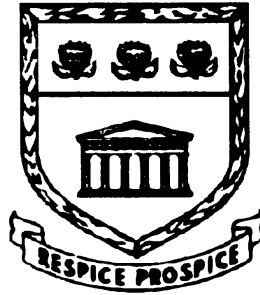


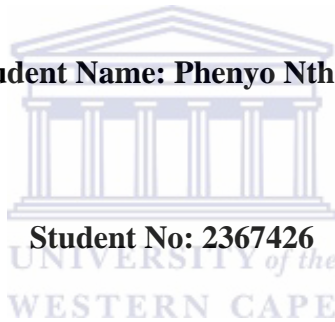
UNIVERSITY OF THE WESTERN CAPE



FACULTY OF EDUCATION

RESEARCH THESIS

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**PROGRAMME: Higher Education Studies: Policy Analysis, Leadership And
Management (PALM)**

**TITLE: University Affiliation as a Strategy for Higher Education Development:
The Case of the University of Botswana and its Affiliated Institutions.**

ABSTRACT

The purpose of the study was to investigate the affiliation system as a strategy for higher education development taking the University of Botswana and its Affiliated Institutions as a case study.

There are 14 institutions that are affiliated to the University of Botswana. These are Colleges of Education and Institutes of Health Sciences responsible for training teachers and nurses at diploma level respectively. There are six Colleges of Education, two responsible for training Junior Secondary School teachers and four for training Primary School teachers. On the other hand there are eight health training institutions affiliated to the University of Botswana.

The study examines the relationship of these institutions with the University of Botswana within the affiliation system. The issues that were investigated were related to the affiliation system in general, and whether it was beneficial to both the University of Botswana and the affiliated institutions. It was found from the study that the relationship is a symbiotic one. Furthermore, the study looked into the articulation of the programmes of the affiliated institutions with those of the University of Botswana. The issue of the level at which diplomates from the Affiliated Institutions join a degree programme at the University of Botswana was also discussed. The current system is that after three years of doing a diploma at an affiliated institution, the diplomate will join a degree programme at the University of Botswana at year two with a diploma that was awarded by the University of Botswana. As a result the diplomate will spend three more years on the degree programme. Moreover, the issue of semesterising the affiliated institutions' programmes, like those of the University of Botswana, was also looked into. Another issue considered was that of monitoring Quality Assurance in the affiliated institutions by the University of Botswana.

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Out of the fourteen institutions, eight institutions were subjected to interviews using the questionnaire method. These were three Colleges of Education and five Health Training Institutions. Interviews also took place with the ministries responsible for these

institutions, which were the Ministry of Education (Department of Teacher Training and Development) and the Ministry of Health (Department of Curriculum Development).

Data obtained was analysed by the descriptive method, and percentages, Bar Charts and Pie Charts were used.

It was concluded that the University of Botswana has, up to now, been the only University in the country and it has been the key player in the development of higher education. Recently a second university, the Botswana International University of Science and Technology, and other private universities have been set up. These should not be considered as adversaries but should be welcomed as partners in the development and growth of higher education in Botswana. This could help Botswana realize its ambition of becoming a higher education hub in the region and the world.



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Finally, I would like to express my gratitude to my family, relatives, friends and colleagues for the support they provided throughout the study. I would also like to dedicate this study to my beloved cousin-brother, Thapelo Mogojwe, who was very sick and passed away while I was still doing this project.

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1. INTRODUCTION

1.1 Background of the Study

Botswana and its development

At independence in 1966, Botswana was among the poorest and least developed countries in the world. There were few formal sector jobs. Most wealth and income was derived from traditional agriculture, particularly cattle farming (Presidential Task Force, 1997). Little attention was given to the physical and social infrastructure of the country. Education had been neglected, the population was largely illiterate and very few Batswana were available to fill professional and technical positions.

There has been rapid progress in the provision of educational services since independence. School enrolment has risen to about 70 percent of people aged between 6 and 23, adult literacy has risen to 67 percent from a level of 41 percent in 1970, (Presidential Task Force, 1997, p. 15). It is the government policy to make ten years of basic education available for all children of school age. Children enter school at the age of six and free primary tuition is available in government schools. Seven out of ten go on to secondary schools, and tertiary education is provided at the University of Botswana in Gaborone and at a number of other institutions, including teacher training colleges and health training institutions. There are also vocational centres and brigades providing technical training.

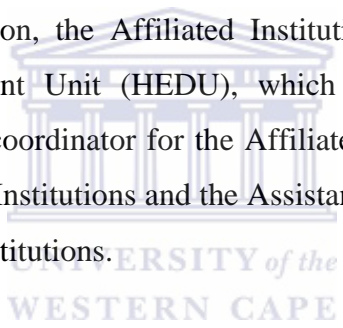
The health infrastructure has improved steadily since independence. The last decade has seen a 50 percent increase in the number of beds available in hospitals and clinics, and in the provision of health posts and mobile stops in rural areas, although there have been difficulties in staffing these with suitably trained personnel. There has been a large increase in the number of doctors (2.3 per thousand in 1994 compared with less than one in 20, 000 in 1966) and nurses (22.6 per thousand in 1994 compared with less than one per thousand in 1966).

Standards in the public health service are above average for the less developed countries and primary health care is emphasised. Life expectancy in 1996 stood at 67 years, in comparison with levels of between 72 and 78 years in developed countries. Data published in the UNDP Human Development Index have ranked Botswana among the top countries in Africa, but well below the countries of Europe and North America (Presidential Task Force, 1997, p. 16).

In Botswana, given the educational, developmental and political contexts, it is most appropriate that responsibility for the standards and quality of teacher training and health training institutions be delegated to the national University. In this case the university is responsible for the validation of the institutions' programmes. The University ensures that the curriculum taught at these institutions is of good quality standard. This is the case with the university since it is the only university in the country. There has been no other body in Botswana responsible for monitoring and regulating the quality and standards of Teacher Training Colleges and Health Training Institutions. The way in which this responsibility has been and is discharged is through the affiliation of non-university teacher training and health training institutions to a university (Watson et al 1997).

Historically, the focal point of tertiary education provision in Botswana has been the University. The University of Botswana was established in 1982. It developed first from being a campus of the University of Botswana, Lesotho and Swaziland (UBLS) and then, following the break-up of UBLS in 1975, from being a college of the University of Botswana and Swaziland. Although the University has been predominantly an undergraduate institution, most of the faculties now offer Masters Degree and other post-graduate programmes as well. A number of other tertiary institutions under various Government ministries are associated with or affiliated to the University. The University of Botswana validates their academic programmes and awards the degrees and diplomas as provided for by the respective affiliation and statutory instruments. (National Commission on Education 1993).

The first Botswana National Commission on Education had expressed the view that the “University would embrace other post secondary education and training institutions, as either constituent or affiliated bodies..... would serve as a centre for research and intellectual stimulation in fields related to Botswana’s economic and social development”. (National Commission on Education 1993). Thus the University was seen as the principal coordinating body for tertiary education. The Commission had observed that the formal relationship between the University and its affiliated institutions was operationally unsatisfactory. The University was urged to discuss ways of improving its communication and cooperation with its affiliated institutions. In the period after 1985 the University undertook a quantitative and qualitative expansion of its affiliatory arrangements. Affiliation instruments were revised and Boards of Affiliation rationalised, and a coordinator and an Assistant Registrar for Affiliated Institutions were appointed within the Faculty of Education, the Affiliated Institutions Unit was later moved to Higher Education Development Unit (HEDU), which later became the Centre for Academic Development. The coordinator for the Affiliated Institutions now became the Deputy Director for Affiliated Institutions and the Assistant Registrar became the Faculty Administrator for Affiliated Institutions.



The 1993 Commission further proposed the establishment of a Tertiary Education Council, a coordinating body for tertiary education. The Tertiary Education Council was to be responsible for advising the Government on tertiary education policy and development. The Tertiary Education Council would also take the responsibility for coordinating the management of tertiary education. Thus all the tertiary institutions would answer to the Tertiary Education Council, although each institution would have its own governing body responsible for its administration. The Tertiary Education Council was later established in 2002. (Government of Botswana, 1999).

Moreover, the Commission proposed that the degree- teaching and other tertiary institutions, at present and in the future, be under the coordination of the Tertiary Education Council. The degree-teaching institutions should continue to be academically linked to the University of Botswana, it being the only degree-awarding institution in the

country. Existing arrangement for diploma-teaching institutions being affiliated to the University for academic purposes should continue. However the main purpose of this present research is to get recommendations on how to make the University affiliation better since the Tertiary Education Council is not going to phase out the affiliation system. (National Commission on Education 1993)

The fundamental rationale for the study is that there is little published about affiliation and the study seeks to fill this gap with a view to improving policy and practice in this area.

The University of Botswana

The University of Botswana was established on the 1st July, 1982 by Act of Parliament. It was formerly part of the University of Botswana, Lesotho and Swaziland popularly known as UBLS (University of Botswana, 2004).

The university is closely involved in the national development process of Botswana. In this regard, the special functions of the university are to engage in improving the quality and in expanding the quantity of the human resources needed for development, and to act as the repository of the collective knowledge and experience of the nation and the world (University of Botswana, 2004).

The first of these functions is fulfilled through the teaching programmes offered by the university and its affiliated institutions, leading to the award of degrees, diploma and certificates. The second function is carried out individually and collectively by the staff of university and its affiliated institutions, through the research, consultancies and information services which they undertake.

The changes that have taken place in the university since its inception in 1982 are reflected in its growth. This is particularly visible in student enrolments which have increased from 1194 in 1982/83 to 12, 286 in 2001/02 and which are planned to increase

to 15, 000 by the conclusion of the National Development Plan 9 (NDP9) in 2006. (University of Botswana, 2004)

The study seeks to identify and examine key issues in the relationship between Affiliated Colleges of Education, Health Training Institutions and the University of Botswana. The overall purpose of the study is to inform policy and practice in this area, with a view to improving the quality of Teacher training and Health education, thereby contributing towards national development goals on a wider scale. The system used by the University of Botswana for the six Teacher Training institutions and eight Health Training Institutions is considered as a case study. The pattern that has been adopted and adapted is broadly based on those of the University of Manchester (Burge, 1993) and the University of Zimbabwe (Mokgautsi, et al, 1988).

History of Affiliation relating to the University of Botswana

Provision for institutions to be affiliated to the university dates back to the University of Botswana, Lesotho and Swaziland. The system of affiliation that has evolved has played a very important part in the training of teachers for Botswana schools as each of the teacher education institutions established in Botswana has been affiliated to the university. Through the system of affiliation the Government of Botswana has given a mandate to the university whereby the latter has responsibility for the academic and professional standards of the diplomas and certificates offered at the affiliated institutions.

Formal links are maintained through the terms of affiliations. There are three principal functions incorporated in these terms. The first is that institutions that wish to be affiliated to the University have to meet and maintain the standards, in terms of staff, facilities and resources, deemed appropriate by the university. (University of Botswana,2000).

The second mandatory function is that the university externally examines and moderates the results of the students on programmes leading to University awards. This system of

quality control is designed to ensure that the marking and assessment meet the standards required by the university.

The third function is an advisory one whereby affiliated institutions may, if they so wish, seek the advice and assistance of a university faculty or department in the development and review of their programmes. The university is responsible for setting up the administrative machinery to deal with the affiliated institutions. This has been established through the setting up of boards of Affiliated Institutions for the appropriate groups of institutions. For example, there is a Board of Affiliated Institutions (Primary Colleges of Education), a Board of Affiliated Colleges of Education (Secondary), and a Board of Affiliated Health Training Institutions. These boards are sub-boards of the Unified Board of Affiliated Institutions, a committee of the University Senate. All these boards are serviced by the Affiliated Institutions Unit headed by the Deputy Director (Affiliated Institutions) which is based in the University's Centre for Academic Development.

There are four primary colleges of Education in Botswana and they are all affiliated to the University of Botswana. Each of these colleges now offers a three-year programme leading to the Diploma in Primary education, which is subjected to the same external examining and moderating procedures as the Diploma in Secondary Education. The certificates for these programmes are awarded by the University of Botswana; thus they are University of Botswana certificates.

The enrolment for primary colleges of education is about 650 students. The colleges of Education (primary) prepare teachers for primary schools. The four colleges of Education (primary) are namely Francistown College of Education, Serowe College of Education, Tlokweng College of Education and Lobatse College of Education.

In addition there are two Colleges of Education (Secondary). The Secondary Colleges of Education are namely Molepolole College of Education and Tonota College of Education. They are both affiliated to the University of Botswana. They also offer a three-year diploma in secondary education which prepares their students to teach in

Junior Secondary Schools. They teach junior certificate students from form 1-3 level. On completion of the diploma in secondary education these college students are awarded a diploma certificate by the University of Botswana that is validated by the University of Botswana and is, in effect, a University diploma. There is also the College of Technical and Vocational Education which has been recently affiliated, however this one will not be included in the Research (Hopkin, 1999).

On the other hand there are eight Health Training Institutions in Botswana and all of them are affiliated to the University of Botswana. It should be noted that three are mission institutions, Bamalete Lutheran Hospital School of Nursing, Kanye Seventh Day Adventist College of Nursing and the Deborah Retief Memorial School of Nursing. The other five Health Training Institutions are government institutions. These are: the Francistown Institute of Health Sciences, Gaborone Institute of Health Sciences, Molepolole Institute of Health Sciences, Serowe Institute of Health Sciences and Lobatse Institute of Health Sciences (Seloilwe & Thupayagae-Tshweneagae, 2006).

There has been an enormous growth in quality assurance processes over the last 10 years in higher education in the UK. This growth has been primarily generated by the demands of national agencies. External pressures have required institutions to develop elaborate and comprehensive internal procedures to audit the practice of academic and central departments. It is not certain as to whether this expansion of quality assurance processes produced improvements in students' experience of Higher Education. It is also open to question as to whether teaching has improved as a result of the interventions of quality agencies. (Gosling & D'Andrea, 2001)

In recent years there has been increasing demands by so-called 'stakeholders' in higher education for institutions to be made more accountable. The demands have come primarily from governments who argue that the public investment in higher education justifies closer scrutiny of the outcomes achieved by publicly funded institutions and from students who expect to receive good quality teaching and sufficient learning resources to meet their needs. Such demands are also driven by fears that the expansion

of higher education is threatening quality. As public funding declines the resulting deterioration of student-staff ratios and increasing participation rates raise questions. One is whether the public can be convinced that these changes can be made and the quality of higher education maintained. (Maila, 2006)

The University of Botswana has been playing a crucial role in terms of monitoring standards and quality assurance in the affiliated institutions. It is important to monitor standards and quality because the nation has to invest on what is worthwhile in responding to the need to meet the human resource requirements of the economy. The customers are also paying for the education and services, so they need the evidence to help them make informed choices of institutions.

In instances where an Affiliated Institution did not meet the required standard, it is awarded provisional affiliation whereby it is given 4 years to improve.

The following are some Quality Assurance and Standards Initiatives – expected by the University of Botswana through the Centre for Academic Development.

