kinds of information resources, such as the library, Internet, and primary and secondary sources related to the core disciplines is needed. ▶ Reading skills should be at the level required for making use of the different sources, such as hard copy and electronic literature. ▶ Reasoning skills should include the ability to clearly substantiate arguments in reports on findings.
<p>4 Analyse and locate her/his own work in contemporary contexts (such as the South African and African contexts) regarding specific issues and/or problems.</p>	<p>Analysis of contemporary contexts and ability to locate work in those contexts:</p> <ul style="list-style-type: none"> ▶ is reflected in explicit recognition of the diversity, complexity and multi-dimensionality of a context and how that affects the particular work being undertaken; ▶ is demonstrated through the provision of relevant information pertaining to the strengths, weaknesses and opportunities of the context for addressing specific problems; ▶ clearly identifies relevant role players and resources that will contribute to resolution of specific problems; ▶ describes all relevant factors pertaining to the context and people's performance(s) in these contexts and how they affect the particular work being undertaken; and ▶ identifies critical factors impacting on practical problems to be investigated from the perspective of the discipline. 	<p>Note:</p> <ul style="list-style-type: none"> ▶ The qualifying learner should be able to explain the reasons for changes in knowledge and understanding in a discipline, and to recognise the significance of contested knowledge in a specific context. ▶ Skills and competence should include, where apposite, the ability to perform empirical context-specific analyses in order to obtain the relevant information. ▶ The qualifying learner should be able to interact with others in a learning group, understand variable and unfamiliar contexts, act with responsibility and initiative, and become increasingly self-directed in addressing own learning needs.

Specific exit-level outcomes	Assessment criteria	Implied competence and range
<p>5 Interpret topical issues using different perspectives in the disciplines included at Level 6.</p>	<p>Interpretation of topical issues from different perspectives:</p> <ul style="list-style-type: none"> ■ is based on results from analyses of relevant national contexts and research findings; ■ is clearly described and explained making effective use of comparing diverse theories; ■ evaluates and defines the boundaries and limitations of theory and recognises the provisional nature of research findings; ■ involves ethical and responsible solutions for practical problems; and ■ is clearly communicated using scholarly discourse and different modes of communication effectively. 	<p>Note: The qualifying learner:</p> <ul style="list-style-type: none"> ■ should know different techniques and strategies for communicating results such as electronic media, written and oral persuasion; ■ should be able to recognise the significance of contested knowledge in a specific context; ■ should show competence in an understanding of how, why and under what circumstances new information comes to be accepted as knowledge.
<p>6 Interpret, explain and/or develop an argument around and an understanding of newly-encountered material, and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit-level (Level 6).</p>	<p>Interpretation, explanation and argumentation are used by learners in order to:</p> <ul style="list-style-type: none"> ■ communicate, reflecting competence in higher-order cognitive domains and/or meta-cognition; ■ demonstrate knowledge and comprehension of discipline-specific conventions and scholarly discourse; ■ give an accurate account of scholarly positions, viewpoints and solutions; ■ identify and differentiate between current perspectives and scholarly debates pertaining to the discipline and in different relevant contexts; and ■ reflect critical appraisal of recent and relevant literature including both primary and secondary sources. 	<p>Note:</p> <ul style="list-style-type: none"> ■ Reasoning skills should include the ability to express own opinions clearly and coherently, justify a position and present it logically, systematically using properly substantiated arguments. ■ Communication should show an awareness of audience, and capability in using different modes of communication (oral and written) and discipline-specific conventions, and utilisation of different techniques and strategies for communicating results. ■ Access to various kinds of information resources, such as the library, Internet, and primary and secondary sources related to the core disciplines is needed. ■ The qualifying learner should be able to demonstrate key scholarly skills through: <ul style="list-style-type: none"> – logical thinking (including identification of flawed reasoning in a text); – inductive and deductive thinking skills; and – thinking and reasoning (self-reflexivity is demonstrated at the appropriate level).

Specific exit-level outcomes	Assessment criteria	Implied competence and range
<p>7 Write an extended essay/design a minor research project aimed at engaging with a well-defined problem/issue within a particular discipline.</p>	<p>The writing of an extended essay/design of a minor research project aimed at engaging with a well-defined issue within a particular discipline that:</p> <ul style="list-style-type: none"> ▶ is based on the findings from the analysis and evaluation of relevant literature; ▶ clearly states and contextualises an identified problem for research purposes; ▶ describes the essential modes of inquiry relevant to the discipline(s) in which the essay/project is developed; ▶ clearly describes all procedures (e.g., research strategies, data collecting, etc.) in coherent fashion and appropriately for undertaking the minor research project; ▶ OR: clearly describes the appropriate research strategies (such as analysis, interpretation, evaluation) in coherent fashion and appropriately for the writing of the essay; and ▶ reflects awareness of ethical accountability and cultural sensitivity pertaining to all related aspects (people, context, etc.). 	<p>Note:</p> <ul style="list-style-type: none"> ▶ The qualifying learner should be able to use different procedures to generate scholarly information. These should include: ▶ applying standard procedures within the specific discipline, such as experimental or computational techniques, or deductive or inductive reasoning; ▶ collecting and recording appropriate data truthfully and in the appropriate format; ▶ analysing and interpreting materials; ▶ arguing persuasively about such analyses and interpretations; ▶ drawing valid conclusions; and ▶ presenting these conclusions appropriately; ▶ The qualifying learner should know the ethical implications of various kinds of research and be able to act accordingly.

11. *International comparability*

This Formative First Bachelor's Degree in the Humanities and Social Sciences qualification standard is comparable to similar qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

In setting the standard for this generic, formative degree, the following requirements were considered and taken into account:

- ▶ To ensure international comparability, these Level Descriptors were benchmarked against the standards and norms contained in the qualifications frameworks developed for Scotland, England and Northern Ireland, New Zealand and Australia.

- ▶ This qualification standard was constructed using the qualification descriptors for the general, formative, first bachelor's degree in the Arts, Humanities and Social Sciences.

The process followed in developing this qualification standard is in line with the process envisaged in the General Qualification Standards Setting Project launched and driven by the South African Universities Vice-Chancellors' Association (SAUVCA).

12. *Integrated assessment*⁷

Learning and assessment should be integrated throughout this qualification. Continuous formative assessment is required to ensure that learners get feedback on their progress towards the achievement of specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit-level outcomes of the qualification. Such judgement should include 'integrated assessments' which assess the learners' ability to integrate the larger body of knowledge, competencies and attitudes that are represented by the exit-level outcomes, either as a whole or as components of the qualification.

Assignments designed to meet the requirements of integrated assessment must be such as to achieve:

- ▶ an integration of the achievement of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either in toto or in the component parts of the programme of study;
- ▶ evaluation of learner performance to demonstrate applied competence; and
- ▶ criterion-referenced assessment, which is clearly explained to and understood by the learners, and that can be applied in the recognition of prior learning.

It is essential that a wide range of knowledge, skills, competencies and attitudes be integrated using innovative methods – and in the assessment of outcomes, due recognition should be given to criteria and methods of assessment that assess these appropriately and adequately.

13. *Recognition of prior learning (RPL)*

13.1 *Formal prior learning*

Prior accredited learning of a learner at the FET or Higher Education Training (HET) level in relevant domains which constitute credit-bearing units or modules should be recognised if evidence can be produced that shows that the learner has achieved, at a satisfactory level, the outcomes and associated assessment criteria specified for admission to programmes of study leading to the BA/BSocSci qualification, and, if appropriate, allow the recognition of prior learning for the achievement of the qualification in part or in full. Access through RPL and/or credit exemption through RPL is to be determined and explained in the RPL policy documents of providers.

13.2 *Non-formal and informal prior experiential learning*

An applicant whose level of knowledge, skills, competencies and attitudes have not been assessed earlier in terms of the formal qualification in question, but who can demonstrate in appropriate ways, through an assessment designed by the institution to which application is made, that s/he has acquired those skills and competencies, may be considered for admission to a programme of study leading to this qualification. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission, or to parallel programmes after admission.

14. *Articulation possibilities*

Early exit

This will be possible through a Diploma in Arts/Social Science that requires 240 credits at least 120 of them at Level 5, subject to the availability of such an exit level qualification at provider institutions.

Horizontal

Completion of a Formative First Bachelor's Degree in the Humanities and Social Sciences will allow access to Level 7 specific area-focussed programmes of learning in the career-focused track, subject always to institutional discretionary entrance requirements having been met.

Diagonal

Completion of a specific disciplinary-focused programme leading to a *Post-graduate Certificate* or *Post-graduate Diploma* at Level 7 allows access thereafter to specific area-focused programmes of study in the Career-focused Track, subject always to institutional discretionary entrance requirements having been met.

Vertical

Completion of a Formative First Bachelor's Degree in the Humanities and Social Sciences will allow access to Level 7 programmes of study towards a Bachelor's Honours Degree, usually in the discipline forming the major substance of the programme, or entry to a related Post learner Diploma in a new area of study in either track, and subject always to institutional discretionary entrance requirements having been met.

15. *Moderation options including recommendation of a moderating body or bodies and criteria for the registration of assessors*

As band ETQA for higher education, the HEQC has primary responsibility for all higher education qualification functions. The HEQC programme accreditation framework is currently in a developmental phase and is expected to make provision for ongoing accreditation through a process of programme evaluation. This BA/BSocSci qualification (not based on unit standards) will have to comply with the HEQC framework and regulations. Moderation of learners' achievements and the overall award of the qualification at the exit level must be based on the well-established procedures of moderation (including, for example, the use of accredited/registered external examiners [external to the provider]).

- 1 This qualification does not impact in any way on professional qualifications in the relevant fields, such as psychology and theology. It covers the first, formative degree in these fields with the assumption that a relevant professional qualification, such as a diploma or certificate, might follow on this qualification.
- 2 Further prescription in terms of allocation of credits (for fundamentals, core and electives) was considered by the stakeholders (from providers) to be too restrictive in a qualification of this nature.

- 3 The issue of intermediate access was discussed, but it was felt that this is an institution-discretionary issue. Some concern was voiced about the determination of the extrapolatability of levels, but it was suggested that this should be linked to the exit-level outcomes and the appropriate assessment criteria.
- 4 In this context, it is crucially important to align this requirement with the exit-level outcomes of Level 4 (FET-band).
- 5 This column reflects the competence and skills that the student will acquire through education and training in order to provide the evidence required in the assessment criteria. It involves also the underpinning knowledge and fundamental skills necessary to perform adequately and achieve optimally.
- 6 The critical core of a discipline involves the relevant concepts, theories, terms and principles before specific applications are involved.
- 7 At this level the critical core of a discipline as well as specific applications relevant to the level of complexity for this learning programme are implied, and they represent the major substance of the programme.
- 8 Integrated assessment refers both to horizontal assessment across disciplines (not in terms of content but in terms of competences) as well as vertically within a discipline where depth and complexity become important considerations.

Index

Note: A list of acronyms appears on page vii. The abbreviation *passim* after a page number indicates discontinuous references; *bis* indicates two references; *ter* indicates three references. References to tables are italicised.

