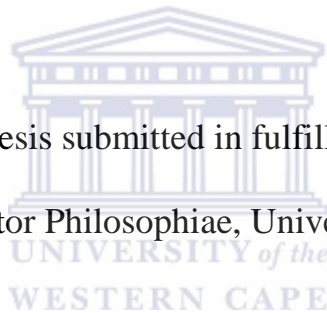


UNIVERSITY OF THE WESTERN CAPE
FACULTY OF COMMUNITY AND HEALTH SCIENCES
RESEARCH REPORT

Title: Evaluating the effectiveness of the Regional Collaboration on the Common Teaching Platform for undergraduate nursing in the Western Cape.

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Degree: A thesis submitted in fulfillment of the requirement for a Doctor Philosophiae, University of the Western Cape



School: Nursing

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ABSTRACT

South Africa's transition from apartheid to democracy necessitated transformation within all sectors to ensure their appropriateness for the new democratic era. In line with the national transformation agenda and the transformation and restructuring of the higher education sector, the Minister of Education in 2002 announced that the University of the Western Cape (UWC) and the Cape Peninsula University of Technology (CPUT) would be the only enrolling institutions for undergraduate nursing education in the Western Cape. This decision meant that the University of Stellenbosch and the University Cape Town would no longer enrol undergraduate nurses, but would combine their strengths in a collaborative manner with UWC to train nurses for the region. The Cape Higher Education Consortium (CHEC), however, proposed the establishment of a Common Teaching Platform (CTP) for undergraduate nursing education in the region, requiring collaboration between all higher education institutions in the Western Cape. The Common Teaching Platform came into effect in 2005.

The purpose of the study was to evaluate the effectiveness of the regional collaboration on the Common Teaching Platform for B Cur Nursing in the Western Cape. An evaluation research design using qualitative methods was adopted for the study. Stufflebeam's decision-oriented evaluation model, which caters for the evaluation of the context, input, process and product components of programmes, was used to guide the research process. Semi-structured, in-depth interviews, focus group discussions and a record review were used to collect data from the Chief Executive Officers of CHEC; Deputy Vice-Chancellors of the participating universities; Deans of the Health Science Faculties; Heads of Departments, Lecturers and Students of the Nursing Departments of the participating universities.

The study adopted an inductive approach to data analysis. The inductive analysis procedure described by Thomas (2003) was adapted and used.

The results evinced a general lack of application of the basic tenets of change management and a systems approach to the planning and implementation of the Common Teaching Platform.

Transformation of nursing education in the Western Cape, according to the results, was in line with the national transformation agenda. Participants, however, felt that people were not yet ready to collaborate and needed enough time to accept the change, given that transformation was relatively new in the country. A critical finding was that important stakeholders were excluded from the planning phase, which led to challenges during the implementation of the Common Teaching Platform. The results further highlighted that a top-down approach was adopted. Numerous challenges with regards to the implementation of the Common Teaching Platform, including *inter alia*, poor communication, lack of commitment to the collaboration process, lack of adequate resources and challenges with the delivery of the curriculum, were shared by all the participants. Despite all these challenges the results showed that the student throughput rates were not compromised, and that the number of reported complaints from lecturers and students decreased over the years.

On the whole, however, participants felt that the goals of the collaboration were not met due to the unresolved challenges which included inadequate resources, lack of sharing of resources and expertise across institutions, lack of commitment to participation on the CTP and failure to produce sufficient graduates to address the nurse shortage in the province.

DECLARATION

I declare that “*Evaluating the effectiveness of the Regional Collaboration on the Common Teaching Platform for undergraduate nursing in the Western Cape*” is my own work, that it has not been submitted for any other degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Name: Felicity Megan Daniels

Date:.....

Signed:



ACKNOWLEDGEMENTS

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CONTENT	PAGE
Keywords.....	i
Abstract.....	ii
Declaration.....	iv
Acknowledgements.....	v
List of Abbreviations.....	xxi
List of Figures.....	xxii
List of Tables.....	xxii
List of Appendices.....	xxiii

CHAPTER 1

INTRODUCTION

1.1	Background.....	1
1.1.1	History of the health status of South Africans.....	1
1.1.2	The development of nursing and nursing education in SA.....	2
1.1.2.1	State registration and the establishment of the South African Nursing Association and the South African Nursing Council.....	4
1.1.2.2	The location of nursing education within the education system.....	6
1.1.2.3	The move of nursing education into the higher education sector.....	8
1.1.3	Nursing education in the higher education sector in the Western Cape.....	9
1.1.4	The impact of transformation in higher education on nursing education in the Western Cape.....	10
1.1.4.1	The establishment of the Common Teaching Platform.....	12



1.2	Problem Statement.....	15
1.3	Aim.....	15
1.4	Objectives.....	16
1.5	Research Questions.....	16
1.6	Significance of the study.....	17
1.7	Clarification of concepts.....	18
1.8	Outline of the thesis.....	20