Policy Development

- Course evaluation by students
- Students represented in decision making
- Internal/ external examination and moderation
- Documentation – record keeping
- Standardization of marking
- Quality Committees/move towards TQM premised on that quality does not happen in isolation from other activities
- PMS – Strategic planning / staff appraisal
- Active Academic Boards
- Staff Development Workshops

Standards and Criteria for Affiliation

a) Organizational Structure which will include the following

- Clear lines of authority
- Organograms
- Operational Academic Board
- Satisfactory funding/finance allocation

b) Objectives of the institution

- Clearly stated mission statement
- Clearly stated departmental/programme mission statements
- Aims and objectives are coherent with stated mission statements
- Clearly stated institutional philosophy
- Committed to quality improvement
- Appropriate links with the community
- Commitment to equality of provision

c) Physical Infrastructure and resources

- Specialized rooms/not labs
- Science and other specialized labs/ not computer labs
- Computer labs
- General purpose teaching rooms
- Senior Management Offices
- Academic Senior staff offices
- Teaching staff offices
- Adequate Physical Resources
- Specialist facilities and resources
- Recreation rooms / space
- In accord with government safety regulations

d) Staff Qualifications

- Qualifications of Senior Management, Heads of Department and support staff



- Appropriate staff promotion system
- Appropriate staff further training opportunities
- Staff workloads satisfactory
- Formal
- Staff development policy and plan in place

e) Admission and Welfare

- Qualifications at entry to program students welfare services
- Suitable SRC space
- Students representation on institutional committees

f) Programme Delivery

- Length of program appropriate for award and learning required
- Programme rationale and philosophy
- Appropriateness of programme and rationale
- Student assessment processes
- Appropriate academic regulations in place



g) Records

- Student records
- Institutional program records
- Security of records
- Availability of records

h) Evaluation

- Criteria for evaluation of program
- Provision for regular review of programme
- Provision for regular evaluation of staff

i) Resources, equipment and staff

- Availability of specialist staff
- Specialist rooms/labs equipped with the minimum requirements by each subject
- Programmes are in line with the standards set by the licensing authorities
- Acceptable staff students ratios
- Adequate provision for students to develop computer literacy\internet for staff and students

j) Library Evaluation

- Space for stock/volumes
- Space for students to undertake private study
- Stock: journals and related materials appropriate for the programme
- Information technology services available-internet readily available

This study will further investigate how the affiliated institutions perceive the system of affiliation. For example, there is the question as to whether they perceive the relationship as harmonious or acrimonious. The issues surrounding the quality of the diplomas awarded by the University of Botswana will also be looked into. The study will also examine how the problems of semesterisation and articulation of programmes in the affiliated institutions are being dealt with.

The study to be undertaken will revolve around inter-institutional and inter-sectoral relationships between a university, colleges of education and health training institutions as a strategy for the development of higher education in Botswana.

1.2 Statement of the Problem

Programmes offered by these institutions are validated by the University and lead to the award of the University of Botswana Certificates and Diplomas. The diploma holders from the health institutions, just like those from the colleges of education, are usually found to be lacking in some areas. For example, the content of their diploma programmes do not always articulate with the UB programmes when they apply for a degree

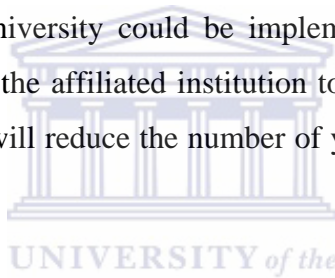
programme at the University of Botswana. One result is that some end up spending 6 years of study before finally obtaining their degree certificate from the University. The justification for this is open to question as their programmes are validated by the University of Botswana and, in addition, their diploma certificate is a University of Botswana award. However there are some programmes which articulate better than others so more credit is earned.

The main problem encountered in the affiliation of the institutions to the University of Botswana is the “quality” of the diplomates of these institutions when they seek to pursue a degree programme at the University of Botswana. The irony is that the same university which is responsible for awarding the diplomas expects the diplomates to begin at year 1 or year 2 instead of year 3 as it is the case with other diplomates of the University of Botswana. As a result the diplomates from affiliated institutions end up spending 6 years altogether to obtain a degree from the University of Botswana, since the University perceives the content of their diploma programme to be below the UB diploma level. This in my opinion suggests some inconsistency. It is also a waste of resources since the students are sponsored by the government and something could be done to reduce the period spent at the university. For example greater articulation between programmes could be achieved. A further irony is that those who have studied Bachelor of Education, Nursing for four years at the University of Botswana are also found lacking in their practical training when they get to the field. When they take up posts as nurses or trainers it has been established that some are relatively weak in the clinical areas. This has brought about the perception that the university focuses on theory more than practice whereas the affiliated institutions concentrate more on both practice and theory. For example, one Health Training Institution has had to provide further training to university graduates to close this gap (Baputaki 2003). This has not been the case with the diploma holders trained in the Affiliated Health Training Institutions when they enter the field as nurses. This is admittedly a controversial area.

The problem of articulation between the affiliated institutions’ programmes and the University programmes is a major one. Although the University of Botswana awards

diplomas to the students in the affiliated institutions, when the same students apply for a degree programme at the University of Botswana, they are found lacking in some areas and, therefore, are required to commence their degree programme from year two. This means that they end up spending six years altogether to obtain a degree despite their diploma content and practical experience. A key question is: since these colleges are affiliated to the University of Botswana and their standards and examinations are monitored by University of Botswana, why should the Diploma holders have to spend three more years to get a degree? They should, perhaps, join a degree programme at the start of year-three and spend only two years at the University of Botswana for their degree programme.

There is another perception that if the articulation of programmes of the affiliated institutions to those of the University could be implemented, there will be a smooth transition of a diplomate from the affiliated institution to do a degree programme at the University of Botswana. This will reduce the number of years the diplomate has to study at the university.



Furthermore, there is the problem of semesterisation. In 2003 the University of Botswana introduced the system of semesterisation of programmes and courses and the affiliated institutions are now expected to follow suit. Currently the affiliated institutions use “terms” instead of semesters. For instance, they have three terms in a year whereas the university has two semesters in the academic year. The study will find out the extent to which the process of semesterisation at the affiliated institutions has been done and the opinions of staff in the affiliated institutions regarding these issues will also be assessed.

The Principals of the Institutions will be interviewed about these issues. The members of staff who are on the Quality Assurance Committees in the affiliated institutions will also be interviewed about their perceptions, as well as the Heads of Departments responsible for examinations. In addition some students from different programmes will also be interviewed.

Moreover, the Director of Health Manpower, staff members of the Department in the Ministry of Health responsible for employing and training nurses will also be interviewed. The Principal Curriculum Officer in the Ministry of Health, responsible for the curriculum in the health institutions will also be interviewed. These officers also represent the Ministry of Health on the University of Botswana's Board of Affiliated Health Training Institutions and the Unified Board of Affiliated Institutions.

1.3 Literature Review (Applied)

Affiliation and related quality issues

This section offers a review of material relating to affiliation and related issues of quality. There is little relevant published literature available relating to affiliation systems, or to institutions that are linked to universities, in what have been termed 'developing' countries. As a result this section is not a conventional review of literature and much of the material I have consulted on the subject matter is also included in the background section. However, the matter of quality in education, including teacher education, has been and is receiving increasing attention. This section will consider features of affiliation in the light of selected literature relating to affiliation to Universities.

Universities and Teacher Education

Historically, British Education has long commanded admiration in other countries. Furthermore, foreigners look to Britain as a country where the relationship between the state and the education sector is overwhelmingly positive, since they believe the education sector to be free from excessive governmental interference (Pritchard, 2005). Matters pertaining to the supply of teachers and the quality of teacher training programmes have been issues in state systems of education since mass schooling was first developed for industrial societies (Peters, 1983). The value of universities in these matters has been acknowledged, and the first university departments of education for training teachers were established in the UK over a hundred years ago (Thomas, 1990).

Since that time, teacher training has been a significant activity in tertiary education in England and Wales. While the activities involved have varied, the assumption has emerged that universities should play a directive and supervisory role in teacher education in non-university training institutions. This was formally acknowledged after World War Two when universities were given this responsibility within their regions via structures such as area training organisations (Turner, 1990). Through such devices, universities in England and Wales assumed significant degrees of responsibility for the quality and standards of teacher training programmes in their own and a variety of other institutions. These developments are relevant to Botswana. This is because, as in other former British colonies, practice in tertiary education and teacher training in England and Wales has been a model for Botswana's practice in these fields.

A system of affiliation has played a key role. This role has been to advise, guide and assist affiliated institutions to meet and maintain quality standards in terms of staffing, facilities, resources, and programme development and implementation. The University of Botswana, on realizing that it had a responsibility to set up administrative machinery to deal with issues of quality on a very broad scale, set up the Affiliated Institutions Unit under the Centre for Academic Development (University of Botswana 2001).

It is only fairly recently that scholars of education have begun to pay formal close attention to the concept of quality assurance in tertiary systems based on the British model. Up to about two decades ago there seems to have been a shared understanding of what quality was. It has been noted that the concept of quality is very dynamic and inherently imbued with values and ideologies. It is the understanding of educational purposes that are a precondition for any detailed deliberation of quality in education (Barrent et al (2006) quoted in Botswana Gazette, www.gazettebw.com/Columns/quality-in-education). Two traditions dominate the quality discourse. These ideological stances are closely linked with two world organisations that lead in the field of education: the World Bank and UNESCO. The World Bank's view of education has been termed the 'economist' view, and that of UNESCO the 'humanist' view (Botswana Gazette, <http://www.gazettebw.com/Columns/quality-in-education>). Thus, according to the World

Bank, education is an investment that has to bring in returns like normal investments. Economic rationalism is key to the World Bank's view of education (World Bank, <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION>). The tendency in this educational perspective is to assess quality as a quantitative measurable output, such as enrolment ratios, retention rates and levels of achievement in tests and examinations.

Such a conception of quality in education is often called the 'inputs-output' idea of quality. The inputs range from instructional and educational materials and human elements such as staff and pupils. These may be measured qualitatively in terms of staff qualifications, suitable texts and the socio-economic backgrounds of students. Outputs embrace completion rates and attainments measured in terms of achievements in standardized tests and examinations.

The humanist view of education taken by UNESCO uses different criteria. This perspective deals with quality in terms of educational processes, including as the value of classroom exchanges and practices. Here quality is considered in qualitative dimensions. Such a perception of quality is often termed the input-process output notion of quality. This is essentially very different from the input-output model in that classroom processes are of major importance, whereas the input-output model considers the interface between these as an unknown or "black box". In Botswana, the input-output conception of quality in education prevails; examination pass rates are always used as the indicator of quality. Schools are said to provide good quality education if each year they register high pass rates in the final examinations. This is one major weakness in primary education, for example. (Bulawa, 2002)

Great expansion has taken place in quality assurance processes in the UK over the last 15 years in higher education. This growth has come about mainly because of the demands of national agencies. Thus pressures from outside have made it necessary for institutions to develop a complex and comprehensive in-house measures to check the academic practices and organization of central departments. Assorted questions have been asked in

relation to quality assurance. One is how far the expanding quality assurance processes have produced better experiences for students' in higher education? Another is the degree to which teaching has improved because of the interventions of quality assurance agencies. To what extent have the quality of student outcomes been enriched by the installation of quality assurance procedures? (Tam, 2004)

Stakeholders in higher education are increasingly insistent that institutions become more accountable. Such demands have come mainly from governments. Their case is that public investment in higher education warrants closer scrutiny of the outcomes achieved by institutions paid for by public funds. Students too are entitled to expect and receive good standards of teaching and adequate learning resources to satisfy their requirements. In many countries increases in higher education may be threatening quality and there are political demands for accountability. But with public finance declining there are poorer student-staff ratios; problems emerge as the numbers enrolled increase. A critical one is how can public concerns be met about maintaining the quality of tertiary education, especially where politics and culture impose burdens (Strydom et al, 2004).

In consequence of these questions of quality assurance in Britain, considerable growth has taken place in providing quality management processes both in-house, usually by establishing 'quality' or 'standards' office within institutions, and externally through, initially, the Higher Education Quality Council and next the Quality Assurance Agency for Higher Education (QAA) (Gosling & D'Andrea,2001). The procedures established from outside have included departmental subject review, institutional audit, benchmarking, requirements about programmes and performance indicators (Armstrong, 2000).

External quality assessment in British Higher Education, apart from assessment by professional or regulatory bodies, is carried out by two processes conducted by the QAA 'subject review' and 'institutional audit'. The first process, subject review, entails academic peers reviewing six components of what is provided: design of the curriculum, teaching learning and assessment, student progression and achievement, support for learning, learning resources and quality management and enhancement.

The procedure usually requires a 4-day visit. In this time teaching is observed, the work of students is examined, and there is a review of documentation of both the student area and internal institutional quality assurance practices. The findings are published in a report which describes the outcomes of each institutional subject review and this is made available to the public (Quality Assurance Agency, http://www.qaa.ac.uk/international/studentGuide/English_readers).

An interesting feature of the University of Botswana's Affiliated Institutions Unit's operational milieu is that it is located in a university (Hopkin, 2004). Making universities the custodians of standards and development in other tertiary institutions or even newly established universities has been a long-standing practice in the United Kingdom and its former dependencies (Turner 1990). This practice has led to the University of Botswana taking its responsibilities seriously, and it has established a system of affiliation that compares very favourably with others in the Commonwealth. The rationale for placing the Affiliated Institutions 'operational milieu' in the university is based on two assumptions. Firstly, it was appropriate to locate External Quality Assurance Agency in a university. Secondly, locating it in a university would free the EQAA from the bureaucratic and managerial impediments often associated with government processes (Hopkin, 2004). It should be noted that the frame factors that govern the EQAA in Botswana differ from those of other countries. It should be further noted that countries that already have, or are aspiring to have an EQAA in place in their higher education sectors, are currently dependent on experience gained in developed countries. In addition there are bodies such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) for models and guidance (Hopkin 2004).

In collaborative systems a university needs to be given the mandate to act as the watchdog of academic and professional quality. For example, unlike many other African countries, in Botswana the university does not train teachers for the Basic Education cycle that is available to all children. It only trains teachers for the selective senior secondary cycle. But through its system of affiliation it takes responsibility for the

quality of the programmes and outputs of all teacher training institutions in the country, including primary colleges (Wainana, 2006). It also plays a key role in training staff for those institutions.

Other countries in Africa feature collaboration in teacher training. Zimbabwe has a system whereby colleges of education are associated with the university through the Faculty of Education's Department of Teacher Training. Departmental staff are each responsible for two colleges of Education, and this includes overseeing the external examining of their final year results. Panels of examiners are recruited from the colleges, the university and the Ministry of Education as subject staff. A senior academic from outside the country is the chief examiner for each exercise. This is a collaborative system of quality control (Hopkin,2004)

Namibia also has a system of collaboration, The Ministry of Education's National Institute for Educational Development (NIED) is responsible for moderating the final teaching practice results of each college of education. Panels are recruited from the University, the Ministry of Education and the colleges. Each exercise is organized and chaired by a NIED senior officer who reports the outcomes and provides feedback to the colleges. The teaching practice portfolios produced by the students are also assessed. This incorporates quality assurance and quality control (Hopkin, Young et al, 1999).

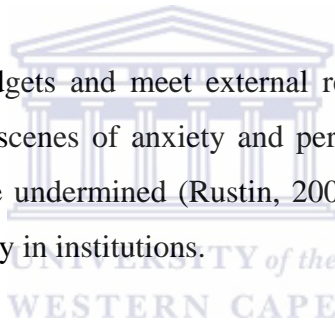
Collaboration, especially when it includes a system of university affiliation/association makes possible the pooling of resources including:

- Universities with advanced facilities, such as “smart classroom” and eLearning, can share these with stakeholders and become resource centres geared to national needs
- University, teacher training and Ministry staff can engage in collaborative research in teacher training and school based practice
- Teacher training institutions featuring good teaching practice can circulate their ideas and successes to other stakeholders.

Governments have traditionally been concerned with quantity, but universities and teacher training institutions with quality: However, quality can be promoted in different ways and by different institutions and organisations:

- There are great advantages for institutions if a university validates their awards
- This can be done through systems of affiliation or association based on institutions satisfying certain standards and criteria
- Quality assurance and control processes can involve all stakeholders (Harvey, 2002).
- External examining of examinations/course work provides quality control measures.