- abstract conceptualisation stage of learning, 23
- academic agency: social engagement and, 28, 29–30
- academic agenda: social determination of, 30
- academically disadvantaged, 47
- academic audit and curriculum transformation, 155
- academic authority, 77
- academic autonomy, 232
- academic disciplines *see* disciplines
- academic discourse/dialogue, 37, 96
- terms of new, 211–12
see also subdivisions under discourse
- academic entrepreneurship, 31, 36
- academic freedom, 7, 44, 77 *bis*, 141–2, 232
- academic imperative in social sciences, 149
- academic institutions, 101
- role of scientists in, 201
see also universities; *and entries beginning with* institutional
- academic integrity (*see also* disciplinary integrity), 29, 30, 228
- academic planning: globalism and, 117
- Academic Planning Committee, 158
- academic practice
- extensions of, 36
- integrated with contexts of application, 26–7, 165
- Internet and, 34
- social and development needs alignment, 227
- socially/critically informed and engaged, 13, 21, 136
- values and standards of, 4
- academic programmes: value-adding, 172
- academic re-orientation, 76
- academic restructuring/transformation, 70–82, 110
- epistemic contingency and, 71–2, 228
- globalisation/communication revolution and, 72, 105
- historical contingency and, 71–2
- ideological impediment, 77
- impediments, 76–7
- influences behind, 71–6
- as power struggle, 76
- UPE, 114–17
see also curriculum transformation
- academics
- contribution to societal development, 30
- impact of democracy on role of, 45
- internal-external determination, 30
- pressure to relate to social development, 60
- role in project, 36
- traditional notions of, 42
- academic skills, 130
- empirical/theoretical content exclusion, 130
- generic/fundamental, 129–30
- marketable/adaptable, 130
- academic status, 76
- academic strategies, altered 70
- academic structures: mixed mode of, 79
- academic study: epistemic values of, 10
- academic support programmes/courses, 43, 115–16
- academic support services, future 195
- academic transformation *see* economic restructuring/transformation
- Academy Act of 1985, 87
- Academy of Tertiary Education, 87–91
- admission criterion biased, 89
- contested legitimacy, 87
- curriculum, 88, 89
- legitimacy and credibility, 90
- medium of instruction, 90
- modelled on apartheid S.A. education, 89
- reconstitution, 87
- ‘Statement of Intent’, 88–9
- teacher-training curricula, 89
- acceptability of curriculum, 10,
- access/admission of learners, 7 *bis*, 238–9
- black student disadvantage, 49
- criteria/procedures, 89, 106, 115
- disadvantages in relation to, 47
- Eduardo Mondlane University, 106
- equitability, 115
- policies, 7–8, 43, 115
- terms of new discourse, 212
- University of Port Elizabeth, 115
see also enrolment; entrance evaluation; placement
- accountability, 221–2, 222–3
- and academic freedom and autonomy, 232
- and competing demands, 223
- criteria of, 221
- disciplinary integrity and, 228
- of education institutions, 7, 42, 45
- ‘inside’ the research design, 73
- performance-based, 221
- of university faculties, 106
- without subservience, 232
- accountability procedures, 223
- accreditation of training and education, 171
- action: learning and, 23 *bis*, 24
see also experience; practice
- action contexts, 25, 165
- action research, 23–4
- Administration for Development (UPE module), 178
- administrative demands, 43
- administrative institutions, public, 174, 168
- administrators: education of, 130
- admissions *see* access/admission
- adult education, 65
- advancement programme, 115
- affirmative action: Namibia, 95
- Africa
- access to scientific knowledge in, 166
- civil society structures, 188
- communications network, 230
- development infrastructure construction, 187
- Development studies teaching and, 183, 186–8
- and migration issues, 134, 136, 187–8
- pan-African development emphasis, 183
- post-colonial context, 46
- and regional co-operation, 183, 187
- relevance to, 163–4
- security regime, 187
- Socio-Linguistics involvement, 163
- South African assistance to, 187
- South African Development Community and, 187
- African-centred and global approaches to curriculum, 131
- African civilisations/cultures/traditions, 49, 134

- African contexts 74, 96–7, 162, 163, 164, 165, 166
- African culture, 49
- African intellectual discourse, 142
- Africanisation, 77, 177, 230
- African knowledge forms, 7, 22
- African languages equality in education, 50
- African learners: recruitment of, 123n14
- African renaissance, 49, 131, 132, 225
- African scholars/scholarship, 161, 162, 163–4, 230
- African studies: regional co-operation focus and, 183
- African Studies, Centre for, Mozambique, 102
- African thinking: Western influence on, 161, 163
- African trade: and Development Studies teaching, 187
- African university: role of, 46–8, 85
- agricultural development: fostering of, 44, 49
- agricultural labour, 134
- Agricultural Studies, 134
- agricultural training: Namibia, 92
- agriculture, environmentally sustainable, 134, 135
- alienation, 41
- analytic ability/skills, 129, 240, 243
- analytical thinking, 200
- Anglo-Boer War, 133
- Anthropology, 132, 134–7 *passim*, 199
- anti-colonial nationalism, 86
- apartheid, 7 *bis*
- academic practices and traditions associated with, 227
 - education policy of 46
 - higher education and legacies of, 221, 227
 - transformation of curricula constructed by, 232
 - university involvement in struggle, 59, 65
- application: contexts of *see* context(s) of application
- applied ethics, 79
- applied learning: student expectations, 57, 58, 148–9
- applied Media/Communication modules, UPE, 156
- applied research, 44, 231
- applied science, 72
- applied skills, 148–9, 186, 222, 231
- applied socio-linguistics, 163
- apprenticeships, 24
- Archaeology: relevance of history to, 132
- Area Studies, 218
- argument construction ability, 129, 242
- Aristotle: knowledge conceptions/divisions, 22, 71
- Arts: Diploma in Arts/Social Science, 245
- assessment
- criteria, 239–43
 - integrated, 244
 - reform of methods, 109
- atomist outlook, 141
- attitudes
- as component of curriculum, 222
 - Sociology graduate considerations, 203
- audio-visual materials production, 149
- BA in the Humanities and Social Sciences: Generic Standard, 236–47
- admission requirements, 238–9
 - applied competence and range, 239–43
 - articulation possibilities, 245–6
 - assessment criteria, 239–43
 - credits, 237
 - exit-level outcomes, 239–43
 - implied competence and range, 239, 240–43
 - integrated assessment, 244, 247
 - international comparability, 243–4
 - Moderation options, 246–7
 - purposes, 238
 - recognised prior learning, 245
- BA in Media, Communication and Culture, UPE, 148–60
- applied media/communication modules, 156
 - applied modules preference 148–9
 - core ‘B’ modules, 156
 - external influences on design, 154
 - genesis, 150–54
 - programme design, 153–6
 - programme structure, 155–6
 - reactions to change, 152–3
 - reasons for change, 150–52
 - revisions, 149, 156
 - scope, 150
- BA in Social Sciences, Eduardo Mondlane University, 199
- see also* *Licentiatūra* in Sociology;
- BA in Tourism, University of Namibia, 205–20
- acceptance, 218
 - assessment of results, 218–19
 - best practice-approach, 212–13, 214
 - consultation, 213–14
 - curriculum design, 212–20
 - curriculum objectives, 213
 - employment prospects consultation, 214
 - extra-mural co-operation, 216
 - foreign languages component, 216
 - and geography syllabus objectives, 214–15
- Information and Media Studies component, 216
- internships, 218
 - iterative approach, 216, 216
 - networked international programmes envisaged, 219
 - prospective post-graduate programmes/Master’s degree, 219
 - qualitative parameters, 213
 - tailored packages, 213–14
 - terms of new discourse and, 211, 212
 - trans-disciplinary modules offered, 216–17, 216
- Bachelor programmes, modular: Namibia, 93, 96
- Bachelor’s degree (Geography), 215
- Bachelor’s Honours Degree, 246
- balance of payments considerations, 151
- Bantu education system of Apartheid Regime, 873
- basic research, 44, 103
- best practice, 151, 195, 208, 212
- bilingualism, 113
- Bill of Rights, 133
- black students
- and black economic empowerment, 49
 - disadvantages of, 47
 - see also* African scholarship
- block-release sessions, 180
- Boyer, Ernest, 15
- budget, 45, 117
- see also* funding; university funding
- budgetary requirements and constraints, 60, 43
- business: undergraduate degrees in, 58
- business sector partnership, 41
- business systems approach, 190
- capacity building/development, 56
- governance approach to, 172–3
 - and national economic competitiveness, 172–3
 - in the public service, 167, 169
 - sustainability, 172–3
- capitalism studies, 190
- career flexibility, 200
- career-focus not restricted to vocational training, 148
- career orientation (*see also* vocationalism), 230
- career pathing, 171
- career progression, 171
- case-based learning, 24
- case-study approach, 121, 35–6, 79, 121
- category construction ability, 129

- CD-Rom technology, 119
centralised authorities, stronger, 141
Centre for Academic and Organisational Development, UPE, 150
certainties, 8, 9
The challenge of Change in South Africa, 114
change: preparedness for, 171
change management: in Public Administration curriculum, 177
citizens: Public Service relations with, 170
citizenship, 143, 222, 224, 226
community-based learning and, 56, 57, 60
civic accountability without subservience, 232
civic responsibility, 19
civil societies: local communities developed as, 54
civil society issues in Development Studies, 185
civil society partnership, 41
civil society structures and development Studies and Africa, 188
class participation, 109
classroom-based learning, 58
client demand, 74
coastal and marine resources and Development Studies, 186–8
cognitive competence, 242
cognitive development, 149, 150, 155, 158n9
cognitive domains, 140–41, 242
cognitive experience, 24
cognitive justice, 77
cognitive norms, internal 16
coherence, 47, 151, 152, 241
cohesion quest and radical learning programme, 153
Cold War era, ending of, 56
collaboration, inter-institutional, 24, 48, 109
regional, 120
colleges of education, traditional, 117
colonialism, 7, 190
coloniality, 85–6
colonisation as a system of knowledge and representation, 86
commercialisation of knowledge production, 20
commercial spin-offs from innovation, 31, 36
commodification of knowledge/higher education, 75–6, 118, 151, 229
common core subjects, 108: *see also* core curriculum
common sense, 22
communication
competence and range, 242
discipline-specific conventions, 242
need for professionals, 154
see also BA in Media,
Communication and Culture;
Information and communication technology
communication ability/skills (personal), 185, 186
assessment criteria, 240, 242
communication networks, African, 230
communication revolution and academic restructuring, 72
communications industry: essential skills in context of, 149
Communication Standards Generating Body: workshops, 157n1
Communication Studies, 156
communication techniques/strategies (non-technological), 107, 108, 214
see also information and communication technology(ies)
community
commitment to community-based learning, 62–3
definition of, 226
leadership of, 63
linked with
learning/research/development, 55, 62–3
nature of organisation of, 63
community-based learning, 54–79, 226
assessment of community for participation, 62–3
assessment of student learning in, 61
assessment of universities for participation, 61–2
beneficial outcomes, 56
forms of organisation, 62, 67
infrastructural issues, 67
national/international impulses for, 56–61
policy framework of university's roles, 61
recognition of teaching functions, 66
resource generation and allocation, 62, 67
sites of, 63, 226
University of Natal's draft policy, 64–7
working definition in SA context, 55–6
see also university-community relationships
community development, 54, 167
commitment to, 65
and transformation of curricula, 232
see also Development Studies
Community Development courses: empirical/theoretical bases, 130
community empowerment, 167
and transformation of curricula, 232
community engagement, 54, 60, 65, 66
Community-Higher Education service partnership, 54
Community Internship Programme, 65
community involvement, 56
community needs
responsiveness to, 173
sectors involved in, 173
see also community engagement
community of practice/practitioners, 24–5, 27, 34
community organisation, 63
community organisations: learning partnership with, 56
community-oriented university institutions, 65
community ownership of universities, 17–18
Community Resource Management, 65
community service, 14–15, 19, 43, 45, 48–51
and accountability, 45
community-based learning and, 56, 60
integration with learning and teaching, 52, 55, 227
programs for social/economic development, 60
role of higher education in, 60
university institutional intent, 61, 65
community support systems, 48, 65
competence/ies, 170, 193
academic programmes and, 172
definition, 172
upgrading, 105
competitiveness, national/global higher education and, 221
public service development and, 172–3
comprehension ability, 129
computer skills, 130/computation techniques, 243
concept-engineering technique, 208
concepts: appraisal of relationships among, 240
conceptualisation, 23, 27, 240
conceptual tools: transferability and generalisability, 222
conflict: development and, 190
conflicting interests served by curricula, 232
conflict reduction/ resolution, 130, 188, 190
conscientisation, 23
constituency groups in tertiary education, 210–11, 210