When pressures to reduce budgets and meet external regulatory requirements become high, institutions can become scenes of anxiety and persecution, in which professional self confidence and morale are undermined (Rustin, 2000). This could be prevented by sharing responsibility for quality in institutions.



If one of the major reasons for adopting a quality assurance approach is to bring about improvement, then it is important that its impact on student learning is taken into account. However, there is little evidence that quality assurance processes improve students' learning experience (Horsburgh, 1999). Quality assurance processes focus on examining inputs. These include the systems that are in place to support students' learning and outputs, which are measured by indicators such as pass rates, retention and progression data. However, these may not help bring about an analysis of the factors that have been influential in affecting the data. (Gosling & D'Andea, 2001)

Since the development of affiliation, systematic consultation and communication with governing bodies such as the Ministries of Health and Education and respective councils regarding local training and development of both health and teacher education has been well maintained through-out the years to date. The system of affiliation has played a very

important role in advising, guiding and assisting the currently affiliated institutions to meet and maintain quality standards in terms of staffing, facilities, resources, programme development and implementation.

The major activities of the affiliation process used in the Botswana model are as follows:

- Implementation and monitoring the affiliation and validation systems featuring benchmarking practices
- Mandatory validation of the programmes mounted by the affiliated institutions leading to the university of Botswana awards
- Provision of advice and guidance to the affiliated institutions concerning programme delivery and institutional development

Quality Issues in Higher Education in Botswana

In the case of Botswana, when it comes to quality assurance there is an External Quality Assurance Agency (EQAA) which operates through the Affiliations Unit, Centre for Academic Development in the University of Botswana. Whilst the higher education systems differ greatly from country to country, these systems can be located within certain broad categories and three categories have been proposed. These categories are 'mature' systems, 'evolving' systems and 'embryonic' systems (Hopkin, 2004).

In this discussion an External Quality Assurance Agency is an organisation that meets the criteria used by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) to assess EQAAS that apply to become members. The main fundamental criterion is that an external agency's main task is to ensure, through appropriate quality assurance processes, institutional quality by functioning as an agency outside the institutions it evaluates. In addition, the agency, in carrying out its tasks, should have the status of an official body at both national and international levels. (International Network of Quality Assurance Agencies in Higher Education, 2003)

The External Quality Assurance Agency in Botswana, the Affiliated Institutions Unit which is located in the Centre for Academic Development, University of Botswana, is registered with the INQAAHE as an EQAA (International Network of Quality Assurance

Agencies in Higher Education, 2003). It is answerable and accountable to the university for implementing and overseeing the university's affiliation system. There are 15 institutions affiliated to the University of Botswana. These include eight Health Training Institutions which offer or award university validated diplomas. In addition there are six Colleges of Education affiliated to the University of Botswana which also offer university of Botswana validated diploma. The government has given the university a mandate to ensure the academic and professional standards of its affiliates. Initially the unit operated under the auspices of the Faculty of Education. In the processes of evolving the University located the affiliated institutions in a recently formed Centre for Academic Development. This Centre provides leadership and support for academic excellence and educational innovation. (Hopkin & Lee, 2001).

The concept of operational milieus, that is the context within which affiliation works and frame factors that govern it cover a very wide range. For example, in Indonesia a national accreditation agency deals with 11,000 higher institutions, whereas in Botswana the university-based agency deals with fifteen institutions, (Hopkin, 2004).

The way the operations of EQAAs are carried out in different countries vary from one country to another. For example, South Africa has a quality assurance movement that is characterized by a prominent political dimension. Cultural and ethnic perspectives frequently override what is happening in higher education, and inter-institutional conflict is emerging between 'traditional' and other universities (Sattar, 2001). The association of accountability with quality is perceived to be a veiled threat to established institutions (Genis, 2002). In India, quality assurance has become a major issue because there is an official consensus that the tertiary system needs to establish its credibility within the international higher education community (Gnanam & Stella, 2001). Trinidad and Tobago is attempting to develop quality assurance measures that reconcile local, regional and international demands and standards that also embrace the whole tertiary sector (Ashton, 2001). In Australia the Australian University Board has succeeded in setting up a system of quality assurance that covers most of its universities (International Network of Quality Assurance Agencies in Higher Education, 2003).

Botswana's higher education system is relatively young. As indicated above, the university was started as part of the University of Lesotho, Swaziland and Botswana around the time of independence (1966), and became a fully fledged university in 1981 (University of Botswana, 2004). Government and private providers have moved into other higher education sectors, to the extent that some institutions are seeking accreditation links with the University of Botswana.

Higher education systems can be categorized into the following,

- (a) 'mature' system – the traditional elaborate higher education systems of 'developed' states
- (b) 'evolving' systems – these are less diverse and comprehensive and, generally, are younger higher education system, such as those of India and South Africa
- (c) 'Embryonic' systems – which are at an early stage of development, and there is a minimal range of institutions, such as in Botswana and Fiji (Hopkin, 2004).

A distinctive feature of mature systems is that the government is just one stakeholder among many in the higher education system. In an evolving system, governments play a significantly more controlling and directional role. For example, in India the National Assessment & Accreditation Council is a government arm that is aimed at ensuring quality higher education in a system that has in the past featured notably disparate and unreliable standards at this level (Kaw, 2004). Some of the Gulf States, like Kuwait, have put in place in the last ten years quality assurance systems through their respective ministries of education. They are moving rapidly away from the embryonic stage.

South Africa has an evolving system, where the government's agenda is paramount and it uses its muscle to further it. In South Africa the presence of a number of well-established universities ensures that this authority has to be used with caution. In the evolving category neither the size of the country nor the higher education system is a significant factor. (Hopkin, 2004)

The dominating role of the government is one of the main differences between the embryonic and the other categories. Countries like Botswana, Fiji, Omar and Guyana see the government playing the principal role in provision at the tertiary level. Moreover, there is a limited number of institutions and few universities; in some cases like Botswana, there may be only one university. As a result, any EQAA that is officially established is most likely to be a government agency. Furthermore, most of the countries at this stage are relatively poor, under-resourced and probably relatively small. Nevertheless small systems can make rapid change in responding to circumstances or because of deliberate policy by a government. Changes in Botswana in the last ten years indicate that it is rapidly moving towards the evolving stage (Hopkin, 2004). However, it should be noted that limited data has been published about institutions and countries in the evolving stage, and for those at the embryonic stage is particularly sparse.

Most higher education systems in Africa are at the embryonic stage and there are relatively few effective EQAAs on the continent. In Southern Africa, and in the continent as a whole there have been few effective moves to date to approach quality assurance and related matters on a regional basis. In Botswana country-wide EQAA quality assurance measures have been initiated. As a result, committees have been set up within and between institutions and coordinators appointed to deal with quality assurance policy and practice (Quality Assurance & Standards Review Committee, 2002).

African countries have made great efforts to get children into schools and remain committed to Education for All (EFA) (Bruns, Minget & Rakoto, 2000). Despite all these efforts, many children in Africa are not in school. UNESCO acknowledges that school places are too few, and the quality of the schools is poor (Bloom, 2006). There are numerous reasons for this situation. Governments express the will to make better educational provision but they have many demands on their resources and the huge task of providing EFA is just one of them. This task is being made more difficult because there are too few teachers to staff the schools and this is a critical shortage.

The current shortage of qualified and suitable teachers means that schools are not able to make EFA a reality. The training available to date has not supplied the number of teachers required. Furthermore, the training that they get does not produce teachers with the qualities needed to satisfy the demands made on them. Furthermore, little attention is paid to this issue by institutions of higher education on the continent (Assie-Lumumba, 2006). While this state of affairs continues EFA in Africa will never be realized as there will never be enough suitably equipped quality staff in schools to achieve it. However, if collaboration took place amongst stakeholders in pre-service teacher training then it might make EFA in Africa a reality. (Hopkin, 2004)

Certain developments have favoured Botswana. From 1981-1991 the USAID's Primary Education Improvement Project brought together the University of Botswana, the four Primary Teacher Training Colleges and the Ministry of Education (Evans & Yoder, 1991). College staffing was localized, a primary education department was established in the University of Botswana, the infrastructure for pre-and in-service teacher training was strengthened and a Department of Teacher Training and Development (TT & D) was set up in the Ministry of Education. The Ministry, through the TT & D, controlled and funded the teacher training institutions. The institutions delivered the training programme. Through a system of affiliation the University was made responsible for their academic and professional standards, approving their programmes and awarding the certificates (University of Botswana, 2003).

The Ministry and the University have set up a framework for dialogue and action to take place. A system of boards and committees for teacher training has been set up in Botswana that included different stakeholders. The consequence of this is that organisations collaborate to train teachers for the primary and junior secondary schools that deliver ten years of Basic Education for All. Each of the stakeholders has a place on the National Council for Teacher Education, a Ministry of Education body that advises the Ministry on teacher training. The University's system of affiliation approves the programmes and the University validates the awards of all affiliated institutions, including the six teacher training institutions (Hopkin, 1999)

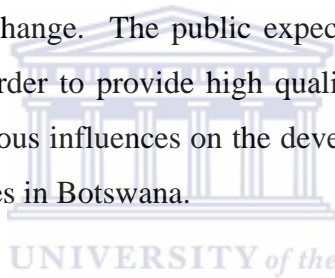
The University of Botswana through the Affiliated Institutions Unit, in the Centre for Academic Development oversees the fifteen affiliated institutions. The Unit works closely with the Quality Assurance Committees in each of the affiliated institutions and the University's Academic Programme Review Unit, which is also based in the Centre for Academic Development. A major advantage is that affiliation to a university is one way to make college staff more aware of global dimensions in education (Thompson, 2000).

The Ministry of Education's Department of Teacher Training and Development funds and sponsors a biennial conference on education, mainly focused on teacher education and training. The Department involves college staff in this activity, and the conference is well supported by University staff. This conference motivates college staff to do research and publish. It is feasible that this collaborative model could be an example to Africa. For example, if future strategies for training and supplying teachers are firmly rooted in partnership between all stakeholders then quality teachers could be produced. This suggests that the vision of Education for All in Africa could become a reality (Hopkin, 2006).

In addition to the teacher training institutions, the University of Botswana has also affiliated eight health training institutions. This is an effort to improve quality in higher education in health training in Botswana. Quality assurance in nursing education is a process which focuses on the improvement of the performance of a nursing educational system in accord with set standards. It is concerned with the setting of standards of nursing education, the measurement of their achievement and the development of mechanisms to improve performance of the educational and training system (Higginson, 1998). Good quality nursing educational programs require excellent standards and fitness of purpose. Quality control or standards ensure that products or services are designed to meet or exceed customer requirements and expectations (State Records Commission 1999). In this case the products of nursing education can either be students themselves or the programs that they undergo during their training. Nursing education should be

designed in such a way as to meet the desires and aspirations of the students as consumers of nursing education programs. This will benefit the members of public who will, ultimately, be served by these graduates. (Seloilwe & Thupayagae-Tshweneagae, 2006).

Quality assurance is a cycle which begins with the setting of standards. It is concerned with the organisation's planned programme for improving the quality of its educational programmes. Quality assurance increases the importance of accountability and responsibility and stimulates public or customer demand for transparency and cost effectiveness in nursing education. Interest in quality assurance is growing. It is driven by a desire to ensure high quality nursing educational programmes and services to meet customer needs and demands, and to give value for money. Growing public expectations have also contributed to this change. The public expects nursing graduates to possess quality competency skills in order to provide high quality nursing care services. Such expectations have had tremendous influences on the development of quality assurance in nursing educational programmes in Botswana.



The University of Botswana determines the nursing and midwifery curricula for the education of nurses and midwives. It controls the nature and the duration of entry requirements into nursing programmes. However, this mandate is implemented in consultation and collaboration with the Nursing and Midwifery Council of Botswana and other interested stakeholders, including the Curriculum Unit in the Ministry of Health (University of Botswana, 2004).

The University of Botswana, as a validating authority of nursing programmes, has put in place a programme of visitation and inspection for the affiliated health training institutions in order to audit them. The inspection or audit team visits are undertaken every two years to ensure that the structure, processes and outcome meet predetermined educational criteria and standards. Should an institution fail to meet the requirements, it is granted a conditional affiliation status. It must then redress the inadequacies in order to regain its full affiliation status. In addition, the University of Botswana determines and

administers nursing and midwifery examinations and appoints external examiners to moderate the curriculum and examinations.

Moreover, the University is also responsible for credentialing. This means the awarding of a warrant or credit of confidence such as testimonials, certificates and transcripts to show that a person is entitled to credit. In the case of the University of Botswana, it is a diploma and a transcript that is given to an individual who has successfully completed a programme of study in nursing which leads them to the status of qualified nurse. (Seloilwe & Thupayagae-Tshweneagae, 2006). This is also the case for the Colleges of Education whereby the graduands are awarded diplomas in Primary and Secondary Education on completion of their programmes (University of Botswana, 2004). It should be pointed out that although the University of Botswana is empowered by the Nurses and Midwives Act of 1995 to have absolute authority to validate nursing educational programmes, it does not have control over who should implement and administer this curriculum. This, perhaps, is a limitation in ensuring quality.

In the system of affiliation, universities control standards in the 'dependent' institutions. This pattern was developed in the United Kingdom in order to raise standards in teacher training (Turner, 1990). There are some common features in the region's systems of affiliation. The principal ones are: university senates approve these programmes; and the universities use external examining to maintain quality control. These are features of systems in Lesotho, Swaziland, Zambia, Zimbabwe, South Africa and Botswana. Botswana follows the UK pattern for maintaining quality in affiliated institutions (Hopkin & Lee, 2001). The University of Botswana has been responsible for teacher education and nursing in Botswana. A Tertiary Education Council, which was formed by the Tertiary Education Act (1999), has been established to exercise control over the mushroom growth of institutions and to ensure that they are of acceptable quality. It only started its operations in 2002 but its initial work had little impact on the system of affiliation. The University of Botswana assists the TEC with provision and monitoring of quality in the affiliated institutions (Government of Botswana, 1999).

The Botswana Model.

The University of Botswana's Affiliated Institutions Unit has been operating formally as a quality assurance agency in the last decade. The previous focus had been on quality control through the validation of programmes and awards. The quality assurance process is operated by means of the University approving programmes and carrying out conventional external examining and moderating through the Affiliations Unit. In this way the standards expected by the university are maintained (Hopkin, 1999). Since 1999 the policy of the Affiliations Unit has been to change the University's affiliatory relationship by switching the focus from quality control to quality assurance (Hopkin & Lee 2001). Quality Control is the procedure whereby outcomes are assessed to establish whether prescribed standards are fulfilled. Quality Assurance is the process whereby processes are put in place that will ensure that outcomes of programmes are of a prescribed standard. The Affiliated Institutions Unit also successfully aimed at achieving the formal status of an External Quality Assurance Agency (International Network of Quality Assurance Agencies in Higher Education, 2003).

The higher education landscape has been changing in Botswana. As tertiary provision expands it is possible that the university's system of affiliation may have to give way to a less paternalistic system of links, such as accreditation. This change in focus from quality control to quality assurance is being implemented through a range of formal and informal measures. One formal measure to achieve this has been the installation of standards and criteria for affiliation. In 2002 the University Senate approved a system of standards and criteria for affiliation with formal implementation to take place in 2003. Ten standards were drawn up which included sub-standards and the criteria for fulfilment. These were rated using three categories (satisfactory, provisional and unsatisfactory), and the panel used these to assign an overall rating to the institution (Quality Assurance and Standards Review Committee, 2002).