- constitution of the Republic of South Africa, 170
 constructivist theories of learning, 24–5
 consultancy, 31, 36, 103
 consumer appeal and demand, 42, 74
 consumerist aspects of curriculum changes, 6–7, 75–6
 contemporary needs/contexts, 242, 176
 content: skills versus, 129–31
 content knowledge, 55
 contestation, 85
 contested knowledge: significance of, 241
 contested sites: universities as, 85
 context(s)
 ability to locate work in, 241
 access to non-Western, 185
 African, 74, 162, 163, 164, 165, 166
 analysis of contemporary, 241, 242
 importance in the generation of meaning, 153
 intellectual virtue dealing with, 22
 interaction between, 26–7
 Internet and, 34
 interrelatedness, and radical learning programme, 153
 national and global, 105, 107, 110
 and radical programme, 153
 reconfiguring learning into, 229
 and value-orientation, 227
 context-based experience, 26, 153
 context-based site of engagement, 32–3, 165
 extraction of insights from, 33, 72
 contexts of application considerations, 228–9
 African, 162, 164, 165
 and curriculum reform, 105, 165
 engagement with, 29
 in global terms: Internet and, 34
 insights extracted from, 33
 integration of, 26–7, 55
 knowledge generation within, 33, 72, 165, 228–9
 non-Western, 165
 as sites of engagement, 32–3
 contextuality of knowledge, 121, 176
 continued learning, 229
 contribution to society: emergence of idea as to, 34
 control, centralised, 167
 conversation: ability to sustain, 129
 co-operative sociological functions, 202
 ‘core’ administrative units, 174
 core curriculum, 108, 121
 and inter-disciplinary engagement, 143
 core learning outcomes: history and, 132
 core skills and competencies, 193, 240
 corporate interests: university vulnerability to, 58
 corporate research and development divisions, 57
 corporate university, 20–21, 227
 corruption, 168, 170
 cost-effective courses, UPE, 194
 cost models, UPE, 117–18, 158n7
 Council on Higher education, 156, 157n2
 Councils: stakeholders and, 7
 course material design, 195
 course readers design, 195
 Cowan’s curriculum model, 209, 209
 credit exchange, 157n3, 158n8
 credit transfer to other institutions, 148
 credits
 accumulation, 93, 108, 159
 BA in Humanities and Social Sciences, 237
 revision of values of theory-based 178
 Criteria for Programme and Qualification Mix, 150
 critical core of disciplines relative to programme, 240
 critical discourse ability, 129
 critical engagement with social environment, 33, 105, 136, 232
 critical faculties/ thinking skills, 45, 51, 105, 129, 130, 200
 critical intellectual citizenship, 143
 critical political economy, 191
 critical reasoning ability, 241
 critical reflection, 21, 22, 23, 34
 critical scrutiny of data, 34
 critical self-awareness, 134
 cross-disciplinary investigation of problem areas, 143
 cross-faculty degree programme, 210
 cultural development of society: contribution to, 42
 cultural entrepreneurship, 86
 cultural heritage: revival of, 49
 cultural integrity, preservation of, 141–2
 cultural practice: participation in, 25
 cultural sensitivity awareness: assessment criterion, 243
 culture
 African, and African renaissance, 49
 concept, 134
 creation of, within state boundaries, 86
 development of ethnic/national, 141
 organisational, 169
 rule-bound, 168
 see also BA in Media, Communication and Culture
 current perspectives/scholarly debates, 242
 curriculum/curricula, 3, 229
 accountability of, and state demands, 223
 Africanisation, 230
 applied learning demand in, 58
 community engaged scholarship and, 54
 competency-based, 200
 conflicting approaches to, 224
 core skills, 193
 core subjects, 108, 203, 240
 correlated model, 107
 knowledge from practice impact on, 27
 Namibia higher education, 88, 89, 95
 new courses conceived in reform process, 107–8
 normative content of, 5
 objectives, 213 200, 204n1
 political contestation surrounding, 84
 programme-based, 71
 reform *see* curriculum transformation/ reform
 relationship of knowledge to, 231
 responsiveness, 41, 48–52, 73–5, 169, 223
 socially engaged, 37, 169
 social science *see* social science
 general undergraduate curriculum
 state and, 223
 terms of new discourse, 212
 traditional, 3, 222
 vocational elements, 156
 white-biased, 89
 see also core curriculum
 Curriculum 2005, 5, 59
 curriculum co-operation, 118
 curriculum debate, 117
 curriculum design, 208–12
 approaches to, 150
 career-orientation, 75–6
 discourse concerning, 211, 212
 eclectic approach, 155
 interdependencies of elements, 208
 marketing of, 75
 models, 208–9, 208, 209
 social engagement and, 14
 terminology, 212
 trans-disciplinary context, 211
 curriculum reform workshop, UPE, 154
 curriculum theory, 4
 curriculum transformation/reform, 3, 121–2, 191–5
 and academic restructuring, 70–82, 110
 assessment of capacities before, 79
 central University bodies role, 106–7

- community say in, 228
concerns regarding, 78–9
constraints, 108
content change and epistemic values,
10–11
continuous process of, 111
criterion for success, 230
cultural considerations, 3, 224
degrees and rates of change, 4–5
democratisation, 77
discriminations, 224–5
economic competition terms and,
151
Eduardo Mondlane University,
100–11, 162–6, 199–204
effects of, 109–10
epistemic values and changes and,
2–12
external influences on, 150–52
financial considerations, 6–7
and global changes/perspectives, 151,
194
input/output analysis, 211
institutional impact, 109–10
knowledge reconfiguration
competencies in, 78, 229
marketability, 230
market forces and, 6–7
ongoing outcome of social
engagement, 37
policy options and
recommendations, 193–5
and political changes, 151
political pressure towards, 6, 7
psychological considerations, 4
radical approach to, 148, 151–2,
152–3, 224
reactions to, 152–3
reasons for, 150–52
regional co-operation and
integration issues, 194
regional issues, 194
re-packaging of conventional
content, 150, 156
replication and results of reform,
107–10
resistance to, 109, 225
responsive, 41–53
social science general undergraduate,
for SA, 128–38
technological transformation,
119–20
traditional/cultural considerations, 3,
224
University of Namibia, 95–6
University of Port Elizabeth, 116–22
passim, 148–60, 182–98
customers: students as, 76
data manipulation skills, 130, 243
data systems, 119
see also information systems;
information and communication
technology
decision-making, participatory, 121
degree programme(s)
across faculties, 210
as commodities, 210
at Eduardo Mondlane University,
103
marketable, 58
modular Bachelor's Degree
programmes, 58
schools of, 154
see also Bachelor's Degree; Bachelor's
Honours Degree; Master's
Degree
De Klerk, Senator Jan, 113
democracy, 45, 222
democratic citizenship, 222, 224, 226
democratic institutional practice, 191
democratic values/practices/attitudes,
221, 222
democratisation
of knowledge terrain, 228
of Social Sciences education, 7
University of Port Elizabeth, 114
demographic crisis, 57
Department of Computer and
Information Systems, 119
Department of Education *see* Education
Department
dependency writers, 190
developing countries
language problems, 163
market failures in, 189
US/World Bank and policy models
for, 189
developing societies: power relations in,
137
developing/developed world:
historical/comparative overview, 194
development, sustainable, 135
development and conflict, 190
Development and Leadership
programme, UPE, 129
development-driven curriculum debate,
117
development economics, 189
development issues,
awareness of, 224
multi-disciplinary, 34, 134–7
spin-offs from knowledge creation,
36
universities and knowledge aimed at,
15
development orientation, UPE, 114, 136,
137
development policies, 137
rational choice and institutionalist
approaches, 194
state and non-state intervention, 191
developmental state
and political relevance, 136
subservience to, 229, 232
Development Studies, 48, 134
curriculum considerations in South
Africa, 184–6
emerging syntheses, 190
in-house, 186
institutionalist perspectives versus
rational choice, 188–91
inter-disciplinary aspects, 186, 188
social-technical aspects, 188
theoretical and methodological
issues, 188–91
trans-disciplinary nature of, 188
United Nations Institute of Namibia,
91
see also Master in Development
Studies Programme, UPE; Post-
graduate Programmes in
Development Studies
Development Studies teaching and
Africa, 186–8
development theory, 188, 194
rational choice and institutional
approaches, 194
Dewey, John, 23
dialogue in knowledge generation, 21,
22, 24, 26
University of Namibia, 96
dignity of being: mutual respect for each
other's, 141
diploma in arts/social science, 245
disaster relief management, 135
disciplinary approaches, 228
disciplinary autonomy, 77 *ter*
disciplinary competence for context
engagement, 31, 34, 227
disciplinary department structures, 73,
228
disciplinary discourses, 157n3, 158n8,
231
disciplinary integrity, 228, 233
disciplinary knowledge privileging, 73,
77
disciplinary overlap, 137
disciplinary procedures, 225
disciplinary programmes/fields
relative size and importance of,
233n1
steering mechanisms, 233n1

- disciplinary programmes/trans-disciplinary programmes, 70
- discipline-based perspective on higher education, 152, 158n9
and radical learning programme, 152–3
- disciplines
contingent nature of, 140
epistemic/social origin of, 71, 228
epistemological contingency of, 228
erosion of, 151–2
forcing of, into applied mode, 233
funding distribution, 233
globalisation and, 72
induction into, 222, 233
ontological significance, 76
and radical learning programme, 152
relativity of, 7
shift away from control by, 74
- discipline-specific conventions:
competence at using, 240, 242
- discourse, 22, 27, 28, 29, 37, 96, 97
academic scrutiny of, 30
community-based learning and, 56
definition, 97n1
science informed/not determined by, 38
student, 129
University of Namibia, 96
vocabulary/terminology of new, 211–12, 224
- discourse logic, 107
dissertation, flexible, 107
- distance learning/education, 93, 116–17, 118, 180
- donor agencies: university vulnerability to, 58
- donor funding, 195
- downsizing of institutions, and
curricular reform, 151
- Dreyfus model, 29, 31
- dual medium, 113
- duplication of training, 149
- Durkheim, Emile, 3
- eclectic approaches, 155, 228
- ecological concerns, 72
- economic accountability, 45
- economically disadvantaged, 47
- economic analysis, ability to engage with, 194
- economic competition/competitiveness
higher education in terms of, 151, 221
- economic development/growth
higher education contribution to, 221, 225
- social capital as essential ingredient, 191
social embeddedness of, 191
- economic development needs, 47, 49
- economic governance and development, 191
- economic history: understanding of, 132
- economic innovation: higher education contribution, 221
- economic interest and epistemic values, 225
- economic life: factors and perspectives
which condition, 191
- economic marginalisation of poor countries, 143
- economic models, 189
- economic modernisation, 47
- economic needs: responsiveness of
knowledge to, 176
- economic performance, national: public service and, 172–3
- economic perspectives and
development/social studies, 188–91
- economic reform and curriculum reform, 150–51
- economic restructuring and
migration/labour force, 135
- economics, 136, 191
interpretive systems, 72
relevance to comprehensive Social Science Degree, 136
see also political economy
- economic sociology, 191
- economics-related disciplines: black students and, 49
- economic system, global: participation in, 43
- economic transformation: and
curriculum transformation, 225
- economists: prestige in policy advocacy, 189
- economy, 57
deracialisation, 49
meeting the needs of, 75
sustainability, 49
- eco-tourism, 207, 217
- editing skills, 149
- Eduardo Mondlane University, 100–11
Central Committee on Curricular Reform, 106, 110
degree courses, 103
departments, 103
Faculty of Arts curriculum reform, 103–11
MSc programme in Agriculture and development, 195
New Curricular Framework, 106–7, 110
- projects and researchers, 235
replication and results of reform, 107–10
Strategic Plan, 105, 105–6
Unit for Training and Research in Social Sciences, 199
units involved in social science, 100–102
see also Socio-Linguistics Course;
Licentiatūra in Sociology
- Education
as a business, 76
Mozambique, 103–4
outcomes, 59–60, 116
service industry categorisation of, 227
Western bias, 141
- educational ideologies and curricula, 209
- educational institutions: visits to, 150
- Education Department: new South African national, 59
- education market place, 19, 75–6
- Education Policy
national post-Apartheid 59, 73–5
responsiveness as a requirement of, 73–5
see also entries beginning with policy
Education White Paper 3: A Programme for the Transformation of Higher Education, 41, 74, 229
- efficiency: financial transformation towards, 117
- ‘electronic government’, 175
- electronic literature reading skills, 241
- electronic media communication techniques and strategies, 242
- elitism, social and intellectual:
subversion of, 228
- e-mail, 119
- emancipation, 24
- empirical content: interdisciplinary skills and, 130
- empirical context-specific analyses: ability to perform, 241
- employability/employment, 36, 154, 155, 230
- employers: consultation of, 78
- employment: knowledge generation processes and, 36
empowerment, 24, 171
‘engaged universities’, 15, 56
- engagement with environment, 32–7, 136
see also scholarship of engagement;
social engagement
- engineering: ecological concerns, 72
English proficiency, 195

- enrolment(s), 105, 106, 116–17, 158n7
and curriculum reform, 151
- entrance evaluation (*see also*
access/admission), 115;
- entrepreneurial context, 231
- entrepreneurial demands on universities,
15, 19, 75
- entrepreneurial prospects: student
demand for, 58
- entrepreneurial spin-offs, 36
- entrepreneurship, 31, 201
- environmental issues in Development
Studies, 185
- environmental policy: anthropology and,
135
- Environmental Studies, 135
- epistemic contingency and academic
restructuring, 71, 228
- epistemic science and intellectual
virtues, 22
- epistemic values/principles, 10, 224, 225
commitment to, 10, 11
in curriculum transformation, 2–12
and disciplined enquiry, 10
fundamental induction into, 222, 224
knowledge claims and, 9–10
and responsiveness, 229
terminology, 22
- epistemological change, 6, 224
- equity of public service, 169, 170, 171
- essay writing, 243
- ethical accountability of research:
assessment of awareness of, 243
- ethical questions, 143
- ethics, 141, 143
applied (discipline of study), 79
of governance, 170
- ethnic cultures: development of, 141
- Eurocentricism, 142
- evaluation of research findings:
assessment of, 240
- exit-level outcomes, 139–4, 239–43
see also outcome-based education
- experience 22, 24
processing of, 23
- experiential knowledge, 58, 176
- experiential learning, 23–4, 26, 28, 51, 150
BA Media, Communication and
Culture (UPE) and, 149
community-based, structured, 60
Master's in Public Administration
(UPE) and, 179
recognition of prior, 245
- experimentation, 23, 243
- expert information: access to, 57
- expertise: discomfort with, 228
- expertise fields influence on programme
focus, 155
- expert judgement: context-based
experience and, 26
- expert knowledge: diversifications of
locales of, 57
- explanation of newly-encountered
material, 242
- exploratory articles, 34
- exports to and from Africa, 187
- extension programmes for local
communities, 93
- external determination of universities,
17–18, 26, 30, 44, 226
- facilitation, 130
- facts/values dichotomy, 72
- factual information and engagement, 22,
32
- faculties
co-ordinating reform activities in, 107
financially viable and subsidised, 154
reconfiguration, 70
- faculty core programme, 139–45
- faculty missions, 209
- Faculty of Arts, Eduardo Mondlano
University, 103–11
Committee on Curricular Reform,
107, 110
curriculum reform, 103–11
extended faculty core, 108
Pedagogic Committee, planned,
110–111
see also Socio-Linguistics Course,
Eduardo Mondlano University
- Faculty of Arts, UPE, 128–9, 154
applied media/communication
modules, 156
cyclical review process, 156
disbanding of departments, 154
programmes classification, 157n4
restructuring, 154–6
schools of degree programmes, 154
student retention, 156
viable undergraduate programmes,
156
see also BA in Media,
Communication and Culture;
curriculum reform workshop,
UPE
- Faculty of Economics, University of
Lorenço Marques, 101
- Faculty of Education, Eduardo
Mondlano University, 104, 108
- Faculty of Humanities and Social
Sciences, UNAM, 140
- familiarity assessment criteria, 240
- family structure studies, 136
- farming methods, 134
- feedback, 36–7, 148–9
- feedback loop learning process, 25–6,
115, 148
- feminist economists, 191
- Financial Administration: Advanced
(UPE module), 178
- financial appraisal, 42
- financial capacity constraints, 120
- financial considerations/imperatives,
6–7, 75–6, 118
- financial imperatives, 228
- financial information systems, 118
- Financial Management Skills and
Techniques (UPE module)
- financial transformation: UPE, 117–19
- fiscal accountability, 42
- focus learning areas, 149
- food production issue: development
studies and Africa and, 187–8
- food security, 134
- Ford Foundation Projects, 15, 149, 163,
175, 177–8, 182–3
- Fordist modernism rhetoric and
curriculum design, 211
- foreign academic paradigms, engaging
with, 142
- formalised knowledge, 176
- fragmented societies, 141
- freelance sociological functions, 202
- free market philosophies, 119
- free trade, 187, 189
- funding for higher education institutions
43, 44, 60, 76, 233
and accountability, 42
constraints, 182
decline of state contribution, 58, 75,
222
differentiated formula, 151
private sector contribution to, 44
fund raising, 195
- GEAR, 119
- gender equity, 106
- gender issues in Development Studies,
185
- gender representativity, 126
- Gender Studies, 134
- generalising ability, 129
- generative learning, 26
- generic education, 20–21, 226
- generic knowledge skills, 46, 149, 226,
229 *bis*, 231
- genocide, 134
- Geographical Information Systems, 185,
186
- geographically disadvantaged, 47
- Geography, 231
modules from, 216
- Geography syllabus, 214–15

- Gestalt* perspective of scientific principles, 152
- Ghana workshop, 46
- global capitalism, 143–4, 144
- global competitiveness, 75, 151
- global considerations, 105, 151, 233
- global economy imperatives, 189, 229
- global higher education discourse, 227
- globalisation, 56
- and academic planning, 117
 - and academic restructuring, 72, 105
 - and Anthropology, 135
 - of contexts of application, 33, 34, 45, 105
 - and curriculum, 193
 - demands of, 233
 - effects of, 224
 - engagement with effects of, 14
 - and higher education changes, 151
 - identity-forming in, 77
 - keeping abreast of, 43
 - and new paradigms, 57, 72
 - and Public Administration curriculum reform, 172–5
 - and qualifications reforms, 151
 - skills to function in context of, 45–6
- globalisation discourse 222
- policy imperatives shaped by discourse of, 222
- global market: ability to compete in, 45–6
- global trends: anticipation, 193
- governance, 189, 232
- and capacity development, 172–3
 - characteristics of good, 172–3
- governance culture and machinery of government, 168–72
- constitutional approach to, 170
 - integrated approach of national, provincial, local, 170
- governance structures of institutions/universities, 44
- private sector participation in, 7, 44
 - representative of stakeholders, 114
 - University of Port Elizabeth, 114
- government
- accountability to, 42
 - agenda: alignment of curriculum with, 232
 - imperatives of, 42
- government institutions: role of sociologist in, 201
- Government of National Unity, 169
- graduates
- criteria of assessment, 221–2, 223–4
 - prestige conferred by universities upon, 85
- graduation rates, 105, 106
- grassroots academic transformation, 71
- grassroots discourse, 33
- Graves' curriculum model, 208, 208
- group dynamics, institutional, 154
- group dynamics courses, 130
- group pressure and epistemic values, 225
- group work, 109
- growth areas: resource allocation to, 158n7
- hegemony in the production/dissemination of knowledge, 161, 164
- hermeneutics, 22–3, 72
- hidden curriculum, 4–5, 10
- hierarchical nature of knowledge: discomfort with, 228
- higher education
- commodification of, 75–6, 118, 151, 210
 - constituency groups, 210–11, 210
 - differentiated funding formula, 151
 - distance delivery, 76
 - economic competition terms, 151
 - external marketisation of, 75
 - funding *see* funding and global economic/political technological changes, 151
 - goals of transformation, 60
 - ideological discourse, 227
 - instrumental role, 225
 - liturgy of, 227
 - private providers, 76
 - qualifications framework changes, 151
 - radical break with past, 227
 - resources considerations, 182
 - roles in reconstruction and development, 60
 - South African context, 227
 - systemic transformation, 41, 42
 - terms of new discourse of, 211–12
 - traditional role, 42–3
- Higher Education in Developing Countries: peril and promise 130
- Higher Education Act*, 74, 116, 149
- higher education institutions, 76
- answerability, 223
 - comprehensive, 120–21
 - contribution to the solution of social problems, 225
 - forces of external/internal determination, 226
 - relationship between society and, 16–19, 223, 226
 - see also subdivisions under* universities
- Highway Africa '99 Conference, 157n1
- historical consciousness/understanding, 132–4, 222, 224
- historical context, 132
- Historically Black Universities and African renaissance, 49
- black empowerment contribution, 49
 - constraints, 47
 - and language policy implementation, 50
 - and poverty alleviation, 48
- historically disadvantaged groups: 'community' in context of, 55
- historical overview of developed/developing world, 194
- historiography, 142
- history
- contemporary relevance, 130
 - ethical consideration, 133
 - pre-colonial, 132
 - relevance to other disciplines, 132
 - and the Southern African context, 132–3
- HIV/AIDS, 50–51, 65, 135, 139, 225
- holistic knowledge: community-based learning and, 58
- holistic learning, 58, 60
- holistic understanding, 153
- holocaust of Jews, 134
- homelands administrative institutions incorporation, 168
- homogeneity, 57
- Honours degree in Development Studies, 183
- benchmarking, 183
- horizontal articulation: BA MCC (UPE) degree, 148
- human and social capital development issue, 187–8
- Development Studies teaching and Africa and, 186–8
- human consequences: disregard for, 141
- humanities, 55, 143
- Mozambique, 101
- Humanities and Social Sciences debate/discourse on objectives of, 222–4
- disciplinary induction/inter-disciplinary approach, 222
- human resources, 47, 122, 154
- Namibia, 91
- human resources management education/training needs of Public Service, 170–71, 177
- Human Resources Management programme, UPE, 129
- human rights, 133–4, 224
- issues in Development Studies, 185