The Ministries of Education and Health have entrusted the responsibility for professional and academic standards in the training of teachers and health personnel respectively to the university through the system of affiliation. The system of affiliation is characterized

by regular on site annual visits. Other frame factors that are important in the Botswana context have emerged, such as the inconsistent support offered by two ministries to affiliated institutions. For example, non-government health training institutions were efficient in the provision and deployment of computer and related facilities. On the other hand government controlled institutions; especially primary colleges of education, were lagging behind in that respect. The efficiency in the non governmental institutions is attributed to the fact that their authorities are flexible and responsive to the urgency of providing equipment and facilities. Government institutions are subjected to official control and the bureaucratic process involved (Quality Assurance and Standards Review Committee, 2002). For example if a door handle or bulb does not work in a classroom, the supplies officer in the school has to report it to the Department of Building Services at the Ministry of Works and Transport for replacement. Normally it will take a month or more for such a small thing to be replaced. Such a procedure has an impact on quality assurance process in Botswana.

Botswana is still at an embryonic stage, the early stage of tertiary development with a minimal range of institutions. It is, however, moving towards the evolving stage, yet the government will continue to play a significant and directional role. This is especially the case given the establishment of the Tertiary Education Council. This will be the arm of the government whereby it intends to ensure that quality and standards are acceptable in tertiary institutions. It is too early to assess how this new government body will impact on the affiliated institutions. What is clear from this review of published material is that, particularly in the last decade, the work of the University's Affiliated Institutions Unit has been positive. In terms of quality as a process and an outcome both the colleges of education and nurse training institutions have benefited from the work of the Unit.

1.4 Aims and Objectives of the Study

The aims and objectives of the study are to identify key issues and problems encountered in the affiliation system and how they could be resolved. Since the study is a policy oriented one, it is aimed at informing policy and practice in this area and with the

ultimate purpose of improving quality of higher education. It must be noted that, the affiliated institutions and the university are deemed higher education institutions. The study will also assess the relationship between the University of Botswana and its affiliated institutions in terms of it being a strategy for Higher Education development, and to examine whether it is a harmonious and collegial one, or confrontational. The study will try to find out the views that the affiliated institutions have of the University. It will also try to find out how the university perceives its affiliated institutions. Since there is an absence of relevant secondary sources, no theoretical framework to the study is offered. It should, therefore, help advance knowledge in this important area of higher education policy and practice. As mentioned in the background, the situation involves inter-institutional and inter-sectoral relationships between a university and its affiliated institutions as well as government departments. These relationships are becoming more prevalent as a strategy for developing higher education. The more we learn about how they function, the more informed our policy and practice will be.

The study will investigate the relationship that exists between the University of Botswana and its affiliated institutions and assess how this relationship affects the institutions involved. It will seek to find out how the affiliated institutions perceive the University of Botswana and whether they see the University as a 'Big Brother', a partner, a stakeholder or a parent. Particular attention will be paid to such activities as quality assurance, the review of standards, and the assessment of examinations including, external examining and moderating as well as articulation and semesterisation. Data will be obtained through interviews with the principals of the affiliated institutions as well as lecturers who are on quality assurance committees and the Heads of Departments who are responsible for examinations.

Furthermore, the study will also investigate how UB perceives its affiliated institutions. Some members of the Quality Assurance and Standards Review Committee will be interviewed, as well as members of staff in the Affiliated Institutions Unit at the University. A sample of students from the affiliated institutions will also be interviewed

to find out their perceptions of the relationship between the University of Botswana and the affiliated institutions.

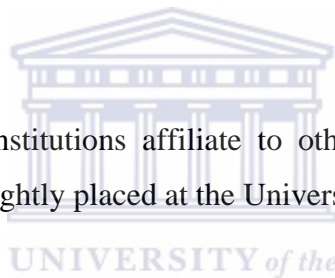
In addition the study will investigate how the Ministry of Education's Department of Teacher Training and Development, which is responsible for the Colleges of Education that are affiliated to the University of Botswana, perceives the relationship between the University of Botswana and its affiliated institutions. Key staff in the Department will be interviewed, including: the Director of Teacher Training, the Chief Education Officer and the Principal Education Officer. These represent the Ministry of Education at the Board of Affiliated Institutions and Board of Colleges of Education at the University of Botswana.

1.5 Research Questions

The following research questions shall be investigated:

- Are the affiliated institutions benefiting from affiliation with the University of Botswana? If so, in what ways and how this could be improved, and if not how could they benefit?
- Can the University of Botswana benefit from the affiliation system?
- How can the articulation of the affiliated institutions programmes to that of the University of Botswana be beneficial to the affiliated institutions'?
- What are the advantages of the semesterisation of the affiliated institutions programmes to those of the University of Botswana?
- What are the disadvantages if any, of the semesterisation of the affiliated institutions programmes to those of the University of Botswana?

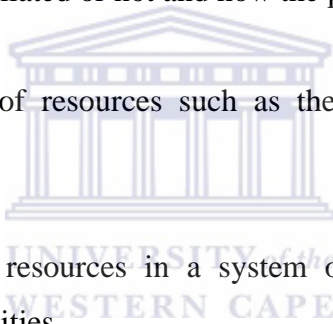
- What are the advantages of the articulation of the affiliated institutions programmes to those of the University of Botswana?
- What are the disadvantages of the articulation of the affiliated institutions programmes to those of the University of Botswana?
- What is the appropriate level (year) that a diplomate from the affiliated institutions should join a degree programme at the University of Botswana?
- What kind of improvements can be made in the affiliation system?
- Should the affiliated institutions continue to be affiliated to the University of Botswana?
- Should the affiliated institutions affiliate to other bodies for example the 2nd University or they are rightly placed at the University of Botswana?
- Are there any complaints about the performance of diplomates from the affiliated institutions in the field?
- Is the number of institutions already affiliated to the University of Botswana enough or should it be increased?
- Is the number of years spent by diplomates from the affiliated institutions at the University of Botswana for a Degree Programme academically justified ?



1.6 Significance of the Study

The study should:

- add knowledge in this field of affiliation of institutions as a part of higher education policy and practice. The situation involves inter-institutional and inter-sectoral relationships between a university, colleges of education, health training institutions and government departments. Such partnerships are becoming more prevalent as strategies to advance higher education . The more that is learned about how they actually function, the more informed our policy and practice will be.
- generate findings that will guide the affiliation process in terms of which institutions should be affiliated or not and how the process should be carried out.
- assist in the allocation of resources such as the employment of staff and the development of facilities.
- help justify the use of resources in a system of affiliation, including human resources, funds and facilities.



1.7 Limitations of the Study

- One limitation of the study is that the researcher is closely involved with the subject since he works as a Faculty Administrator in the Affiliated Institutions Unit in the Centre for Academic Development at the University of Botswana. Because of this the respondents might not feel free to release information freely. They might say things that they think someone from the University might wish to hear. On the other hand they might tend to be very critical of the University since the researcher is from that institution. To avoid undue bias the researcher will re-assure the respondents of confidentiality and urge them to be objective and feel free to express their opinion.

- The researcher might also be unconsciously biased towards or against the institution that he works for, that is the University of Botswana. To curb this problem the researcher should record the answers from the respondents as they stated them
- Another limitation is that the affiliated institutions are scattered all over the country and it may not be possible for the researcher to carry out all the proposed fieldwork because of costs and time therefore the researcher will make a sample on the institutions which are not too far from the base for cost effectiveness.

1.8 Methodology of the Study

Research Design

The study is qualitative in nature and data will be generated utilising semi-structured interview questions. Claire and Higson- Smith (2000, p.156), define qualitative research as “research conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality”. The qualitative approach is the most appropriate for a study like this one, which relies more on an individual’s or group’s experiences. “A qualitative approach is under-pinned by the assumption that within social relations there is no single objective truth in the world, but that there are numerous realities and that every person’s side of story is applicable” (Neuman, 2003). In-depth interviews will be conducted to collect data in the field. Questionnaires will be prepared and the researcher will interview the respondents. The interviews will be recorded and transcribed.

Research Sample

The study will be conducted at one secondary college of education, Molepolole College of Education, two Primary colleges of Education, Tlokweng College of Education and Lobatse College of Education. For the Health Training Institutions the study will be conducted at Gaborone Institute of Health Sciences, Lobatse Institute of Health Sciences, Deborah Retief Memorial School of Nursing and Bamalete Lutheran College of Nursing. The sites were chosen because of their proximity to the base of researcher. This is

advantageous because it cuts costs of transport for the researcher. In the health training institutions, two government Health Training institutions are chosen for the study and two mission Health Training institutions are also chosen for the study. Four interviews will be carried out at each institution. The seven sites chosen should provide a wide range of institutions to support the aims and objectives of the study without undue bias. Furthermore, interviews will also be conducted at the two Ministries of Education and Health. Only the officers who are involved with the affiliation system will be interviewed.

Ethical Approach and Access

The researcher will obtain a letter of permission from the Director of the Centre for Academic Development, which will allow him to access the affiliated institutions. The researcher will report to the office of the Principal of each institution to be studied. The researcher will introduce himself as a MEd student who is researching the topic, “University affiliation as a strategy for Higher Education development: the case of the University of Botswana and its affiliated institutions”.

1. The researcher will promise the respondent feedback once the study is complete.
2. The possible length of the interview will be disclosed to the respondent at the beginning.
3. Permission to use a tape recorder and to take notes will be sought and the respondent will be assured that they will not be shared with anyone.

The identity and confidentiality of interviewees will be protected in reporting the findings and in securing the electronic and hard copies of the data and analysis. The research will be conducted in accordance with the ethical and professional guidelines for sociological research as specified by the American Sociological Association.

Instruments for Data Collection

A questionnaire will be used to interview the respondents. A tape recorder will also be used for recording the information.

2. PRESENTATION OF RESULTS

There were 43 respondents in all. The 43 respondents were distributed across 10 institutions as shown in Table 0.1 below. The highest number of respondents (n = 7, 16.27%) were from Lobatse College of Education. The next most represented institutions were Molepolole Institute of Health Science and Deborah Retief Memorial Institute of Health Science with 6 respondents constituting 13.95% of the total population in each case.

Table 0.1: Institutions of respondents

S/N	Institution	Frequency	Percentage
1	Molepolole CE (MCE)	5	11.62
2	Molepolole IHS (MIHS)	6	13.95
3	Bamalete Lutheran Hospital I.H.S. (BIHS)	2	4.65
4	Ministry of Health (MOH)	4	9.30
5	Lobatse CE (LCE)	7	16.27
6	DRM I.H.S.	6	13.95
7	Gaborone I.H.S. (GIHS)	5	11.62
8	Tlokweng College of Education. (TCE)	2	4.65
9	Lobatse IHS (LIHS)	4	9.30
10	Teacher Training & Development (TT&D) (MOE)	2	4.65
	Total	43	99.96

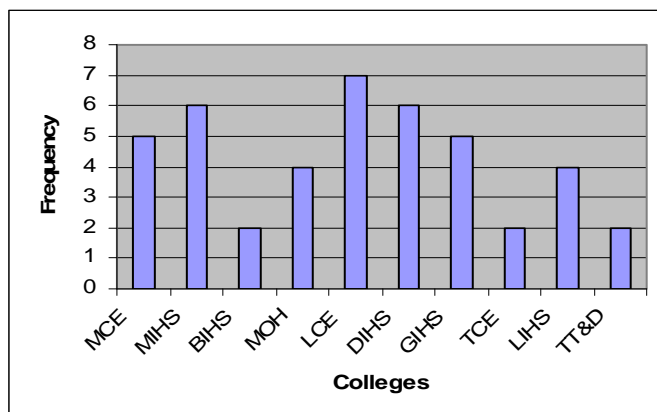


Figure 1: Institutions of respondents

QUESTION 1: Are institutions benefiting from the affiliation system?

The first question posed to respondents was whether or not affiliated institutions were benefiting from the affiliation system. Forty respondents, 93.02% (n = 43), were of the opinion that affiliated institutions were benefiting from their affiliation to UB. Only one of the respondents said that there was no benefit in their affiliation. The responses of two others were not clear, hence, they were regarded as neutral responses. See Table 1.1 below.

Table 1.1: Are institutions benefiting?

Response	Percentage	Frequency
Yes	93.02	40
No	2.33	1
Neutral response	4.65	2
Total	100.00	43

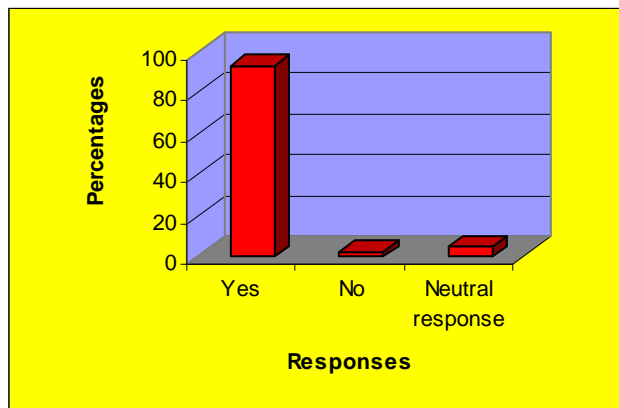


Figure 1.1: Are institutions benefiting?

For those who were of the opinion that they were benefiting, their responses showed that they were benefiting mainly in the area of standards set by UB. This same idea was

expressed as benchmarking or quality assurance. They declared that UB is helping them to standardize their programmes. This standardization takes the form of moderation of examinations, staff development, in-service programme workshop and Teaching Practice exercise.

In their own words:

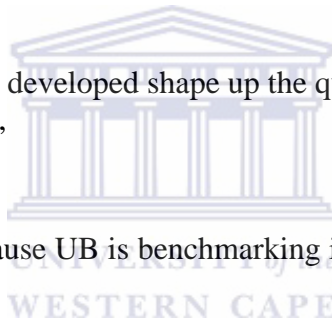
‘Yes, by ensuring standards are kept and credibly recognized’

‘Yes, the university continues to provide quality assurance measures’.

‘Yes - program validation. Conforming to standards. Institutional and staff development.’

‘Quality assurance.’

‘Yes, the standards that UB has developed shape up the quality of teaching/learning and those of product (diplomates).’



‘Institutions are benefiting because UB is benchmarking in academic issues. e.g. teaching and learning standards.’

‘They are benefiting; there is continued support in the form of skills development through workshops, validation of Diploma in Primary Education program, setting of standards for quality assurance.’

‘They are benefiting in the sense that they are operating at standards set by the university in terms of programs and facilities.’

However, although the majority of the responses were saying that the partnership with UB is beneficial, some of them expressed limitations. For example:

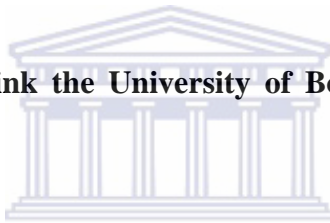
‘Yes, but would be more beneficial if the big brother attitude could be more relaxed a bit.’

‘They are benefiting a little because the graduate certificates have the UB logo.’

‘Not much because there is a vast difference between the UB and the affiliated institutions. They can only benefit if they share common things. e.g. most of the institutions have nothing like retake but it is there at UB. Students at the affiliated institutions can repeat because of one course rather than retaking it.’

‘Yes, their facilities are being improved to a certain level that is required for affiliation. Affiliation could be improved if the university could require institutions to keep on giving feedback on what is going on in their institutions probably twice a year for UB to assist if needed.’

Q2: In what way do you think the University of Botswana can benefit from the affiliation system?



Besides the affiliated institutions benefiting from the affiliation, an enquiry was also made into the ways the University also benefits from the affiliation. The analysis shows that the major area of benefit is in the exchange of ideas. Exchange of ideas was the theme of 67.5% (n = 27) of the participants in the study, Quality Assurance 17.5% (n = 7), growth and recognition 7.5% (n = 3) and students’ transfer was also 7.5% (n = 3).

See Table 2.1 for further details.