- values of, 193
 - violations of, 134
 - hypotheses, 23, 34
 - identification of issues/problems, 28–30
 - identity and cultural revival, 49
 - ideological authority: and academic restructuring, 77
 - ideological challenge to higher education, 46–8
 - ideological struggle/discourse, 85, 221
 - ideological theory, 4
 - ideological transformation. 113–14
 - ideology, 7, 11n1, 113, 152, 157–8n5–6, 190
 - illiteracy, 41, 50
 - imports to and from Africa, 187
 - inclusion, political, 222
 - independence: nationalism and, 86
 - indigenisation of higher education, 90, 222
 - indigenous knowledge, 182, 226
 - indigenous knowledge systems, 77
 - curriculum and, 51
 - individualism in social sciences, 186–7
 - industrial mind: as locus of learning, 25
 - industrial competition: higher qualifications and, 151
 - industrial development: fostering of, 44
 - industrialisation: SAPs and, 189
 - industrial policy: and development studies and Africa, 187
 - information, 22; source of market and social value, 19
 - information and communication technology(ies), 9, 56, 57, 156, 186, 194, 195
 - critical scrutiny of, 38
 - expansion of degrees in, 58
 - in Public Administration curriculum, 175, 177
 - see also communication techniques; communication ability/skills; communication techniques; electronic media; internet
 - information and communication technology skills, 155
 - information revolution, 72, 119
 - information services: optimal use of, 175
 - information society 34, 38, 144
 - information sources/resources, 24, 242
 - information systems, institutional, 119
 - information technology see information and communication technology
 - infrastructural shortfall, 45, 49
 - infrastructure: tourism, 206
 - initiative of learner, 200, 241
 - innovation: skills to cope with, 45–6
 - inquiry, 8–9
 - competence with modes of, 241, 243
 - disciplined, 10–11
 - disinterested, 9, 10
 - inspirational knowledge, 58
 - institutional autonomy 13, 16, 44 *bis*
 - and social/political accountability, 228
 - institutional economics, 191
 - institutional embeddedness, 190
 - Institutional Forums: stakeholders and, 7
 - institutional integrity, 226
 - and academic agency, 28
 - and external determination, 18
 - and internal (self-)determination, 16
 - and social responsiveness, 13, 15
 - institutionalist perspectives versus rational choice, 188–91
 - institutional niche, 47
 - institutional practice, democratic, 191
 - institutional transformation, 120–21
 - institutions in SA: fractured nature and overlapping of, 59
 - instrumentality /values balance, 227
 - instrumental rationality, 141
 - Integrated Development Planning Skills and Techniques (UPE module). 179
 - integrity, 141–2
 - academic, and social/political accountability, 228
 - disciplinary, 223, 228
 - ethics of, 141
 - and leadership, 51
 - see also institutional integrity
 - intellectual coherence and curricular reform, 151, 152, 158n8
 - intellectual discourse: authentic African, 142
 - intellectual habits, 224
 - intellectual labour commodification, 130
 - intellectual leadership, curriculum and, 51, 130
 - intellectual virtues: Aristotle and, 22
 - interaction with pre-university education bodies, 107
 - interactive group-learning ability, 241
 - interactive knowledge generation, 31
 - interactive learning, 25, 26
 - inter-disciplinary approach, 137
 - inter-disciplinary co-operation, UNAM, 139
 - inter-disciplinary discourse/engagement, 22, 143, 222, 231
 - inter-disciplinary faculty core programme, 230
 - inter-disciplinary knowledge engagement with, 144
 - promotion of, 142
 - with skills and career-focus, 148
- inter-disciplinary openness and engagement, 34, 224
 - inter-disciplinary programmes/studies, 70
 - debate on, 222
 - Eduardo Mondlane University, 105, 108
 - empirical/theoretical content absence, 230
 - epistemological/cognitive issues, 230
 - resource constraints and, 230
 - staff resistance, 230
 - University of Namibia, 139, 230
 - University of Port Elizabeth, 134, 135, 148, 230
 - inter-disciplinary skills, 130, 222
 - inter-disciplinary units, 140
 - interest groups, competing, 223–4, 232
 - inter-institutional networking and staff exchange, 185
 - internal determination of universities, 16–21, 26, 226
 - international education, 118
 - International Financial Institutions: shift of perspective, 189
 - International Monetary Fund, 189 *bis*
 - Internet, 242
 - access to, 242
 - and context(s) of application, 34
 - knowledge generation/dissemination by, 34, 119
 - on-line learning (UPE), 175, 180
 - web-based instruction/training, 175, 180, 195
 - inter-personal behaviour, 55
 - interpretation ability, 129, 242
 - interviewing techniques, 130
 - intuition/intuitive understanding, 22, 26
 - Iterative curriculum review, 216–17, 216
 - job creation, 48
 - job marketability pressure on higher education, 58, 222, 224
 - job-related skills, 222, 230, 231
 - job satisfaction, 171
 - Joint Bargaining Forum, 123
 - Joint Education Trust, 15
 - Journal of Sociolinguistics*, 164
 - Katjavivi, Dr Peter H, 94
 - knowledge, 36, 222
 - African versus Eurocentric forms of, 7, 222
 - aimed at development, 15
 - assessment of, 240
 - basic and applied, 231
 - changing nature/forms of, 8, 11n3, 231

- cohesion quest, and radical learning programme, 153
- commodification of, 75–6
- and community/society needs, 35
- constructed by learners, 24
- context and contextual response, 24–5
- critical scrutiny of, 34
- curriculum relationship to, 231
- discipline-based conception of, 152
- dissemination *see* knowledge dissemination
- dominant/alternative forms, 77
- as an end in itself, 17, 29, 42, 43 *bis*, 226
- exploitation for financial gain, 75
- generation/creation *see* knowledge creation/generation
- Greek classic conceptions/divisions of, 22, 71
- hierarchical nature of, 228
- holistic understanding of, and radical programme, 153
- incorporation of new, 150
- integration of production and reproduction, 231
- interrelatedness/integration, 153
- local focus, 222
- localised forms, 193–4
- market and social value source, 19
- mass consumption of, 57
- modes of *see* modes of knowledge monopoly/partnership in, 176
- nature and contingency of, 8–9, 11n3, 22–3, 71, 77, 222
- packaging, 36
- personal/social construct of, 8 and propaganda, 10
- reconfiguration of, 78, 229
- regionalised, 222
- and religious certainty, 9
- roots of, 223
- scepticism about, 8–9
- sites of, 55–6, 60, 63, 226
- social relevance of, 7, 27, 33, 42, 43, 47
- social value source, 19
- and societal/community needs, 35
- sociology graduate considerations, 202
- sources of, 26
- synthesis of divergences, 24–5
- testing, 24, 34, 115
- types/sources/perspectives of, 22–3, 58, 77
- understanding versus programming, 129
- Western hegemony, 161, 163, 164
- see also* knowledge systems; modes of knowledge; ways of knowing
- knowledge claims, 8–9, 57, 225
- challenging, 9, 11n4, 225
- sectional/personal interests and, 9
- knowledge
- creation/generation/production, 30, 36, 44, 85, 119, 228
- agenda definition, 34
- analytical/rational, 22
- approaches to, 57
- commercialisation of, 20
- community-based learning and, 56
- for the community's sake, 47
- competence and range, 243
- competitiveness with new agencies of, 37
- within context of application, 33, 72, 165, 176, 228–9
- and curriculum, 37
- focus, 222
- heterogenous, 73
- holistic approach, 57
- judgement and review, 73
- modes of *see* modes of knowledge production
- molecular production process, 72–3
- off-campus sites of, 57
- outside processes of, 74
- postmodern, non-scientific, 20
- project design and scoping, 31
- and reproduction, 231
- and social development, 227
- social engagement and, 13–40, 227
- socially accountable, 176, 227
- socially distributed, 176
- socially engaged *see* socially engaged knowledge generation
- socially rooted, 57
- trans-disciplinary and trans-institutional, 73, 77
- trends, 73
- and universities as contested sites, 85
- Western hegemony, 161, 163, 164
- see also* socially engaged knowledge generation
- knowledge dissemination/transmission, 33, 36, 44, 119
- competitiveness with new agencies of, 37
- value-adding, 36
- Western hegemony, 161, 163, 164
- see also* Internet
- knowledge economy: skills relevant for the, 78, 222
- knowledge organisations, multi-purpose, 43
- knowledge reconfiguration
- competencies, 78, 229
- knowledge society, 222
- and academic planning, 117
- knowledge structures: hybrid, 73
- knowledge systems
- shift from closed to open, 74, 175–6
- socially accountable, 176
- knowledge-traditions, 77
- Krog, Antjie, 134
- Kuhn, Thomas, 4, 72
- labour markets considerations, 136, 193, 222, 226, 229
- and tourism degree, 213
- labour market structure, 213, 214
- land distribution, 134,
- land-grant institutions, 14
- land policies, 135
- landscape conservation, 207
- land usage and distribution: inter-disciplinary issue, 134
- language and social context, 163, 165
- see also* socio-linguistics
- 'Language in Education' policy, 50
- language proficiency and communication, 186
- Language in Society*, 164
- language study, 158, 159, 163
- language usage, 162
- law, 58, 72
- leadership development
- community-based learning and, 56
- curriculum and, 51
- empirical/theoretical basis excluded, 130
- intellectual, 130
- and Public Administration Curriculum, 177
- learner-centred pedagogy, 59, 107, 183, 193
- learning
- academic imperative versus reproductive, 149 versus contextualised, 227
- in depth, 158n8
- integration with action/practice, 14, 21, 21, 23, 55
- levels of, 26
- locus of, 25
- participatory framework of, 25
- situated, 25
- types of, 25
- learning communities, 57
- learning competencies, 55
- learning context: learning in the, 25
- learning enhancement 13, 27, 36–7
- learning experiences, 24

- community-based learning as, 55, 56
 - integrated into curricula, 56
 - outside the classroom, 56
- learning outcomes, 55
 - see also outcome-based education
- learning perspectives, 25
- learning process, 31, 212
- learning programmes, 74, 171
 - in Public Service, 171 *bis*
- learning systems, 57
- learning theories, 23–26
 - cyclical, 23–4
- learning university, 210
- legitimacy, 121
 - contested, 87
 - and credibility, 90
 - political, 8, 114
 - of universities, 60, 114
- Liaison Committee for Public Administration and Management, 177
- liberal arts education 43
- liberal arts programmes, UNAM, 140
- liberation movements, 86
- liberation struggles 114, 134
 - and attitude to change, 5
- Licentiatuura* in Sociology, Eduardo Mondlane University, 199–204, 230
 - aims of curriculum, 200
 - core focal points, 203
 - curriculum reform process, 199–200
 - graduate's profile, 202–3
 - professional profile, 200–202
- lifelong learning, 50, 171, 213, 229
- life-skills support, 115
- linguistic skills, 139
- linguistic studies, 163–4
- literature: critical appraisal/analysis of relevant, 143, 242–3
- local community development, 54
 - opportunities to involve staff and students in, 62
- local community dynamics and policy implementation, 135
- local contexts, 195
 - African, 166
 - of Socio-Linguistics, 165
- local discourse, 38
- local knowledge, 77, 166, 193–4, 222
- logical thinking skills, 242
- magistrates' training courses, Namibia, 91
- management, 167, 212
- Management and Development Studies, Namibia, 91
- management information systems, 118
- management training, Namibia, 77, 92
- managerialism, 42, 173–4, 232
- managers: education of, 130
 - marginalised perspectives, 162
- Maritime Studies: Master's degree in, 195
- marketability of qualifications, 233
- market failures, 189
- market forces, 6–7
 - and curriculum changes, 9
 - and knowledge claims, 9
 - vulnerability of developing countries to, 143
- marketing of programmes, 230
- market institutions and economic life, 191
- market interests: curricula driven by, 232
- marketisation of higher education, 118
- market-oriented programmes, 129
- market pressure, 6–7, 222, 224
- market responsive curricula, 6, 193;
 - Namibian debate, 97
- markets: power of, versus academic power, 76
- Marx, Carl, 2
- Marxist scholarship, 189–90, 190
- massification of higher education, 42, 43, 75, 105
- Master in Development Studies programme, UPE, 182–3, 183–4, 186
- Master in Public Administration degree (MPA), UPE, 167–80, 231–2
 - aims of curriculum reform, 175–7
 - credit values revision, 178
 - curriculum transformation, 175–80
 - description of reform project, 177–80
 - enhancing the social responsiveness of, 167–81
 - experiential/academic knowledge mix, 177
 - mode 2 socially distributed knowledge system, 176
 - modules: updated and new, 178
 - on-line learning alternative, 180
 - practitioners/academics interchange, 177
 - public sector trends, 178
 - skills-based modules: introduction of, 178
 - social responsiveness enhancement, 167–81
 - stakeholder partnership, 177
 - theory-based modules: reduction of credits, 178
- Mbeki, Govan, 3
- meaning: generation of, 149
 - importance of context in, and radical programme, 153
- measures: terms of new discourse, 212
- media
 - applied modules, 156
 - need for professionals, 154
 - role of sociologist in, 201
 - as source of information and dissemination, 33
 - see also BA in Media, Communication and Culture
- Media, Culture and Communication programme, UPE, 129
- media industry, 148, 149, 150
 - global, 57
- media production skills, 130
- media skills vital in
 - media/communications industry, 149
- Media Studies, 156
- media technology survey, 149
- mediation skills, 130
- Mentor Skills and Techniques (UPE module), 178
- mergers, institutional, 120–21, 124n15, 124n17
- meta-cognition, 242
- Midlands Partnership Programme, 65
- migrancy/migration, 134, 136, 187
- minimalist state, 174, 232
- mission statements, 211
- modes of knowledge production, 44, 72–3, 228–9
 - co-existence in curriculum, 176
 - mode 1-type, 44, 78–9, 175, 229
 - mode 2-type, 44, 72–3, 176, 226, 228–9, 231
 - modes analysis, 44, 72–3, 74
 - relevance to undergraduate curricula, 229
- modular Bachelor degree programmes, Namibia, 93, 96
- modular cohesion, 153
- modularisation project, UPE, 116, 129
- modules: linking of, 153
- molecular knowledge production, 176
- monitoring/continuous assessment, 109
- monitoring of programme: sociologist's role, 202
- moral integrity, 141
- morality; post-modern insight into, 141
- moral leadership: curriculum and development of, 51
- mother-tongue medium of instruction, 50
- Mozambican context/relevance, 162, 164, 165
- Mozambique
 - education, 103–4
 - institutions of social sciences in, 100–102
- MSc degree in Agriculture and development, 195
- multi-dimensionality and academic restructuring, 72

- multi-disciplinarity: community-based learning and, 55, 60
- multi-disciplinary discussion, 210
- multi-disciplinary
 investigation/networking, 34, 57
- multi-disciplinary programmes/studies, 75, 105, 108
- multi-linearity and academic restructuring, 72
- multi-lingualism issues, 49–50, 225
- multi-purpose knowledge organisations, 226
- Municipal Administration, Advanced (UPE module), 178
- Municipal Meeting Procedures and Techniques (UPE module), 178
- music tuition, 123n13
- Namibia:
 higher education, 83–99
 impact of tourism on, 207
Perspectives for National Reconstruction and Development, 92
- Namibia Declaration, 1998, 207
- Namibian Government: white central, 87
- Namibian National Students' Organisation (NANSO), 90, 91
- Namibian people
 cultural/political redefinition, 86
- narrative scenario-building exercises, 191
- nation building, 113–14
- national agenda, and curriculum:
 Mozambique, 105 *bis*
- national capacity building, 141
- National Commission on Higher Education: Report, 74, 116, 229
- national competitiveness: role of the public sector, 172–3
- national consciousness creation focus, 141–2
- national cultures: development of, 141
- national development
 notions/objectives, 56, 172–3, 232
- National Education Co-ordinating Committee, 114
- nationalism
 Afrikaner, 113
 anti-colonial, 86, 113
 connotations of term, 86
 political liberation function, 86, 87
National Plan for Higher Education, 41, 47, 120, 151
- National Qualifications Framework, 5, 59, 148, 151, 192
- national reconciliation, 49, 97n2
 role of University of Namibia, 96
- National Research Council of Namibia, 93
- National Research Foundation, 60
- national resistance, 86
- National Skills Levy, 179
- National Standards Body, 236
- National Youth Commission, 60
- nation-building: role of University of Namibia 96
- Nationhood Programme for Namibia, 91
- natural sciences; black student participation, 49
- needs analysis/assessment 154–5, 171
- neo-liberalism, 174, 232
- networking, multi-disciplinary and stakeholder, 34
- network society, 34, 57
- A New Academic Policy for Programmes and Qualifications in Higher Education, 156, 157n2
- newly encountered material:
 understanding of, 242
- New Partnership for African Development, 119
- NGO's, 65
- non-interventionism and developing countries, 189
- Non-profit Organisation: sociologist's role in, 202
- non-racialism values, 193
- non-state institutions intervention in economic/development policy, 191
- NPP 435 interest association, 91
- numeracy skills, 139
- objectives, societal: curricula and 73
- observation
 methods of, 129
 in research, 24
- occupational representivity, 167
- off-campus community-based learning partners, 56, 60
- off-campus community-based learning sites, 55–6, 60
- on-line learning *see under* internet
- open learning, 93
- oppressive systems: academic freedom and, 7
- organisational skills, 55, 58, 60
- organisational unification, 59
- organisation for Economic Co-operation and Development, 191
- outcome-based education, 116, 133, 192–3, 223–4
 Government policy emphasis on, 183
 Namibian debate on, 97
 principles and outcomes, 192–3
- outcomes, 239–43
 terms of new discourse, 212
- outreach to communities, 15, 19
- pan-African development emphasis, 183
- Pan South African Language Board, 50
- paradigms, 119
 need for new, 57
 science dependence on, 72
- parliament: sociological functions, 201
- participatory action research, 24
 Anthropology and, 135
- participatory democracy 7
- participatory learning, 25, 89
 new policy framework feature, 74
- partnership: new policy framework feature, 74
- pedagogy, new/progressive, 59, 129
- peer review(s), 17
 superseded, 20, 73
- people-centred development, 135
- people-oriented skills, 130
- perceiving, 23
- performance based approach to curriculum design, 150, 158n9
- performance indicators, 42
- peri-urban districts: community-based learning in, 55
- personal skills, 58
- philosophical approaches in radical programme, 153
- philosophical theories, 79
- philosophy: relativity for other subjects, 312, 143
- philosophy of science, 22, 71–2
- phronesis, 22
- Physical and Human Geography, 216
- placement project, 115
- planning in action research, 24
- Plato: knowledge conceptions/divisions, 22, 71
- policies: harmonisation of, 141
- policy debates/formulation
 critical engagement with, 33, 105, 136
 as site for learning, 33
- policy environment, 42–6
- policy framework, 121
 integration of, 27, 33
 responsiveness as a requirement of, 73–5
- policy issues, 135–7
- policy making, government:
 transparency, 170
- political accountability
 disciplinary/institutional: integrity and, 228
- political appointments, 168
- political challenge of transforming apartheid constructs, 232
- political contestation, 84, 85
- political correctness, 33
- political discourses, 222

- political economy perspectives, 189–91
passim
- political interests: imprint on
educational institutions, 225
- political legitimacy, 8, 114
- political liberation: nationalism and, 86
- political office bearers, advising of, 178
- political party: sociological functions,
201
- political pressure on universities, 57, 225
and curriculum transformation, 6, 7,
224
to justify their existence, 58
- political reform and curriculum reform,
150–51
- political relevance: emphasis on, 136
- political resistance: nationalism as
element of, 87
- political science, 137, 199
- political transformation: UPE, 114–15
- Politics and Public Administration
programme, UPE, 129
- popular discourse: engagement with, 33
- popular media as means of engagement,
33
- populist considerations, 33, 224
- Port Elizabeth Technikon, 120
- post-colonial African university, 46, 85
- post-colonial theory production, global,
161
- post-Fordism and curriculum design,
211
- post-graduate programmes: inter-
disciplinarity in, 231
- Post-graduate Programmes in
Development Studies at UPE, 128,
231–2
aims and objectives of curriculum
redesign, 182–184
cost-effectivity, 193
curriculum reform and
development, 191–6
development programmes in SA and
curriculum, 184–6
diploma programmes, 194
Doctoral programmes coursework,
194
inter-faculty involvement, 185
inter-institutional arrangements,
185, 195
international benchmarking, 193
networked input, 195
niche student markets, 194
policy options and
recommendations, 193–5
refresher courses for Masters, 194
regional issues: response to, 193
research-orientation, 195
scope and method and data
generation, 183–4
see also Master in Development
Studies programme, UPE
- Post-graduate Programmes in
Development Studies in SA, 128,
184–6
applied skills, 186
aspects of curriculum reform, 192–3
competitiveness, 186
curriculum considerations, 184–6
and international programmes, 185
key sites, 184–5
and networked offerings, 185 *bis*
policy options and
recommendations, 193–5
resources allocation to, 185
shortcomings at universities, 186
skills component, 185
supervisory work, 185–6, 166
- Post-learner Diploma, 246
- post-modernism and curriculum design,
143, 211
- post-modern knowledge society, 19
- Post-Washington consensus, 189
- poverty alleviation, 48
- power: questions about, 27, 35, 38
- power-knowledge field of force, 85–6
- power relations in developing societies,
137
- practical knowledge, 58
and practical ethics, 22
- practical problems: ethical/responsible
solutions for, 242
- practical relevance of research, 43
- practical skills development
BA MCC (UPE): 148, 149
workshops, 149
- practical wisdom, 21, 22
- practice, 22
academics and, 36
curriculum change and
incorporating best, 150
integration of theory and, 21–6, 21,
55, 135, 150, 176
transfer of knowledge from, 27
see also community of practice
- Practice of Inter-governmental Relations
(UPE module)
- practices: harmonization of, 141
- practitioners: brought into teaching
process, 37
- practitioners, community of, 24–5, 33
globalisation of, 34
- praxis, new, 57
- predilection versus epistemic values, 225
- Presidential Commission on Higher
Education*, 92, 93–4
- Presidential Review Commission Report*,
168
- prestigiousness of universities, and
contestation, 85
- previously disadvantaged communities:
relevance to, 116
- previously disadvantage learners: access
for, 115
- primary health care, 135
- principles:
ability to appraise relationships
among, 240
correct use of, 240
- prior learning recognition, 245
- private education institutuins, 118
housing social sciences, 102
- private partnerships, 117
- privatisation, 119, 173
- probation, 109
- problem: identification of, 28–30
- problem-based learning, 78–9
- problem solving, 121, 213
academics and scientists as agents of,
29
ethical/responsible, 242
and inter-disciplinarity, 131
and mode 1-type knowledge, 78–9
Mozambique, 105
paradigm switches, 72
project design, 35
role of theory, 29
trans-disciplinary, 72–3
- problem-solving ability/skills
assessment of, 240, 241
of the globalised world, 228
interdisciplinary, 222
- problem-solving knowledge generation,
27, 55, 73
- problem-solving projects: social
engagement and, 14
- processing of experience, 23 *bis*
- professional ethics, 170 *bis*
- professional identities, 224
- professionalisation: pressure towards, 75,
78
- professional relevance, 176
- professional skills, 200
- professional training, 79
- professors: re-orientation and further
training, 76
- programme administrator, 195
- programme-based approach to higher
education, 74, 116
BA MCC (UPE), 148–9
definition of concept, 150
- programme design, 153
approaches to, 150
social engagement and, 14

- programme implementation, 14, 115
 continued research concurrent with, 115
- programme mixes approval, 233n1
- programme refocusing, 49
 BA MCC (UPE), 148–9
- programmes
 conventional curricula packaged as, 150
 institutional mix, 233n1
 radical 148, 151–2, 152–3
see also academic programmes
- project-based learning, 24
- project-design, 35, 243
- project development, individual, 149
- project implementation, 35–6
- project management, 186
 practice features, 30
 in Public Administration curriculum, 177
- Project Management, Advanced (UPE module), 178
- projects and researchers, 234–5
- project-work, students' individual, 109
- propaganda: distinction between
 knowledge and, 10
- pro-poor tourism, 217
- propositional knowledge, 58
- Provincial Administration, Advanced (UPE module), 178
- psychological consideration of
 curriculum transformation, 4
- public accountability of higher
 education, 7, 8, 42
- public administration, 128–9, 135, 137,
 172–5, 231–2
 commercialism, 174, 232
 financial viability, 174
 focus on
 management/regulation/strategy,
 174
 globalisation impact on, 172–5, 232
 international competitiveness
 imperative, 174
 Liaison Committee for Public
 Administration and
 Management, 177
 Master's degree in (MPA – UPE),
 167–80
 principles of reform, 170
 privatisation, 173, 232
 rational economically competitive
 approach, 232
 and technological change and
 innovation, 174–5
- Public Administration Curriculum
 reform, 172–80
 impact of globalisation, 172–5
- public administrators, 173–4, 175, 176
 web-based training, 175
- publication difficulties in peripheral
 countries, 161
- public discourse and academic scrutiny,
 30
- public institutions
 curriculum-based needs of, 177
 re-definition of, 174
- public life
 Humanities and, 143
 withdrawal from, 141
- Public Management, 173–4
- public officials *see* public
 servants/officials
- Public Policy Analysis and Planning,
 Advanced (UPE module), 178
- Public Policy Analysis Skills and
 Techniques (UPE module), 179
- public policy issues: social science and,
 135–7
- public sector
 catalyst role of, 173
 experiential knowledge mix with
 academic knowledge, 177
 governance and management, 167,
 173–4
 managerialism, 173–4
 productivity enhancement, 177
 role of, 173, 232
 strategy focus, 174
 training and education needs, 177
- Public Sector Information Technology
 (UPE module), 179
- public sector practitioners collaboration,
 179
- Public Sector stakeholders: partnerships
 with, 179, 180
- Public Sector transformation, 167–77
- public servants/officials
 capacity development, and national
 competitiveness, 172–3
 career progression, 171
 competence, 170, 172
 corruption problems, 168, 170
 equity and empowerment, 171
 government mission statement
 regarding, 171
 human resource management, 169,
 170
 job satisfaction and motivation, 171
 political appointments, 168
 preparation for change, 171
 professional/work ethic, 170
 public relations with citizens, 170
 representivity, 167
 technological equipment, 175
 training and education *see* public
 service training and education
- public service, 167–8
 access and entitlement, 170
 accountability, 170
 capacity development, and national
 competitiveness, 172
 co-ordinated framework, 171
 delivery, 41, 167, 170, 174, 177
 entitlement, 170
 equity, 170, 171
 external providers, 174
 managerialism, 173–4
 mission statement, 169
 and national economic performance,
 172–3
 national policy framework for, 169–72
 organisational cultures, 169
 policy framework for, 169–72
 providers, 174
 reform/transformation, 169–70
 resource allocation, 169
 responsiveness to people's needs, 170
 societal relevance, 169
 standards, 170
 systems incompatibility, 168
 transformation 167–70
 unification at national and provincial
 levels, 168
- public service training and education
 and access and entitlement, 170–71
 accreditation of programmes and
 providers, 171–2
 curricula designing for, 172
 design and delivery, 171
 and equity and empowerment, 171
 learning outcomes, 171
 national policy framework, 170–2
 programme design and
 implementation, 171
 skills development, 171–2
- purposes: term of new curriculum
 design discourse, 212
- Putnam, Robert, 191
- qualifications
 institutional mix, 233n1
 linked to job opportunities, 222
 marketability, 233
 National Qualifications Framework,
 5, 59, 148, 151, 192
 reform, and global competitiveness,
 151
 SA Qualifications Authority, 59, 74,
 116, 148, 151, 192
- quality assurance, 42, 44, 157
- Quality Assurance Unit, UPE, 183, 184
- quality management, 211
- quantitative research, 130