Table 2.1: Ways in which UB can benefit from affiliation

S/N	Areas of benefit	Frequency	Percentage
1	Exchange of ideas	27	67.5
2	Quality Assurance	7	17.5
3	Growth and recognition	3	7.5
4	Students’ transfer	3	7.5
	Total	40	100.00

Exchange of resources and ideas:

‘The university can benefit from the affiliation system by using facilities and human resources to extend its programmes to other parts of the country.’

‘...compulsory research hence enabling resources exchange between institutions.’

‘... for cross pollination of knowledge.’

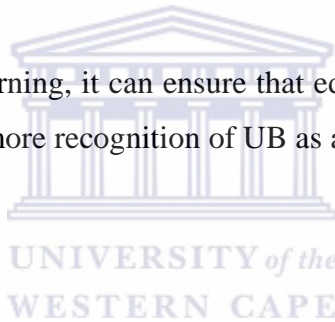
‘Networking as well as benchmarking in the institutions.’

‘Sharing ideas and resources.’

Quality Assurance:

‘Quality assurance issues from the affiliated institutions. Experience of Performance Management System by institutions will benefit UB which is just starting to implement the strategy. UB grows in stature because of the affiliated institutions.’

‘As an institution of higher learning, it can ensure that education at affiliated institutions is of quality and there will be more recognition of UB as an institute of higher and quality education



Growth:

‘Academic growth - from support by affiliates will increase recognition.’

‘International recognition of product.’

‘Through interaction with other institutions UB is able to enrich and focus its programmes to suit the needs of these institutions. This broadens the universities outlook.’

‘The university can benefit from the affiliation system by using facilities and human resources to extend its programs to other parts of the country.’

Students’ transfer:

‘Students from affiliated institutions can enter for programmes at UB with exempted courses. Less time spent at UB; practical skills are transferred.’

Q3: Are any aspects of the affiliation system problematic in any way?

Most of the respondents were of the view that the affiliation system is problematic. Those who held this view were 25 respondents constituting 58.4% of the 43 respondents. Nine of them (20.932%) were of the view that the affiliation is not problematic. Five of the responses were not clear for analysis and the others, four of them, did not respond to this question. See Table 3.1 below.

Table 3.1: Is affiliation problematic?

S/N	Response	Frequency	Percentage
1	Yes	25	58.14
2	No	9	20.93
3	Not clear	5	11.63
4	Blank	4	9.30
	Total	43	100.00

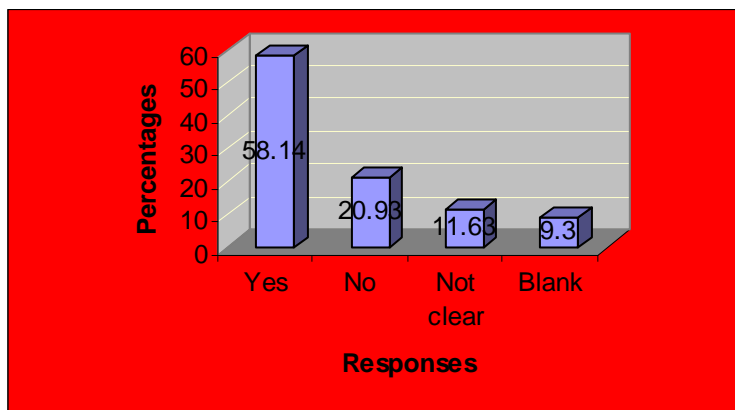


Figure 3.1: Is affiliation problematic?

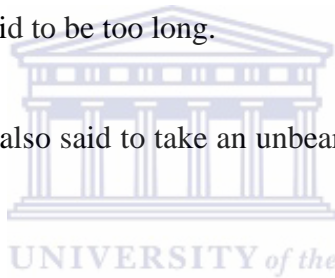
Among those who were of the view that the affiliation was problematic, the areas of problems mentioned included moderation issues. One of the respondents was disturbed

that a former college staff recruited at UB suddenly becomes the external moderator. Another respondent, still commenting on moderation said:

‘Yes, instruments developed by UB to use for moderation do not address the difficult situation encountered by the colleges.’

Yet another respondent was of the opinion that the affiliation system is problematic because “...those members of the university faculties, who are involved in the external process, do not take this seriously as sometimes examination papers pass through them when they have many mistakes”. In the same vein; the implication of the above response is that moderators from UB are not professional enough in the discharge of their duties. Another problematic area was the length of time taken for the review/approval of curriculum. The process was said to be too long.

Approval of examinations was also said to take an unbearable length of time as shown in the responses below:



‘There is a delay on approval of syllabuses of the program by CCE such that it takes time to cope with the pace of development, Teaching Practice assessment and moderation.’

‘Review/approval of curriculum process is too long. Approval of exams by UB takes long.’

Furthermore, it was noted that the colleges are not autonomous as a result of the affiliation system. The idea of seizure of independence is expressed in the words of one of the respondents who noted that;

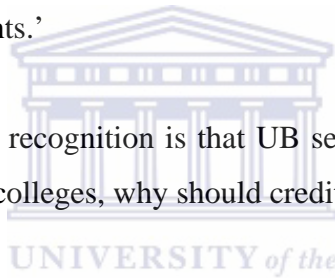
‘Yes, at times the moderation of grades especially Teaching Practice, the colleges do not have the latitude to decide on how it should be done.’

This same idea was expressed in the words of another respondent who observed that the affiliation makes UB to look ‘bossy’ because the meaning of the affiliation was yet to be understood. In their own words; ‘I think at institutional level, UB affiliation and its meaning is not understood, it looks like the bosses’ thing. There is need to find ways of improving information sharing.’

Another area of problem identified was that of credit transfer. It seemed that since UB is moderating the examinations in the colleges, they are not recognizing the credits acquired by students from their former colleges when they are about to gain admission into the University of Botswana. One of the respondents is quoted below.

‘Recognition of acquired credits is problematic. The university does not appropriately award credits to diploma students.’

The implication of this lack of recognition is that UB seem to be contradicting itself. If UB has done a good job in the colleges, why should credits not be transferable to UB?



The respondents also complained that even though UB sets standards, she does not offer enough assistance to help meet such standards. In their own words:

‘Yes, the university sets standards but does not have the capacity to enable colleges to meet them or to influence relevant departments to assist.’

Consequently, such benchmarking was seen as mere propaganda. It was also observed that even when the standards were there, they were not always adhered to. The idea of non – adherence to set standards could be captured in the response below.

‘Qualification: Affiliated institutions still recruit diploma holders when the current standard is a first degree.’

The graduation ceremony was also said to be cumbersome, time consuming and expensive.

Four out of nine respondents who were of the view that the affiliation is not problematic did not give any explanation for their responses. In the responses of the others, it could be gathered that UB was considered to be effective in offering assistance in different areas in which they are needed as could be seen in the statement below.

‘No, because if anything is not clear, the UB always offers assistance in different ways. Offering courses. e.g. research courses, organizing workshops for teaching methods.’

Q4: Which aspects of affiliation are working well at the moment?

Forty two respondents made 47 responses that could be classified into 4 themes as shown in Table 4.1 below. The analysis of the result shows that 80.85% (n = 38) considered Quality Assurance as an aspect of affiliation that is working well. Quality Assurance was followed by provision of infrastructure as revealed by 10 (10.63%) of the responses. Articulation and Research were the themes of 3 (6.38%) and 1 (2.12%) respectively as tabulated in Table 4.1 below.

Table 4.1: Aspects of affiliation that are working well at the moment

S/N	Aspects of affiliation	Frequency	
1	Quality Assurance	38	80.85
2	Infrastructure (Computers, library facilities, etc.)	5	10.64
3	Articulation	3	6.38
4	Research	1	2.13
	Total	47	100.00

The expressions made under each theme are shown below in the words of the respondents.

Quality Assurance:

‘Approval of curriculum/ grading of students, Award of Certificates.’

‘Certification, Approval of curriculum, Assessment of standards.’

‘Exams processes and results. Graduation and award of diplomas. Evaluation of the institutions.’

‘Quality assurance.’

‘Accreditation, benchmarking and quality assurance issues.’

Physical infrastructure:

‘Quality of programs and physical infrastructure.’

‘Result approval, improvement of facilities and curricular approval.’

‘Computerization, Library services, general documentation.’

‘Issues relating to resources and examination accreditation.’

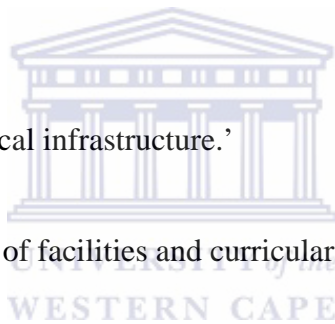
Articulation:

‘Articulation of programmes, since the number of years one has spent at the University for a Degree Program will be reduced.’

‘The process of moderating and ratifying the program length.’

Research:

‘The aspect of the research project, moderation of examinations and teaching practice.’



Q5: What improvements do you think should be made in the affiliation system?

The most frequent theme of the area of improvements in the affiliation was in the area of Quality Assurance which was mentioned by 24.32% (n= 9) respondents. Autonomy and Research collaboration was mentioned by 16.22% (n = 6) each while five responses were on the improvement of articulation. The responses under autonomy seem to be mixed, while some believe that the colleges should be autonomous, others were of the view that they have been given too much freedom. It could be inferred from two of the responses that the affiliates should be given more autonomy:

‘Visiting should be every five years.’

‘I would wish for a system of affiliation that would enable the university to exercise more powers than at present...’

Other responses are shown in the Table 5.1 below with sample responses below the table.

Table 5.1: Improvements to be made to affiliation system

S/N	Areas of improvement	Frequency	Percentage
1	Orientation	2	5.41
2	Articulation	5	13.51
3	Quality Assurance/Adherence	9	24.32
4	Cooperation in other areas	3	8.11
5	Autonomy	6	16.21
6	Semesterise like UB	1	2.70
7	Awards	1	2.70
8	Research collaboration and in-service training	6	16.22
9	Reduction of workload	1	2.70
10	Others	3	8.11
	Total	37	100.00

Orientation:

‘System should be notified to the studentry. They should be made aware in order for them to understand fully what affiliation is about.’

‘There should be a clear allocation of roles that will also be made clear and known to students who are concerned so that they know what is happening.’

Articulation:

‘It would be more beneficial if we look at the issues of articulation of programs from institutions.’

‘Approval of results for affiliated institutions should be done at the same time with those of UB. Enrolment of students in the affiliated institutions should be determined by UB not by Ministry looking at manpower and practice sites. Remuneration for affiliated institutions should be adjusted to be in line with UB.’

‘Articulation needs to be looked into so that graduates from the affiliated institutions fit well in the university without repeating some of the areas that they have already covered. This could lessen the time they spend at UB.’

Quality Assurance:

‘Mechanisms to be put in place to see to it that set standards are adhered to e.g. facilities like Library, Teaching and learning standards.’

‘The university should now concentrate on quality assurance and less on quality control.’

‘After moderators' recommendation, there has to be some contingency measures taken to address the weaknesses identified, then make some improvement. The issue of the research project of students should be made clear in terms of length and standards.’

‘The course content should be improved to suit international standards.’

‘The UB should review affiliation status of institutions that still have staff with diploma qualifications, because it compromises the quality of teaching.’

‘Appropriate but I think there should be opportunity for a third partner who can be involved to quality assure what UB does.’

Cooperation in other areas:

‘Mechanisms to be put in place to see to it that set standards are adhered to e.g.: facilities like Library, Teaching and learning standards.’

‘I think semesterising the programs of the institutions should be the same as for the university; if a student fails a certain examination then can retake it to the next semester.’

‘Make scholarships available for affiliated institutions. Develop Academic staff at affiliated institutions without making them pay for workshops.’

‘Recognition of institution heads for their achievement in the institutions. Periodic Visits to the institutions. Assist in training.’

‘Provide academic support in terms of coaching lecturers and hosting students’ conferences.’

In-service Workshop:

‘In service workshop on academic matters is necessary.’

Autonomy:

‘Institutions should be allowed to have their own standards as competition will encourage quality assurance.’

‘Visiting should be every five years.’

‘I would wish for a system of affiliation that would enable the university to exercise more powers than at present...’

Flexibility:

‘It should be flexible to ensure that institutions affiliate with any other institutions anywhere.’

Others:

‘University should thoroughly verify information they get from institutions by interviewing lecturers, students workers so that they advise appropriately.’

Q6: Do you think the affiliated institutions should continue to be affiliated to the University of Botswana? If so why and if not give reasons.

There were forty one valid responses to this question. In spite of the problematic areas identified in the affiliation, as many as, 87.5% (n = 36) believed that the affiliation should continue while 12.5% (n = 5) thought otherwise (See Table 6.1 below).

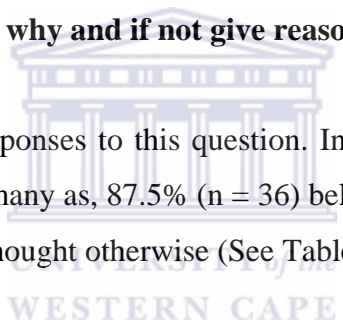
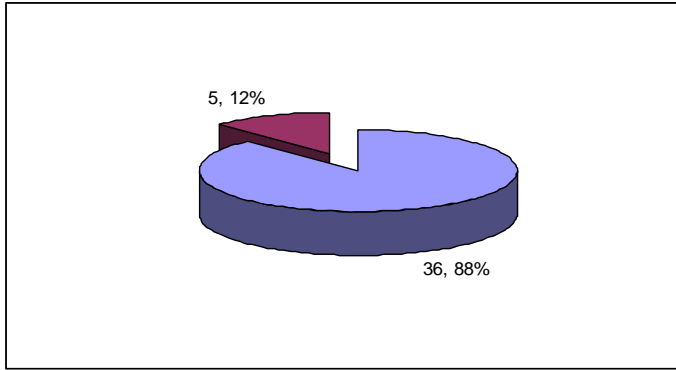


Table 6.1: Continuity of affiliation

Response	Frequency	Percentage
Yes	36	87.81
No	5	12.19
Total	41	100



The reasons given by the respondents in favour of the continuity of affiliation were based on the quality control that the University of Botswana offers to the affiliated institutions. In their own words:

‘Yes. The affiliation helped to improve the quality of service delivery and is helping to shape the process.’

‘Yes, since UB set standards for affiliated institutions, there will be some improvements in affiliated institutions in terms of quality infrastructure, manpower resources.’

‘They should continue being affiliated to UB because through this they benefit enormously especially academically which improves the educational standards.’

Seven of those who were in support of the continuity of the affiliation gave some conditions for the continuity. For example:

‘They should remain affiliated for as long as it is the only university.’

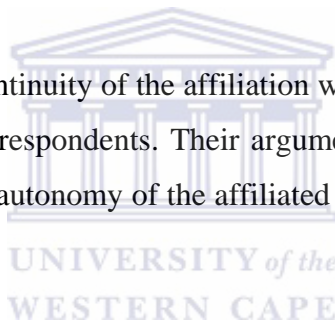
‘Affiliation should continue but affiliated health training institutions should not join the proposed faculty of health sciences.’

‘Partially yes, focusing on the curriculum implementation. The main problem is that I.H.S lecturers work more over time following year 3 students on internship and there is no overtime allowance for that.’

‘They should choose which university they want to affiliate with whether in Botswana or outside.’

The responses above show that the affiliated institutions were not given options on which University they should affiliate with and that overtime allowance is not paid to staff for some activities. Although the overtime allowance issue does not seem to fit in to what is expected from the respondents here, it should be taken seriously as it could impact on the quality of service offered to the institutions.

Those who were against the continuity of the affiliation were only six in number and they constitute 14.29% of the total respondents. Their arguments were based on the premise that affiliation inhibits/hinders autonomy of the affiliated institutions. Their responses are exhaustively shown below:



‘Not necessary. We need colleges to be given their autonomous status. They can then choose the nature of association with UB for purposes of credibility.’