- racial fragmentation, 120
racial representivity, 167
racism, 122n2
radical approach to
 curriculum/programme, 148, 151–2, 152–3, 224
 structural changes, 153–4
Rand Afrikaans University:
 efficiency/marketisation drive, 118
rational choice
 development theory and policy and, 189, 191, 194
 versus institutionalist perspectives, 188–91, 194
rationality: multiple forms of, 26
reading skills, 241
reality
 understanding of different interpretations of, 23
 social and multi-dimensional, 24
reasoning ability/skills, 149, 241, 242, 243
reconstruction and development, 59, 114, 119
recruitment of African/overseas learners, 123n14
reflection, 21 *bis*, 22, 23, 24, 27, 29, 34, 51
reform (term), 5
regimes, 134
regional co-operation focus and African Studies, 183
regional dimensions, 194
regionalised knowledge, 222
regional knowledge forms, 77, 79, 79n1
relativism and knowledge claims, 8, 225
relativity of disciplines, 72
relevance, 7
 African, 163–4
 contemporary, 130
 without subservience, 229
 see also political relevance; practical relevance; social relevance
religious certainty: knowledge and, and scepticism, 9
re-orientation, academic 76
re-packaging of conventional learning content, 150, 156
representivity of Public Service, 167
Republic of South Africa, 113
research, 115
 achievement of excellence in, 117
 analysis of findings of, 242
 awareness of cultural sensitivity/ethical accountability, 243
 commissioned, 59
 contextually informed, 14, 165
 critical quantitative/qualitative modes of, 194
 curiosity driven, 44
 Eduardo Mondlano University, Mozambique, 103
 funding, 44, 195
 and knowledge creation/generation, 43
 Namibia, 91
 output, 44
 political considerations, 7
 practical relevance of, 43
 recognition of provisional nature of findings, 242
 traditional role, 14, 43, 44
 see also applied research
 research agenda: industrial/commercial needs and, 44
 research findings:
 analysis/evaluation/synthesis of, 240
 research institution: sociological function, 201
 research methods, 107, 108
 research orientation, 55
 research principles, 27
 research programmes, large-scale: links with, 195
 research project, 243
 resource allocation, 62, 67, 158n7 169, 185
 in community-based learning, 62, 67
 National Policy Framework, 169
 resource management, 135
 assessment of understanding of, 241
 resource utilisation, 170
 resources, 195
 terms of new discourse, 212
 Tourism, 206
 responsible problem-solving, 242
 responsiveness, 13–15, 222–3, 228, 229, 232
 and academic freedom and autonomy, 232
 competing demands/objectives of society and, 223
 to community needs, 173
 to context, 121
 and critical approach, 232
 of curriculum, 41, 48–52, 73–5, 169, 229
 market driven/value driven, 223
 meanings of, 225
 of Public Service, 170
 relationship between epistemic values and, 229
 of teaching and learning systems, 176
 of University of Port Elizabeth, 115–17
 see also social responsiveness
 results: terms of new discourse, 212
 Rhodes University: MA in Rural Development, 186
 role player identification, 241
 rule-bound practice and culture, 168
 rural areas of South Africa: research on, 135
 rural development, 48–9, 202
 rural development policy, sustainable, 191
 rural population, 55
 empowerment of, 49
 Rural Resource Management, 65
 rural universities, 49

 scenario-building exercises, 191
 scepticism: knowledge and religious certainty and, 9
 scholarly debates/current perspectives: identification/differentiation, 242
 scholarly discourse assessment criteria, 240, 242
 scholarly reasoning ability, 241
 scholarly skills competence and range, 242
 scholarship, African, 162–3
 scholarship of engagement, 54, 226
 critical, 136
 national and international impulses for, 56–61
 staff development policy to include, 61
 student development policy, to equip students, 61
 School of Public Administration and Management, UPE, 175, 179
 see also Master of Public Administration degree
 science(s)
 distinction between applied and pure, 72
 distinction between ‘hard’ and ‘soft’, 71
 historical nature, 72
 internal self-determination and, 17
 paradigm dependence, 72
 philosophy of, 22, 71–2
 socially engaged, 21–6, 136
 traditional, 16, 28, 30, 33
 see also knowledge creation
 science practitioners: Western/non-Western, 165
 scientific knowledge
 access to local context-relevant, in Africa, 166
 social ordering of, 166
 Western hegemony, 161, 164, 165
 scientific principles as conventions, 152

- scoping of knowledge generation project, 30–31
- secretarial services training, Namibia, 91
- security regime issue and development studies, 187, 187, 187
- self-awareness and universal lessons, 134
- self-directed, interactive learning abilities, 242
- self-employment, 201
- semester system, Namibia, 96
- semi-distance mode of delivery (UPE), 180
- service(s)
- as extension and application of theory, 30
 - integration with teaching and research, 13, 55
 - socially relevant/responsive, 42–6
- service learning, 15 *bis*, 19–20, 56 *bis*
- service providers in community-based learning, 56, 60
- university as, 62
- sites of knowledge, 55–6, 60, 63, 77, 116, 226
- situated learning, 25
- skilled human resources: Namibia, 91
- skills
- adaptability, 130
 - applied, 148–9, 186, 222, 231
 - content versus, 129–31, 148–9
 - core skills, 199
 - correlation with work locations, 230
 - demand for, 43, 57, 58, 148–9
 - empirical/theoretical content exclusion, 130
 - flexibility, 200
 - generic and transferable *see* generic skills
 - knowledge economy relevant, 78
 - marketability, 130
 - practical, 148–9
 - in public administration, 232
 - relevant/responsive to society's needs, 42, 73–4
 - shifting base, 78
 - sociology graduate considerations, 203
 - specific versus generic, 229
 - upgrading, 105
- skills-based modules, UPE, 178–9
- skills-based programmes, 129, 179
- skills development, 171–2
- Skills Development Act of 1998*, 171, 179
- Skills Development Levies Act of 1999*
- small and medium enterprise development, 172
- small business skills, 48
- 'smart cards', 175
- social accountability, 228
- see also subheadings under* accountability
- social capital: discourse on, 189, 191
- social change: participatory social research and, 24
- social consciousness, 134
- social contexts of knowledge engagement with, 30, 136, 165
- language and, 163, 165
- see also subheadings under* contexts
- social critique, 149, 150
- social deficits, 44
- social development, 57
- community-based learning and, 56, 60
 - contribution to, 42, 47, 221
 - universities as active agents in, 60
- social disadvantages: amelioration of, 228
- social dynamics, understanding of, 134
- social economists, 191
- social emancipation approaches of curricula, 225
- social engagement, 221
- and the creation of knowledge, 13–40
 - and critical approach, 136, 232
 - levels and types, 31
 - of Public Administration/management curricula, 175, 175
 - in the USA, 14–15
 - see also* scholarship of engagement; university engagement with society
- social engineering, 134
- social inquiry: critical quantitative/qualitative modes of, 194
- social issues, multi-disciplinary, 34, 134–7
- higher education contribution to solution of, 225
- socially accountable knowledge, 176
- socially critical learning approach, 150, 158n9
- socially engaged education, 85, 89
- University of Namibia, 96
- socially engaged science/knowledge generation, 13, 21–37, 21, 28, 227
- in action, 26–37, 28
 - origins, 14, 30
 - planning/scoping, 30–31
 - stages, 27–37
 - see also* scholarship of engagement
- social policy: relevance of Anthropology, 135
- social/political relevance 7
- to community needs, 47, 115, 116
 - of knowledge, 7, 27, 33, 42, 43, 47, 116
- social relevance, 7, 27, 33, 42, 43, 47, 226
- social responsiveness, 13, 41–53, 221, 226
- of curriculum, 41–53, 73–5
 - new policy framework feature, 74
 - of Public Administration/Management curricula, 175–80
 - of university, 13, 43
- social revolution: nationalism and, 86
- social science(s)
- classics in, 190
 - decline of non-economic, 189
 - democratisation, 7
 - Diploma in Arts/Social Science, 245
 - focus of degree in, 229
 - ideals of, 229
 - institutionalist perspective versus rational choice, 188–91
 - in Mozambique, 100–111
 - and social engagement, 54, 136
 - theory in, 29
 - units/institutions involved in, in Mozambique, 102
- social science general undergraduate curriculum for Southern Africa, 128–38
- African-centred and global approaches, 131
 - contextually determined, 131
 - disciplinary boundaries: interdisciplinarity versus, 131
 - essential content, 135
 - essential historical reading matter, 132
 - history and the South African context and, 132
 - integrated structure, 131
 - relevance for South African context, 131
 - technological features, 131
 - social theory, 143
- social transformation
- curriculum to reflect, 192, 225
 - knowledge committed to, 47
- social welfare policy: relevance of Anthropology, 135
- Social Work, 65
- societal needs considerations, 42, 45
- of knowledge, 176
 - Mozambique, 104–6
 - Namibia, 95–6
 - see also* community needs
- societal relevance of institutions, 15, 16, 43
- societal tensions, 49
- society
- benefits from university engagement, 27, 30