‘No, I don’t think institutions are that autonomous when they are affiliated since their decisions sometimes seem to be blocked by UB.’

‘No they shouldn't because they are able to carry out their own affairs without the help of UB.’

‘No. although we come a long way with UB, I feel it’s time now we become independent.’

‘Should not be affiliates but either faculty or autonomous. In case of faculty, they will enjoy full rights in terms of resources and training.’

Q7: Would you like the affiliated institutions to affiliate to other bodies for example the 2nd University or they are rightly placed at the University of Botswana?

In responding to whether or not the affiliated institutions were rightly placed at UB, 16 respondents constituting 40.00% of the total respondents were of the view that they were not rightly placed, 15 (37.50%) were of the opinion that they were rightly placed while 9 (22.50%) gave responses that could not be readily classified into any of the aforementioned categories.

Table 7.1: Affiliation

S/N	Responses	Frequency	Percentage
1	Rightly placed	15	37.50
2	Neutral response	9	22.50
3	Other affiliates	16	40.00
	Total	40	100

Rightly placed:

Sample responses of those who were of the opinion that the affiliates were rightly placed are as follows;

‘I think they are rightly placed at the University of Botswana.’

‘They are rightly placed at UB for fear of confusion and double standards. One university might advise about something, and the other university might advocate for something different.’

‘It will be difficult to serve two masters. Affiliation to one and depending on the relevance of the affiliation will be appropriate.’

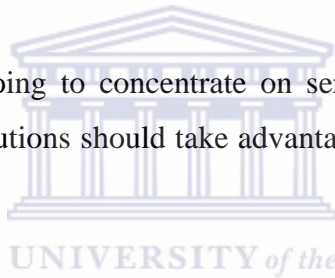
‘I think that where they are now, it’s fine. There would be no need to affiliate to a second university.’

Other affiliations:

Some respondents who were in support of other affiliates made the statements stated below.

‘As the 2nd university is more of scientific orientation, I prefer they affiliate to it to make them rightly placed.’ (This must be from one of the I.H.S’)

‘If the second university is going to concentrate on service programs, the institutions should affiliate to it. The institutions should take advantage of other bodies that they can benefit from.’



‘Yes, should affiliate further for the purpose of enhancing quality services.’

‘They should be affiliated to other bodies like the Tertiary Education Council and Botswana Training Authority so that they can be able to improve.’

Neutral /conditional responses:

However, the responses of nine of the participants in the study could not be classified. Their responses included.

‘It will depend on what the other universities have to offer and the standards it intends to uphold.’

‘They should be given an opportunity to decide to affiliate to which ever institution or body they prefer.’

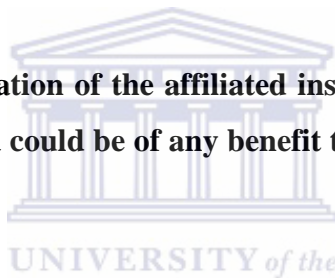
‘If there are some benefits with other institutions or 2nd university, then they should be given liberty to affiliate to them.’

‘Before any affiliation, the type of programme offered by 2nd University affiliation is desirable.’

Another response worth noting among the neutral responses was:

‘In future they may try other universities but surely not the 2nd university because of its limited scope.’

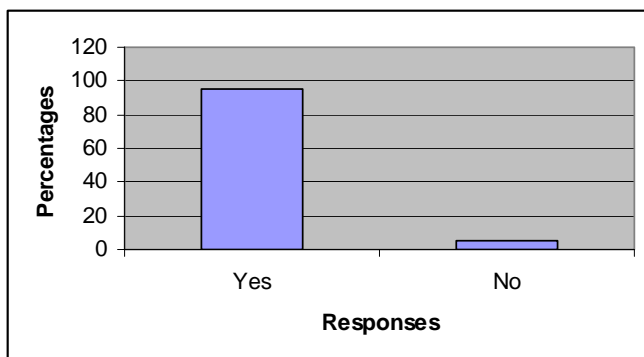
Q8: Do you think the articulation of the affiliated institutions’ programmes to that of the University of Botswana could be of any benefit to the affiliated institutions? If yes how / If No explain.



There were forty two respondents to this question. Forty of them (95.24%) agreed that articulation of the affiliated institutions programmes to that of UB could be of benefit to the affiliated institutions. The others had a contrary opinion as could be seen in Table 8.1 below.

Table 8.1: Articulation benefits or not

S/N	Responses	Frequency	Percentage
1	Yes	40	95.24
2	No	2	4.76
	Total	42	100



The responses of those who consented to the articulation could be categorized into 4 main themes as shown in table 8.2 below with their respective frequencies and percentages. Twenty six (65.0%) of the respondents were of the opinion that articulation would reduce wastage of resources. Only five respondents (12.5%) mentioned exchange of ideas. Furthermore, framework for admission/guidance was also mentioned by 12.5% (n = 5) of the participants. The responses of four respondents were classified as others. (See Table 8.2 below.)

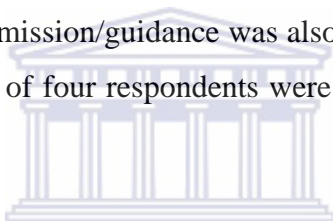


Table 8.2: Benefits of articulation

S/N	Response category	Frequency	Percentage
1	Reduction of Waste of Resources	26	65.0
2	Exchange of ideas	5	12.5
3	Framework for admission/Guidance	5	12.5
4	Others	4	10.0
	Total	40	100.0

Sample statements by the respondents are shown below.

Reduction of waste of resources:

‘Yes, candidates will spend shorter time in further studies. It will be cost effective also in terms of finances, time and other resources. Candidates would bank credits.’

‘Yes, it is cost effective to both students and the sponsor who is mainly the government. Programs will be shortened. Repeating of content will be avoided.’

‘Yes, reduce resources. This will help maximize the use of resources available.’

Exchange of ideas:

‘Yes, the cross-fertilization of ideas, especially during moderation. We have benefited a lot from colleagues like ...Dr. Grand University of Botswana lecturer during the moderation exercise.’

‘Yes, to a certain extent since academicians are mostly based at UB there are areas where professional and academic advice is not availed particularly in areas of methodology in primary schools and special education.’

Framework for admission/Guidance:

‘Yes, currently, there is no framework to use when developing program at UB and institutions. This will guide on how far institutions should go where UB is going.’

‘Yes, there is currently a lot of wastage in that when a diploma holder applies to start at UB, it may not be very clear where in the UB programme they should be placed.’

Others:

‘Yes, because this would enhance their competitiveness and help them to develop independently.’

The 2 respondents who were of the opinion that articulation does not benefit are quoted below.

‘It is of no benefit because the diploma in affiliated institution takes 3 years while in the university is 2 years. The problem is when ATI(Affiliated Training Institutions) is joining UB and then a new university comes up, it would not be fair to have 2 institutions

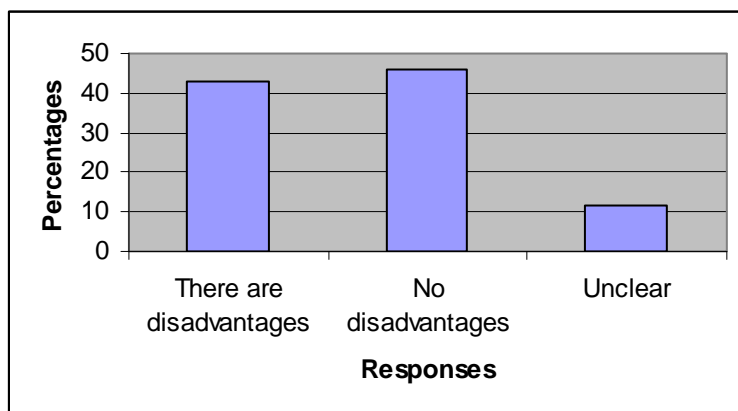
offering the same programs. Another thing is that some lecturers at ATI are diploma holders.’

Q9: What do you think would be the disadvantages, if any, of the articulation of the affiliated Institutions’ programmes to those of the University of Botswana?

There were 33 responses to this item. Fifteen (42.86%) of the responses revealed that there were disadvantages in the articulation, 16 (45.71%) of the responses indicated that there were no disadvantages while 4 (11.43%) responses were unclear for analysis.

Table 9.1: Disadvantages of articulation if any

S/N	Response category	Frequency	Percentage
1	There are disadvantages	15	42.86
2	No disadvantages	16	45.71
3	Unclear	4	11.43
	Total	35	100.00



No disadvantages:

‘Maybe because I am for articulation so far I do not foresee disadvantages.’

'I don't see any disadvantage.'

'No disadvantages.'

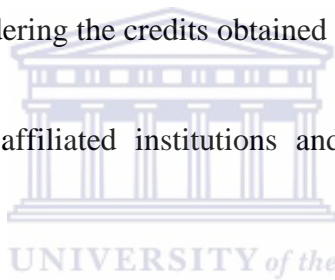
'Articulation has always been advantageous.'

'I can't see any disadvantage provided that UB does not make the students repeat by making them start from 2nd year level.'

Disadvantages:

'The graduates from diploma programmes in the institutions can be disadvantaged if this is not done carefully. By considering the credits obtained in different courses.'

'Some universities dominate affiliated institutions and deny them autonomy where necessary.'



'The only disadvantage is to balance pedagogy with content. Teacher preparation values pedagogy but UB does not have much preparation on it.'

Q10: What are the advantages of semesterising the programmes in the Affiliated Institutions in the same way as those of the University of Botswana?

There were 49 responses generated from the responses of 40 participants. The responses are categorized as shown in Table 10.1 below. The advantages identified in most of the responses were classified under coverage and workload (n = 14, 28.57%) followed by repeating a semester (n = 10, 20.41%) and credit transfer (n = 9, 18.37%). Resource management was the theme of seven (14.29%) of the response while articulation and availability of time for research were 5 (10.20%) and 4 (8.16%) respectively.

Table 10.1: Advantages of semesterisation

S/N	Advantages	Frequency	Percentage
1	More time for research	4	8.16
2	Resource management/Cost cutting	7	14.29
3	Credit transfer	9	18.37
4	Repeating a semester not whole session	10	20.41
5	Coverage and workload	14	28.57
6	Articulation	5	10.20
	Total	49	100.00

Sample responses are listed below.

More time for research:

‘Academic staff will have more time for research.’

Resource management/Cost cutting:

‘Human resources could be better utilized.’

Credit transfer:

‘This facilitates articulation and transfer of candidates. The system facilitates for entry and exit points into programmes.’

Repeating a semester not whole session:

‘Students will not have to read and be tested on volumes of materials.’

‘Students have a choice to write exams on completion of courses rather than to carry the courses to end of second semester.’

Coverage and workload:

‘Courses are examined at different interval. Gives students chance to know how they failed in the past courses. Not much is being carried forward to another year.’

Articulation:

‘This facilitates articulation and transfer of candidates. The system facilitates for entry and exit points into programme.’

Q11: What are the disadvantages of semesterising the programmes in the Affiliated Institutions in the same way as those of the UB?

Out of the 35 responses useful for analysis, the following classifications were made as shown in the table below.

Table 11.1: Disadvantages of semesterising

S/N	Disadvantages	Frequency	Percentage
1	Teaching Practice	4	10.81
2	Retaking	5	13.51
3	More resources	6	16.22
4	Work load	10	27.03
5	Incongruence	3	8.11
6	Quality Assurance	2	5.40
7	Others	7	18.92
	Total	37	100.00

Teaching Practice:

‘The programs will not be finished well in time. Teaching practice won’t be easy to be administered.’

‘Both will have to release students for internships to schools at the same time; there may be time tabling problems.’

Incongruence:

‘The academic years are not similar as the colleges have 3 terms so it may be difficult to introduce semesterisation.’

Retaking:

‘Students will have to wait for longer periods before they re-sit the course they have failed. If all courses were offered every semester then the arrangement would be fine.’

‘Retaking of failed programs can be a luggage in which a student will have too much work to attend to as subjects would be increased.’

Work load:

‘Both lecturers and students will work around the clock in an attempt to finish the syllabus before exams.’

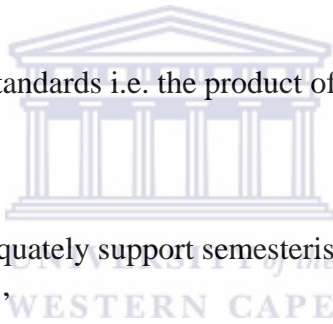
Quality Assurance:

‘May compromise the quality standards i.e. the product of programmes.’

More resources:

‘Current resources may not adequately support semesterisation.’

‘Costly, needs more manpower.’



Others:

‘There will be no comparison. If there was to be a different way in institutions, one would be able to see which type is better if they would be different. Students wouldn't benefit much across UB and institutions.’

Q12: At what level (year) do you think a diplomate from the affiliated institutions should join a degree programme at the University of Botswana? Give reasons for your answer.

The 3rd year was considered to be the most appropriate level at which the Diplomates should join UB. As many as 52.38% (n = 22) supported the idea that Diplomates should join UB at year 3. 21.43% preferred year 2 while only one respondent was in favour of year 4. Ten participants in the study made responses that could not be readily classified into any of the previous levels. See Table 12.1. From Table 12.2, one could conclude that placement of Diplomates at UB should be based on the credits transferable from their previous colleges.

Table 12.1: Level at which diplomates should join UB

S/N	Response category	Frequency	Percentage
1	2 nd year	9	21.43
2	3 rd year	22	52.38
3	4 th year	1	2.38
4	Others	10	23.81
Total		42	100.00

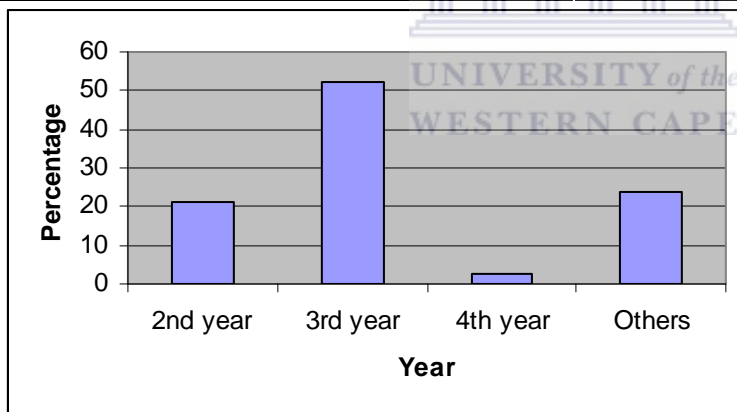


Table 12.2: Reasons given are stated below by years

Year	Reasons
2 nd	<p>‘At 2nd year or semester 3, there should be some exemption offered in order to consider/respect the skills and knowledge previously acquired.’</p> <p>‘At 2nd year to close the gaps identified in the content (theory) then final year for their research projects. The diplomates should complete their</p>

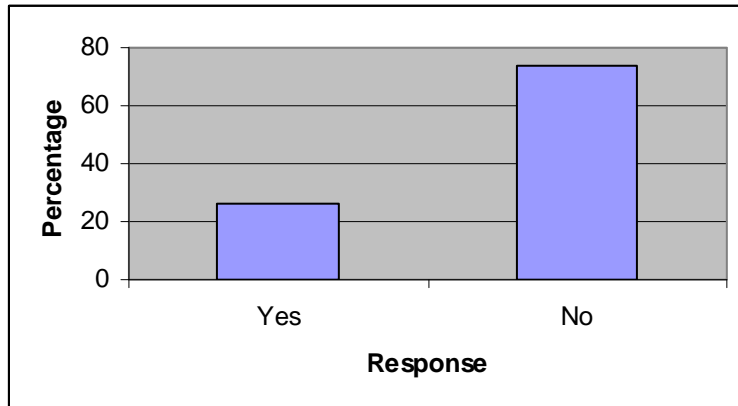
	degrees in 2 years.’
3 rd	<p>‘At year 3. External examiners have long observed that the content that the diplomates are given is at par with that one of a degree programme in their respective institutions.’</p> <p>‘At year 3, because the content coverage is so broad and qualifies for so many credits. The clinical exposure is also broad.’</p> <p>‘Year 3 because some students who completed their diplomas at affiliated institutions and sent to UB usually complain that the majority of the content which they cover at degree level had been covered at diploma level.’</p>
4 th	‘Diplomates at I.H.S take 3 years, degree takes 4 years. I expect them to join at 4th year level.’
Others	‘This will depend on the programmes, and articulation systems. For some programmes candidates may join in semester three while others in semester 4

Q13: Do you think the number of years spent by a diplomate when they join the University of Botswana for a degree programme is academically justified? If so give reasons.

The number of years spent by diplomates in UB were not justifiable as mentioned by 31 (73.81%) of the respondents while the responses of the others (n = 11, 26.19%) was that the years spent were justifiable (See Table 13.1).

Table 13.1: Number of years spent is justifiable

S/N	Response	Frequency	Percentage
1	Yes	11	26.19
2	No	31	73.81
3	Total	42	100.00



Below are sample responses of those who believed that the number of years *were justifiable*.

‘They are academically justified. The diplomates have experience that others do not have.’

‘They have basics from diploma course which allow them to spend those years doing degree.’

‘Yes, institutions will have to upgrade their course offering in relation to science and research to place diplomates at a relatively higher level.’

‘Yes, having spent 3 years in diploma, I think they would have acquired a lot of content, then another 3 years at the university is enough.’

For those who were of the view that the years were *not justifiable*, the reasons they gave are quoted below.

‘No, students re-take some of the same stuff they covered at I.H.S i.e. both theory and practical.’

‘No I find them spending so much time and yet they spent three years doing the diploma programme. I feel that proper articulation could solve this problem.’

‘No they are not. They end up re-doing most of the material they covered at diploma level.’

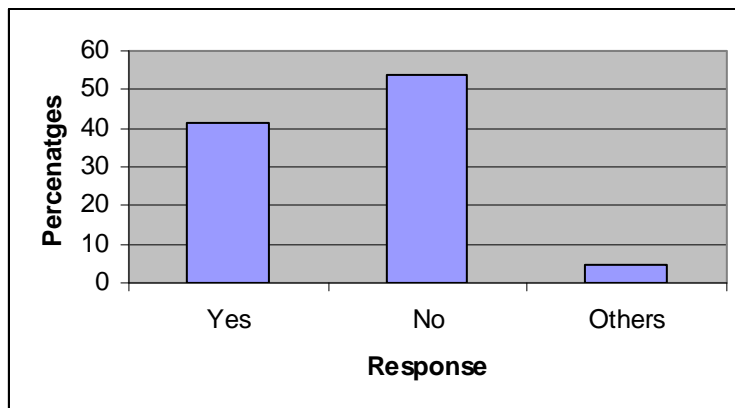
Q 14: Have you received any complaints from employers about the performance of diplomates from the affiliated institutions in the field? If so state the kind of problems.

As many as 41.46% (n = 17) of the respondents had received complaints from employers about the performance of Diplomates from the affiliated institutions (Table 14.1). The areas of complaints were related to attitudes, skills and contents. The major area of complaints was skills (n = 9).



Table 14.1: Receipt of complaints about Diplomates’ performance from employers

S/N	Response	Frequency	Percentage
1	Yes	17	41.46
2	No	22	53.66
3	Others	2	4.88
Total		41	100.00



Among the 41 responses to this item, the statements made by 17 of them (41.46%) implied that there were complaints from employers about performance of the diplomates. Their responses could be classified into three as shown in Table 14.2 below.

Table 14.2: Types of complaints received from employers about diplomates

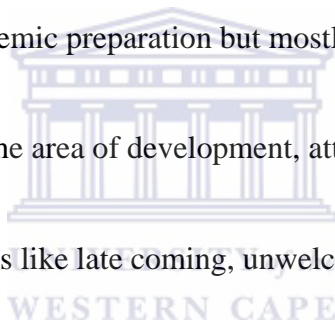
S/N	Complaints	Frequency	Percentage
1	Attitude	6	35.29
2	Skills	9	52.94
3	Content	2	11.76
Total		17	100.00

Attitude:

‘Complaints are not about academic preparation but mostly attitude.’

‘Problems are always there in the area of development, attitudes and professionalism.’

‘Yes, there are general problems like late coming, unwelcome behaviour.’



Contents:

‘Yes, they seem not to be interested in teaching. They lack academic grounding in some subject areas.’

‘Schools feel that the diplomate level of content is low in some subjects. They have difficulty when compared to those from UB.’

Skills/Practical performance:

‘Usually at the start employers complain of inadequate mastery of skill and confidence in the employees (diplomates).’

‘Sufficient practical experience is a major concern.’

‘Yes, the attitude e.g. nurses towards patients is not the best. Performance management is always complained about as well.’

Among those who said No, there are traces of complaints.

A respondent was of the view that the complaints may come in the future:

‘NO, I have not received any complaints so far; may be in the future when I get more experienced.’

Another respondent noticed that if at all there is any complain about the diplomates, it must be on their attitudes:

‘Not really. Where there may exist, they would have been on matters of disruptive behaviour or lack of commitment to service.’

Another response of note is stated below.

‘No - apart from complaints, as a result of attitudes from individuals on a small scale.’

This response was treated as a yes.

Q15: What might be a solution to the above problem?

The solutions preferred varied. They could be classified into streams as shown in the Table 15.1 below. Mentoring was the most prominent solution preferred. It was mentioned by 37.5% (n = 9) respondents followed in quick succession by content amendment (n = 6, 25.0%). Articulation and enrolment/regulations were each mentioned in the responses of two participants on the study. Other responses that did not fit into any of the categories were 5 (20.8%). See Table 15.1 below.

Table 15.1: Solutions to complaints from employees

S/N	Solutions	Frequency	Percentage
1	Mentoring	9	37.50
2	Content amendment	6	25.00
3	Articulation	2	8.33
4	Enrolment/ Regulations	2	8.33
5	Others	5	20.83
	Total	24	100.00

Mentoring:

‘Change of attitude by graduates and monitoring by managers.’

‘Recommendation of formal internships with supervision.’

‘Right attitudes should be instilled by both institutions and clinical areas. Qualified clinical practitioners should be role models.’

Enrolment/Regulations:

‘Admit students who would be dedicated to the job and love it.’

‘Preparation at colleges and at work places with enforcement of rules and regulations. They should be role - models as educators and have passion for the profession.’

Articulation:

‘Articulation of programs in the institutions with those of the university.’

Content amendment/delivery:

‘Staffing should increase at institutions to facilitate students’ content and clear content delivery and acquisition of skills.’

Others:

‘To have enough and up to date data of demand and supply.’

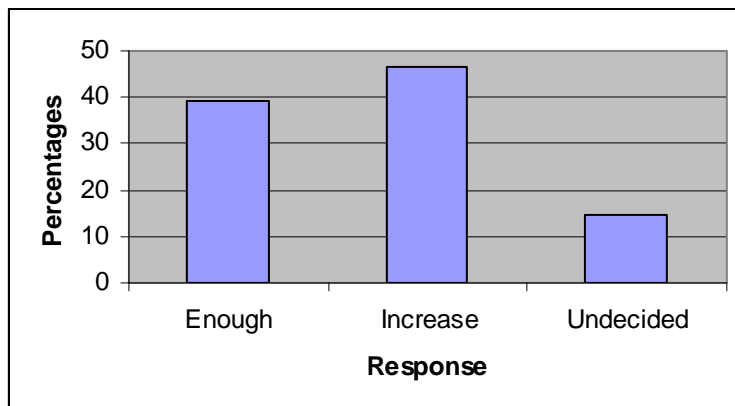
‘Allow the students to train in a single subject instead of level.’

Q16: Do you think the number of higher education institutions affiliated to the University of Botswana is enough or should be increased?

The responses of the participants to Question 16 could be categorized into three namely; enough, increase and undecided. Sixteen of the participants (39.02%) believed that the number of higher education institutions affiliated to UB is enough while 19 (46.34%) believed that there should be an increase in the number of affiliates. The others were undecided.

Table 16.1: Sufficiency of Higher Education institutions affiliated

S/N	Response category	Frequency	Percentage
1	Enough	16	39.02
2	Increase	19	46.34
3	Undecided	6	14.63
	Total	41	100.00



Below are sample responses.

Increase:

‘Considering the aspect of quality education, I feel that an increase would be appropriate to bring other institutions to such level. If UB has the capacity, I don't see anything wrong with increasing the number.’

‘They would increase depending on development. i.e. as they are established they need to belong somewhere for guidance.’

‘They can be increased if the university has the capacity to handle them.’

Enough:

‘I think it is enough because if they are increased it means increased workload on the university.’

‘They are enough - if increased UB may be unable to cope with the demands and challenges.’

Enough for now:

‘There are about 15 affiliated institutions and this is enough, perhaps they should not be add any more.’

‘Very soon there will be need for a different dimension of upgrading institutions to a university level. Institutions should grow independently and not always look up to UB as big brother.’

‘Some should actually be affiliated to a second university. They are too many.’

Undecided:

‘I don't know the number therefore undecided.’

‘The number should not be a problem as long as institutions want to improve the quality of their programs.’

‘I can't say because I do not know how many institutions are affiliated to UB.’

Q17: If they are enough state your reasons.

Only 23 participants responded to this question. The responses of the participants could be simply categorized into two, those whose responses were relevant to the question posed and those whose responses were not. For those whose responses were relevant, the theme of their responses was the capacity of UB to monitor all the affiliates. There were only 10 respondents in this category. The 10 responses would be considered because the responses should not normally exceed 16 (i.e. those who said ‘enough’ to question 16 above). For example:

‘Manpower at the university has enough commitment but too much workload which affects their effectiveness and services towards the affiliated institutions. This is the reason ...’

While one of the respondents was concerned about increasing the job market, ‘We need to increase the job market first,’ others insisted that increasing the affiliated institutions to UB would imply excess workload on the staff who already have too much work. This same idea was expressed as follows: ‘The affiliates are enough, excess will be a burden to UB to monitor and UB has a lot already on its hands’.

Another very useful reason advanced was, ‘We need more than one university and if institutions continue to affiliate, they won’t have time to establish themselves.’

Thirteen responses were not appropriate for analysis. Sample responses in this category are:

‘No comment.’

‘N/A’

‘Not enough.’

These were considered as irrelevant. Furthermore, the frequency counts of the ten respondents whose responses were analysed above were not taken because the responses were diverse and few.

Q18: If they should be increased why?

Only 22 responses were found to this question. There should have been a maximum of 19 responses as only 19 respondents mentioned that the number of affiliates should be increased (See Table 16.1 above). However, not all the 22 responses enumerated/highlighted the reasons why the affiliates should increase. Only 12 respondents answered the question correctly. The responses of the 12 of them could be classified into two, namely; capacity building and quality assurance.

Four (33.33%) of the responses mentioned capacity building as the only reason for increasing the number of affiliates, six of them (50.00%) considered Quality Assurance as the only reason for increasing affiliates while the two reasons were mentioned by 16.67% (n = 2) of the respondents. By implication, 50.00% (33.33% + 16.67%) considered Capacity building and 66.67% (50.00% + 16.67%) considered Quality Assurance as reasons for increasing affiliated institutions. See Table 18.1 below.

Table 18.1: Reasons for increasing affiliates

S/N	Reasons for increasing affiliates	Frequency	Percentage
1	Capacity building	4	33.33%
2	Quality Assurance	6	50.00%
3	Capacity building and Quality Assurance	2	16.67%
	Total	12	100.00

Capacity building:

‘Increasing them would be a good thing. Big institutions are defined by capacity.’

‘For the professional growth of the university. It is the only University so far, therefore, institutions that need to be accredited should affiliate to it.’

‘So that more people could be educated and learn more survival skills which would help them to be self employed if they are not employed.’

‘The capacity building is on the part of both UB and the students as shown above.’

‘The more tertiary institutions are affiliated, the better chances of employment of the students. Also an affiliated diploma might render more chance of competing globally.’

Quality assurance:

‘We should all have a feel of the same level of education, belonging somewhere together and having one thing in common, same benefits. This is where working together begins, at tertiary level.’

‘If they are increased, this would help ensure that quality education is offered.’

‘The affiliation will help the institutions (affiliates) to offer quality services uniformly.’

Both:

‘Increasing the institutions should be based on factors like expectations from employers, realigning higher education of Botswana with international higher education, therefore they may be increased if such factors call for their increase.’

‘The standard of education in Botswana could be improved and since UB is internationally recognized then Botswana students could become internationally recognized as well as competent in the world of work.’

Q19: What kind of institutions do you think should be affiliated to the University of Botswana?

The views of the respondents were so divergent that it was difficult to take counts. However, one could conclude that all the respondents agree that all institutions of learning above the COSC/BGCSE should be affiliated to UB;

‘Colleges of Education, Vocational Institutions, Technical Colleges, Institutions of health science.’

‘All institutions that are offering diploma courses.’

‘Any institution that meets the criteria set by UB.’

‘Tertiary level institutions both public and private.’

‘Technology institutions e.g.: NIIT.’

However, an area of contention was whether or not private institutions should be affiliated. On taking counts, it was observed that only one respondent was of the opinion that only public/government schools should be affiliated:

‘All government aided institutions.’

As opposed to this opinion, three of them specifically made mention of private institutions in their responses:

‘All those that offer higher learning above BGSE. Both private and government owned.’

‘Tertiary level institutions both public and private.’

‘All government and private institutions that offer diploma courses’

Furthermore, a respondent simply said ‘any’. This is not clear whether or not institutions offering below COSC/BGCSE should be included.

It is also worth noting that a respondent believed that only institutions that offer courses where UB has expertise should be affiliated: ‘Any institution that offers courses in which UB has expertise to advice accordingly.’

Q20: To what extent do you think the University of Botswana is appropriate for Quality Assurance in the Affiliated Institutions?

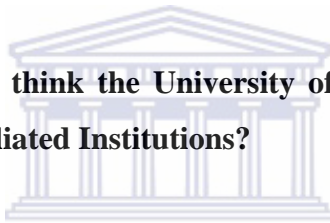
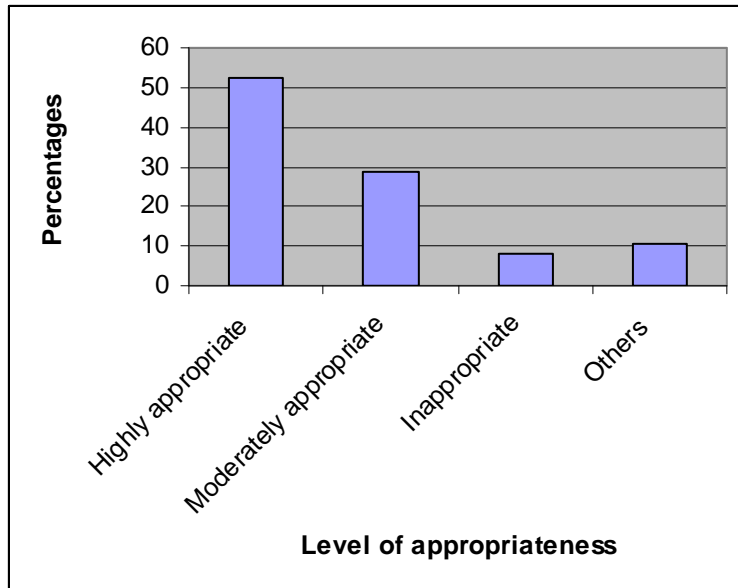


Table 20.1: Appropriateness of UB for provision of Quality Assurance

S/N	Response	Frequency	Percentage
1	Highly appropriate	20	52.63
2	Moderately appropriate	11	28.95
3	Inappropriate	3	7.89
4	Others	4	10.53
	Total	38	100.00



Highly appropriate:

‘They are highly appropriate.’