- competing demands of, 223
 - demands of, 42, 222–3
 - relationship between higher education institution and, 16–19, 223, 226
 - role in economic governance and development, 191
 - see also* social responsiveness
 - society–university relations *see* university–society relations
 - socio-economic challenge to higher education, 41, 42–6
 - socio-economic conditions
 - responsiveness to *see* social responsiveness
 - socio-economic/developmental context
 - Mozambique, 104–6
 - Namibia, 95–6
 - Socio-linguistics, 163
 - African/Mozambican context, 163–4, 165, 230
 - hegemony in, 164
 - journal and network exclusion of African scholars, 164
 - mainstream, 164
 - practical issues, 164
 - Socio-Linguistics Course, Eduardo Mondlane University, 162–6, 230
 - African context, 162
 - local contexts of learning and application, 165
 - motivation of project, 162–4
 - progress of project, 165
 - re-designing, 162–6
 - relevance to Mozambique, 162
 - sociologist's profile, 201–2
 - Sociology
 - attitudes considerations, 202
 - graduate's profile, 202–3
 - knowledge considerations, 202
 - Licentiatúra*, Eduardo Mondlane University, Mozambique, 199–204, 230
 - professional functions/applications, 201–2
 - relativity for other subjects 134–7 *passim*, 143
 - skills considerations, 202
 - Socrates: knowledge
 - conceptions/divisions, 22
 - South African contexts in higher education, 74, 75, 165
 - South African National Editors Forum, 150
 - South African Politics programme, 128
 - South African Qualifications Authority, 59, 74, 116, 148, 151, 192
 - South African Regional integration prospects, 183
 - Southern African Development Community, 187, 194
 - South West Africa People's Organisation (SWAPO), 86, 87
 - and the Academy for Tertiary Education, 87, 90
 - sovereignties: pooled, 141
 - Spatial Development Initiatives, 187, 194, 196
 - specialisation and mediation between specialities, 142–3
 - staff–student ratios, 117
 - stakeholder participation, 7, 193
 - University of Port Elizabeth, 114, 179
 - stakeholder politics, 7
 - stakeholders
 - competing interests of, 223
 - networking, 34, 179
 - relation of university and, 13, 223
 - standards generating bodies, 192
 - standards of practice, 224
 - state
 - demands versus funding imbalance 222
 - endorsement of view of, 232
 - funding of higher education *see* funding
 - minimalist approach, 174, 232
 - subservience to: relevance and, 229
 - state institutions: and economic governance/development 191
 - state reform, 189
 - state spending: disincentive to investment, 174
 - status, institutional: loss of, 20
 - strategic planning: in Public Administration, 177
 - 'streaming of students', 115
 - structural adjustment 189
 - relevance of Anthropology, 135
 - structural adjustment loans, 189
 - student-centred education, 59, 107, 129
 - student development programme, 61
 - student feedback *see* feedback
 - student organisations: ideas on community service, 60
- students
 - as customers (*see also* consumerism), 76
 - distribution across knowledge fields, 233n1
 - diversity, 194
 - enrolment *see* enrolment(s)
 - intake of, 43
 - responsibility for structuring own courses, 153
 - scholarship of engagement involving, 59
 - under-prepared, 43, 115
 - see also* access; massification
 - study guides, 195
 - study skills, 107, 108
 - support subjects, 107
 - sustainability: financial transformation towards, 117–19
 - synergy between theory and practice, 135, 176
 - synthesis of research findings: evaluation of, 240
 - systemic change framework, 41
 - systemic development, 58
 - systemic disadvantages of Black students, 47
 - systems learning, 25–6
 - teacher training, Namibia, 89, 91, 92
 - teacher upgrading needs, 116
 - teaching
 - contextualised, 227
 - contextually informed, 14
 - teaching enhancement, 36
 - teaching orientation, 117
 - teaching methods reform, 109
 - teaching practice: learning levels and, 26
 - teaching process: terms of new discourse, 212
 - teaching programmes: political considerations, 7
 - team formation, 34
 - techné*, 22
 - technical skills, 130, 222
 - technological competition and higher education, 151
 - technological equipment, 131, 175
 - technological infrastructure, 154
 - technological insight, 122
 - technological transformation, 119–120
 - effect on curriculum design, content, delivery, 119
 - public administration and, 174–5
 - technology
 - black student participation, 49
 - exploitability of, 144
 - keeping abreast of advancing, use of, 35
 - terminology assessment, 240
 - terminology of curriculum design
 - discourse, 211–12
 - tertiary education *see* higher education
 - Tertiary Education and Change in South Africa*, 114
 - theoretical autonomy, 195
 - theoretical content/knowledge, 30
 - competence in critical analysis/comparison/evaluation of, 240
 - exclusion from market-oriented courses, 130

- theoretical discourse, 27, 29, 30
 social engagement and, 37
 theoretical reflection, 20, 21 *bis*
 theoretical skills, 105, 240
 theories, 29
 ability to apply, 177, 242
 African context, 164
 comparison of diverse, 242
 context-informed (*see also*
 context(s), 30
 as conventions, 152
 as an end in itself, 17, 29
 evaluation/definition of boundaries,
 limitations of, 242
 independence from context of
 application, 30
 integration with action/practice 14,
 21, 21, 135, 150, 176
 integration with experiential
 knowledge, 177
 pivotal role of, 29
 privileging of Western/metropolitan,
 161
 starting point and goal of cycle of
 change, 37
 Mozambican context, 164
 thinking skills, 200, 242
 thinking versus reproductive learning, 149
 third income stream, 118
 'third way' debate, 191, 222
Third World capitalism, 190
 throughput rates, 43, 158n7
 topical issues: ability to interpret, 242
 total quality management, 211
 tourism, 230
 and education and training, 207
 employment opportunities in, 206
 growth in Namibia, 206
 human capital, 207
 range of sectors involved, 230
 transdisciplinary study – common
 offerings, 217
see also BA in Tourism, University of
 Namibia
 tourism industry 206–7
 Tourism Student Society, 218
 trade liberalisation, 189, 196
 trade surplus with Africa and
 development studies, 186–7, 187
 traditional curricula, 224
 traditional knowledge, 77
 traditional science, 16, 28, 30, 33
 traditional university, 58
 trans-disciplinary context of curriculum
 design discourse, 211
 trans-disciplinary knowledge, 77, 150
 trans-disciplinary methodologies, 150
 trans-disciplinary programmes/studies,
 70, 75, 105, 108
- trans-faculty curriculum design, 205
 transformation
 agents of, 48
 term, 5
see also academic restructuring;
 curriculum transformation;
 economic transformation;
 financial transformation;
 ideological transformation;
 institutional transformation;
 political transformation; public
 sector transformation; social
 transformation; technological
 transformation
 transformative learning, 23
 trans-institutional knowledge
 production sites, 77
 transitional planning team, Namibia,
 94–5
 transparency of governance, 170
 transparency of higher education, 7
 tripartite alliance, 119
 truth: ability to converse about, 129
 Truth and Reconciliation Commission,
 134
 Turner Commission, 93
 tutorials, 109
 'Type A' programmes, 157n4
 'Type D' programme, 157n4, 158n8
- undergraduates: benefits of social
 engagement for, 37
 under-prepared learners, 43, 115
 understanding
 assessment of, 240
 development of student's, 129, 149
 unemployment, 41
 United Nations Development
 Programme
 and governance approach capacity
 development, 172
 narrative on social capital, 191
 United Nations Institute for Namibia
 (UNIN), 87, 91–92
 and the Academy for Tertiary
 Education, 87, 89
 university programmes, 92
 United States: and policies on
 developing countries, 189
 unity among the people: nationalism
 and, 86
 universities
 academic restructuring *see* academic
 restructuring
 as businesses, 76
 colonial, 44
 commitment to community-based
 learning, 61–2
 departmental restructuring *see*
- academic restructuring
 departments *see* university
 departments
 development role, 144
 Development Studies at *see under*
 Development Studies
 funding *see* funding for higher
 education institutions
 ideological/political origins, 144
 as instruments of state control, 143
 internal-external determination, 13
 involvement history, 59
 justification/legitimacy of, 58, 60
 key functions, 85
 labour market pressure on, 58
 missions, 209
 modern, 56–7
 modernisation role, 144
 nurturing of civil
 societies/democracy by, 58
 obligatory concern with
 development, 15
 policy framework for social roles, 61
 post-modern subversion of, 77
 pressure to transform, 56–7
 redefined role, 226
 relationship between society and,
 16–19, 223, 225
 as service providers for community-
 based learning, 62–3
 social impact, 16
 social value reduced, 20
 traditional role and nature, 42–3, 44,
 46, 226
see also headings beginning with
academic and subheadings under
higher education
 university autonomy, 13, 16, 44 *bis*, 77, 85
 university-community partnership, 56,
 60, 63–4
 university departments
 ontological significance, 76
see also disciplines; faculties
 university engagement with society,
 14–38
 high engagement, 17–19, 226
 limited or pseudo engagement,
 19–20
 low engagement, 16–17, 226
 postmodern version, 20
 promiscuous engagement, 19–20
 university faculties *see* Faculties and
 entries beginning with faculty
 university funding *see* funding for higher
 education
 University of Cape Town: Africanisation
 debate, 77
 University of Lourenço Marques, 101
 University of Namibia, 84–6, 92, 93–7

- academic dialogue and discourse, 96
- African context, 96–7
- antecedents, 87–91
- case study, 84–99
- institutional reform, 95
- lack of transparency, 94
- Namibian context, 96–7
- projects and researchers, 235
- social engagement, 96
 - see also* Faculty of Humanities and Social Sciences (UNAM)
- University of Namibia Act, 93, 94
- University of Natal, Durban
 - Development Studies, 185
 - draft policy on community-based learning, 64–7
- University of Port Elizabeth, 14, 77
 - Academic Planning Committee, 117
 - academic transformation, 114–17
 - administrative structure, 128–9
 - advancement programme (UPEAP), 115–16
 - applied Media/Communication modules, 156
 - career-focused undergraduate programmes, 129
 - Core Strategic Plan*, 149
 - cost-effective courses, 194
 - cost-effective management system planning, 154
 - democratisation, 114
 - development orientation, 114, 136, 137
 - distance education, 116
 - Draft Strategy Framework, 149
 - financial transformation, 117–19
 - Human Resources Management programme, UPE, 129
 - information technology: partnership in, 119–20
 - interdisciplinary graduate programmes, 128–9
 - legitimate governance structures, 114
 - modularisation project, 116, 129
 - on-line learning, 175, 180
 - political transformation, 113–14
 - post-graduate studies in
 - Development Studies, 128, 231–2
 - projects and researchers, 234
 - Quality Assurance Unit, 183, 184
 - regional sites, 116
 - review of curriculum transformation of, 112–25
 - skills-based modules, 178–9
 - technological transformation, 119–20
- see also* BA in Media, Communication and Culture; Development and Leadership Programme; Faculty of Arts, UPE; Master in Development Studies Programme; Master in Public Administration degree; School of Public Administration and Management, UPE
- University of South Africa (UNISA), 89
 - bis*, 186
 - Centre for Development Administration, 186
- university practice course, 115
- university-society relations, 74
 - in action, 26–37
 - reciprocal/inter-dependent, 21–6, 21
 - and socially engaged knowledge generation, 13–40
 - the structure of, 15–21
- urban development: sociological functions, 202
- urban townships tourism, 217
- user engagement, 33
- user-evaluation of university, 20
- utility-based perspective in social sciences, 188–9
- utility optimisations, 189
- value(s), 193
 - balance between instrumentality and, 227
 - in community-based learning, 55
 - and curricula, 224
 - democratic, 221
 - dichotomy of facts and, 72
 - in knowledge generation process, 27, 35, 37–8
 - responsiveness to society's needs, 73–4
 - terms of new discourse, 212
- value-adding outcomes of academic programmes, 172
- value base of curriculum, 122
- value orientation: determination of, 227
- Verwoerd, HF, 113, 122n4
- vested interest in curriculum
 - structure/content, 155
- video-conferencing, 119
- virtual engagement, 34
- Vista University. Port Elizabeth Branch, 120, 121
- vocational orientation/vocationalism of curriculum, 156, 157n2, 229, 230
- vocational rhetoric, 78
- vocational training: emphasis on, 42, 43
- warrant: normative notion of: of curriculum 10
- water crisis: inter-disciplinary approach, 135
- ways of knowing/doing, new, 57
- web-based instruction/training *see under* Internet
- Weber, Max, 3
- Weberian bureaucracy, 173
- welfarist actions at universities, 14–15, 19
- Western context: hegemony of, 161, 163, 164
- Western countries
 - hegemony in
 - production/dissemination of knowledge, 161, 163, 164
- Western education bias, 141
- Western paradigms: uncritical reproduction in Africa, 161
- white coalition/unity, 113, 114
- White Paper on Higher Education* (1997), 74
- White Paper on Public Service Training and Education*, 170–71
- White Paper on the Transformation of the Public Service*, 169–70
- White Paper on Transforming Public Service Delivery*, 170
- wildlife management, 207
- wisdom, 21, 22
- work-based learning, 194
- work ethics of governance, 170
- workforce: demand for skilled, 43
- working environments reform and curricular reform, 191
- work locations, 230
- work-related skills, 57
- workshops for skills development, 149
- World Bank, 189, 191
- World Council of Churches Cottesloe Conference, 114
- world economy *see* global economy
- World Trade Organisation categorisation of education, 227
- World Travel and Tourism Council (WTTC), 206
- world trends *see* global trends
- writing ability, 129
- writing skills, 149, 200
- year levels, conventional, 158n10
- youth activism, 90
- Zimbabwe genocide of the Matabele, 134