‘Very much so if it has enough competent human resources to manage it.’

‘To a great extent, otherwise the ministry of education would not regularly improve infrastructure in the institutions which would affect the learning/teaching situations.’

‘UB has necessary resources like CAD to ensure conformity to required standards and also for follow up.’

‘To a large extent since it is the only institution of higher learning in Botswana and also a parastatal.’

Moderately appropriate:

‘Not doing much. A lot is left to the institutions.’

‘To a reasonable extent. At least it brings improvement in the delivery of study. Also minimum requirement are at least met.’

‘To some extent though we can see fail and repeat due to one course but still having 2 - 3 years ahead but UB has retake of a course to the following academic year.’

Inappropriate:

‘It is not that appropriate.’

‘If the University was using the same quality measures to assess itself then it will be appropriate. to me, the standards are too low at UB compared to affiliates.’

‘Not quite appropriate, unless we can be sure that UB standards are the highest in Southern Africa at least.’

Others:

‘It is, but only if they can employ the right calibre of staff.’

‘Bi - annual assessment of quality assurance.’

‘The university must be seen to be leading e.g. they expect institutions to have things that they don’t have in place at the university.’

Q21: Do you think there should be any changes in the way the University of Botswana provides Quality Assurance for the affiliated Institutions?

Although 52.3% (n = 20) (See Table 20.1) believe that UB is appropriate for Quality Assurance to a reasonable extent, they were nonetheless of the opinion that there are areas where changes should be made as shown in their responses in Table 21.1 below. About two thirds of the 40 respondents (n= 27, 67.5%) to this item were of the opinion that there should be changes in the way UB provides Quality Assurance for affiliated Institutions as shown in Table 21.1 below. About 23% (n = 9) were of the view that there

should be no changes while the others (n= 4, 9.52%) did not make responses that were clear for analysis.

Table 21.1: Changes in provision of Quality Assurance

S/N	Response	Frequency	Percentage
1	Yes	27	67.5
2	No	9	22.5
3	Don't know	4	10.0
	Total	40	100.0

Yes:

The changes to be made as mentioned by the 27 respondents who felt that there is need for changes could be classified as shown in Table 21.2 below;

Table 21.2: Changes to UB's provision of Quality Assurance

S/N	Areas of improvements	Frequency	Percentage
1	Encourage research	2	7.41
2	Compare UB with others/Review or criteria/ Collaboration	7	25.93
3	Give room for them to perform/independence	4	14.81
4	Exams	2	7.41
5	Discipline	2	7.41
6	Infrastructure/manpower	3	11.11
7	Others	7	25.92
	Total	27	100.00

Encourage research:

‘It was found necessary to reduce the workload of staff at the affiliated institutions in order to allow them to engage in research.’

‘Approve academic staff, encourage research, ensure that workload is within acceptable standards without compromising the quality of teaching and products.’

Compare UB with others/Review or criteria/ Collaboration:

‘Yes, mechanisms by which institutions are assessed for quality need to be reviewed. The review should be done perhaps every six months because there is a likelihood that some institutions shape up their programs for assessment by UB, not for the purpose that the program exists for.’

‘Yes, they should do a lot of research to see what other countries are doing in their areas.’

‘Yes, UB should seriously engage relevant ministries of government to make sure they are given the necessary funding to meet quality assurance requirements e.g. infrastructure, computers, laboratories, libraries. These institutions are government funded - so it is not enough for UB just to point out deficiencies, without engaging funding bodies like the government.’

Give room for them to perform:

‘The university in collaboration with the Ministry of Education should allow institutions some level of autonomy in selected areas of operations.’

‘... did not give institutions time to correct or remedy deficiencies.’

Examinations:

‘The quality of exams is compromised. Exams should be set by institutions but somehow moderated by UB. Development of curricula should involve all stakeholders.’

‘Yes ... other issues which actually have impact on exams.’

Discipline:

‘UB should change its affiliation system by enforcing strict measures and if they are not followed, they should disaffiliate the institution.’

Infrastructure/manpower/ staff welfare:

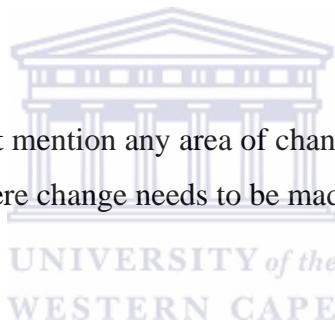
Should also focus on welfare of lecturers.

Others:

‘Yes, Quality assurance committee should ensure that truly quality is provided in the affiliated institutions but that is not the case. Institutions are doing a lot but no external verifications by UB.’

Most of the respondents did not mention any area of change even though they were of the opinion that there are areas where change needs to be made.

‘Some improvement needed.’



Some of the responses of those (n = 9, 22.5%) who were of the opinion that there is no need for any change are exhaustively listed below. A respondent seemed to suggest that there should be a reward system to commend institutions that are progressing. To carry out this reward system would imply that the criteria that would determine who gets the reward/award have been clearly spelt out.

‘So far so good. The process is of international standard though there has been leniency somewhat especially regarding library services.’

‘Don't see any problem with the current situation.’

‘No, not until TEC standards are implemented by affiliated institutions.’

‘For now it’s fine. The university should credit the best institution for quality.’

Don’t know/not sure:

‘Not sure.’

‘I am not sure as for now, may be in the future as the time changes.’

3. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

There is emphasis on the affiliation being useful in that it facilitates Quality Assurance in the colleges. However, the issues relating to articulation are of paramount importance. It is also worth noting that the respondents were of the view that the University of Botswana itself needs some forms of comparison with other institutions abroad to verify its accreditation. Some respondents were also concerned about the ‘big brother attitude’ of UB which I think it should change so that there should be collegiality on issues of higher education irrespective of whether one is from a college or university .

It was said that the students were lacking in practical skills and are grossly deficient in the affective domain (attitudes). I should think there is more emphasis on the cognitive aspect of the curriculum than the affective. It was suggested that all institutions of higher learning should be affiliated to the University of Botswana irrespective of whether they are private or public institutions. However, I think it will be an overload on the University because some of the institutions teach what the University of Botswana is not teaching therefore there will be some inconsistency since they do not share the same cognate areas.

A reward system is another major issue worth noting in the responses. Rewarding institutions for performance will motivate the institutions to identify key performance areas and strive to attain them.

The majority of the respondents, 93.02% of them were of the view that the affiliated institutions were benefiting from their affiliation with the University of Botswana and only one of the respondents said there was no benefit. Those who said that the institutions were benefiting indicated that the benefits were in the form of the quality assurance and standards of the programmes set by University of Botswana as well as benchmarking. These will come in the form of moderation of examinations, programme validation, staff development, in-service programmes, workshops and teaching practice exercise. For the one who said there was no benefit said that the institutions could only benefit if they shared common things like semesterisation.

On the question of 'in what way was the University of Botswana benefiting from its affiliation with the institutions,' 67.5% of the respondents felt that it was benefiting mainly on the exchange of ideas, which I think this forms a symbiotic relationship. The other areas were on Quality Assurance 17.5%, then growth, recognition and students' transfer 7.5% each.

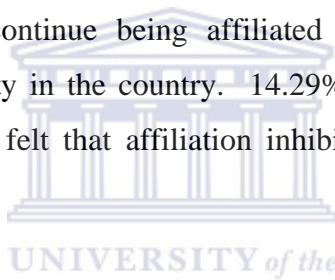
Although most of the respondents felt that the affiliated institutions are benefiting from the affiliation with the University of Botswana, 58.4% of the respondents felt that the affiliated system is problematic. 20% felt it was not problematic. They said the problems were mainly in the areas of moderation especially the instruments used for moderation of examination papers for example as well as the length of time taken for the review and approval of curriculum and examinations.

The other respondents felt that affiliation system makes University of Botswana 'bossy' (big brother mentality). The other problem identified was that of credit transfer. It appeared that even though University of Botswana moderates examinations in the colleges, it does not recognize the credits obtained by the students from the affiliated institutions when they get admission at the university.

The respondents, 80.9% observed that Quality Assurance is one aspect that is working very well in the affiliation system followed by that of infrastructure (computers and library facilities). Articulation and research was the least with 2%.

Even though the respondents said Quality Assurance is working well, 24.32% felt it is one of the aspects that they felt needed to be improved in the affiliated system. This was followed by Autonomy as well as Research Collaboration said by 16.21% each.

In spite of the problematic areas identified in the affiliation system 87.5% of the respondents were of the opinion that affiliation should continue. Some of the reasons given for the continuation were that there is quality assurance and institutions benefit academically under the system and this improves the educational standards. Some felt that the institutions should continue being affiliated as long as the University of Botswana is the only university in the country. 14.29% of the total respondents were against the continuation, they felt that affiliation inhibits or hinders autonomy of the affiliated institutions.



Although the majority felt that the affiliation system should continue, however, 40% of the total respondents felt that they were not rightly placed at the University of Botswana as affiliates. 37,5% were of the opinion that they were rightly placed while 22.5% were neither for nor against the placement

On the question of whether the articulation of the affiliated institution's programmes to that of the University of Botswana could be of benefit to the affiliated institutions, 95% agreed that it is beneficial to them. 4.76% thought it was not beneficial. Those who agreed that it was beneficial thought that it would help in the reduction of waste of resources and help in the exchange of ideas amongst other benefits. One of the respondents who thought that it is not beneficial said it would not be fair to have two institutions offering the same programmes when the new university gets established.

On the disadvantages of the articulation of the affiliated institutions programmes to that of University of Botswana, 42.86% felt that there were disadvantages in the articulation whereas 45.71% felt that there were no disadvantages. Then 11.43% had unclear responses.

Semesterisation was one issue that 49% of the respondents felt it would be advantageous if adopted same way as at the University of Botswana. Some of the advantages being more time for research, resource management, credit transfer, and articulation.

On the disadvantages of semesterisation, 37% of the 35 clear responses felt that it would be disadvantageous, the reasons being that there will be need for more resources, more work load, retaking of courses (as luggage). Retake of courses however has been earlier indicated as an advantage by other respondents as opposed to repeating of the whole programme. Teaching practice will not be finished well in time and would not be administered easily. Quality Assurance may also be compromised.

The other imperative issue was that of 'appropriate level (year) that a diplomate from the affiliated institution should join a degree programme at the University of Botswana,' 52.38% were of the opinion that they should join at year three. 21.43% preferred year two. 2.38% preferred year four while 23.8% were not so clear. The majority who were for year three felt that external examiners have long observed that the content that diplomates acquire at this level in their respective institutions is equivalent to that of a degree programme. They also felt that the content coverage is so broad and qualifies for so many credits. Furthermore the diplomates when they join University of Botswana they complain that the majority of the content in the degree programme had already been covered at the diploma level.

Many respondents, 73.81% felt that the number of years spent at the University of Botswana was not academically justified, after spending three years doing a diploma programme then re-doing material covered at diploma level in the degree programme

wastes time and resources. However, 26.19% felt it was justifiable, i.e. they only have basics from diploma course.

About the performance and efficiency of the diplomates in the field, 52.94% of the respondents complained about the skills, 35.29% complained about the attitude of the diplomates at work and 11.76% about their content. On remedying the situation, 37.5% suggested mentoring as one of the solution to these problems whereas 25% suggested content amendment and 37.5% suggested various kinds.

On the question of whether the number of higher education institutions affiliated to the University of Botswana is enough or should be increased, 46.34% felt that it should increase 39.02% felt that it was enough and 14.63% were not sure.

There was another question on ‘to what extent is the University of Botswana appropriate for Quality Assurance in the Affiliated Institutions’? 52.63% felt that it is highly appropriate, 28.95% felt it is moderately appropriate, 7.89% felt that it is inappropriate, while 10.53% were not sure and some not clear.

In conclusion, I would say the University of Botswana is currently a significant partner in Botswana’s development process. The University of Botswana has always been a key player in all post-secondary education in the country. For instance all the six Colleges of Education, both primary and secondary, responsible for training teachers as well as the College of Technical and Vocational Education are affiliated to the University of Botswana. All the eight Health Training Institutions, responsible for training nurses are affiliated to the University of Botswana. The Botswana College of Agriculture on the other hand is an associate. Until very recently with the establishment of the Tertiary Education Council (TEC) under the Act of Parliament in 1999 the future of the role of the University of Botswana in this area seems unclear. With the arrival of the Tertiary Education Council the role that has always been played by the University of Botswana on other Higher Education Institutions might have to change because the Tertiary Education Council will now be in charge of all the Higher Education Institutions including the

University of Botswana in terms of accreditation, quality assurance and funding. The monopoly that the University of Botswana enjoyed on higher education for a long time is now under “threat”. A second university which is more inclined towards science and technology has been approved for establishment in Palapye. The new Botswana International University of Science and Technology was agreed upon to address problems of access and high costs of international training. With the coming of the new university into the picture, it is expected that there will be competition of scarce resources and the science and technology oriented institutions are more likely to opt for affiliation with it because of the cognate area. However, I think most of the Health Training Institutions might wish to opt to remain being affiliated to the University of Botswana because the University of Botswana has now introduced the New Faculty of Health Sciences and there is also the School of Medicine in the pipeline which will have the cognate areas that these institutions will need to subscribe to. Moreover, some of the institutions might also wish to remain with the “devil” they know rather than the new “angel” they don’t know.

Finally, I will recommend that the University of Botswana should continue playing the role that it has always been playing especially on monitoring the quality of programmes and moderation and validation of the examinations in these affiliated institutions as it has already been alluded to by most of the respondents. Furthermore, I think the University of Botswana has the advantage that it has always been the only one university in the country and it has a good reputation and very influential. It has also been doing this exercise for some time unlike some of the players who have just come into the field, like the Tertiary Education Council. Therefore it has the experience and the expertise in the cognate areas. The University of Botswana should not feel threatened by the establishment of the new University of Science and Technology as well as the Tertiary Education Council, instead it should consider them as partners in the development of higher education in terms of quality and standards in the country. These entities will also learn a lot from the University of Botswana. However, the affiliated institutions should feel free to affiliate with any institution of their choice but the cognate areas should be borne in mind. I will further recommend that the Ministry of Education through the Department of Teacher Training and Development which is responsible for the Colleges of Education and the

Ministry of Health through the Curriculum Unit, responsible for curriculum development in the Health Training Institutions for the nurses should expedite semesterisation and articulation of programmes in the affiliated institutions as most of the respondents have already indicated their importance in their responses. Furthermore, the year at which the diplomates join a degree programme at the University of Botswana should be re-looked into. These will save a lot of resources for the government and in turn quality education as well as quality products of higher education in Botswana could be sustained, “the quality of students’ experience of higher education can more effectively be improved by combining educational development with quality assurance to create a more holistic approach, the concept called ‘quality development’”. (Gosling and D’Andrea)

Moreover, the institutions should address the national goals as well as the national vision (vision 2016) in particular the tenet of “An Educated, Informed Nation”. By the year 2016, Botswana will have a system of quality education that is able to adapt to the changing needs of the country as the world around us changes. Improvements in the relevance, quality and access to education lie at the core of the Vision for the future. The education system will empower citizens to become the best producers of goods and services. It will produce entrepreneurs who will create employment through the establishment of new enterprises. All Botswana will have the opportunity for continued and universal education, with options during and after secondary level to take up vocational or technical training as an alternative to purely academic study. The public and private sectors will develop education in partnership. (Presidential Task Force, 1997).

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