CHAPTER 2

LITERATURE REVIEW

2.1	Introduction.....	21
2.2	The history of the South African higher education system.....	22
2.2.1	The South African higher education landscape prior to 1994.....	22
2.2.1.1	Funding for higher education prior to 1994.....	24
2.2.2	Developments in higher education post apartheid 1994 – 1999.....	26
2.3	National transformation and restructuring of the higher education system in SA.....	29
2.3.1	Implementation of higher education policies during 1999 – 2004.....	30
2.3.1.1	The “Shape and Size” exercise.....	31
2.3.1.2	A new institutional landscape for higher education in South Africa.....	32
2.3.1.2.1	Restructuring forms.....	33
2.4	International experiences of collaboration in nursing education.....	36
2.4.1	Challenges in collaboration.....	40
2.4.2	Advantages of collaboration.....	43

2.5	National experiences of mergers and collaborations.....	45
2.5.1	Evaluation of transformation in higher education.....	49
2.6	Restructuring of higher education in the Western Cape.....	50
2.7	Change and change management.....	54
2.7.1	Categories of change.....	55
2.7.2	The impact of change.....	56
2.7.3	Models for successful change management.....	57
2.7.4	Skills required for effective change management.....	60
2.8	Summary.....	62

CHAPTER 3

THEORETICAL FRAMEWORK

3.1	Introduction.....	64
3.2	Development of Systems Theory.....	64
3.2.1	Characteristics of Systems.....	65
3.2.2	Elements of a System.....	66
3.3	Programme Evaluation.....	67
3.3.1	Utilization-Focused Evaluation.....	67
3.3.2	Models of Programme Evaluation.....	68
3.3.2.1	Behavioural objectives: Objectives based (R Tyler).....	69
3.3.2.1.1	Suitability of Tyler's model for this study.....	70
3.3.2.2	Goal Free: Consumer oriented (M Scriven).....	70
3.3.2.2.1	Suitability of Scriven's model for this study.....	71



3.3.2.3	Stufflebeam’s Context, Input, Process and Product Decision-making model (CIPP).....	71
3.3.2.3.1	A brief exposition of the CIPP model.....	73
3.3.2.3.2	Criticisms of the CIPP model.....	74
3.3.2.3.3	Strengths of the CIPP model.....	75
3.3.3	Application of CIPP model in evaluation of a nursing programme.....	77

CHAPTER 4

METHODOLOGY

4.1	Introduction.....	79
4.2	Research Approach.....	79
4.3	Research Design.....	80
4.3.1	The purpose of evaluation research.....	80
4.3.1.1	Effectiveness versus impact evaluation.....	81
4.3.1.1.1	Effectiveness evaluation.....	81
4.3.1.1.2	Impact evaluation.....	82
4.3.2	Evaluation Methodology.....	82
4.4	Application of Stufflebeam’s Context, Input, Process and Product model.....	86
4.4.1	Context evaluation for planning decisions.....	87
4.4.2	Input evaluation for structuring decisions.....	88
4.4.3	Process evaluation to guide implementation decisions.....	89
4.4.4	Product evaluation for recycling decisions.....	90

4.5	Sampling.....	90
4.5.1	Study population.....	90
4.5.2	Sampling strategy.....	91
4.5.3	Sample and sample size.....	92
4.5.4	Description of the sample.....	93
4.5.4.1	Chief Executive Officer of the Cape Higher Education Consortium.....	93
4.5.4.2	Deputy Vice-Chancellors.....	93
4.5.4.3	Deans of Health Science Faculties.....	93
4.5.4.4	Heads of Nursing Departments.....	93
4.5.4.5	Lecturers.....	94
4.5.4.6	Students from the four year levels of the programme.....	94
4.5.4.7	Document review.....	95
4.6	Data Collection methods.....	95
4.6.1	Semi structured in-depth interviews.....	96
4.6.1.1	Purpose of semi-structured in-depth interviews.....	96
4.6.1.2	Advantages of using semi-structured in-depth interviews.....	97
4.6.1.3	Challenges with the use of semi-structured in-depth interviews.....	98
4.6.2	Focus group interviews.....	100
4.6.2.1	Advantages of using focus group interviews.....	101
4.6.2.2	Disadvantages of focus group interviews.....	101
4.6.3	Record / documents review.....	102
4.6.3.1	Advantages of record / document reviews.....	102

4.6.3.2	Limitations of record / document reviews.....	104
4.7	Development of data collection instruments.....	105
4.7.1	Data collection instruments.....	106
4.7.1.1	Semi-structured in-depth interview schedules.....	106
4.7.1.1.1	Interview schedule for CEOs and DVCs (see appendix 1).....	106
4.7.1.1.2	Interview schedule for Deans (see appendix 2).....	106
4.7.1.1.3	Interview schedule for Heads of Departments (see appendix 3).....	107
4.7.1.1.4	Interview schedule for Lecturers (see appendix 4).....	107
4.7.1.2	Focus group interview schedules (see appendices 5 and 6).....	108
4.7.1.3	Record review.....	108
4.8	Data collection procedure.....	109
4.9	Data collection process.....	119
4.9.1	Semi-structured in-depth interviews.....	119
4.9.1.1	Semi-structured in-depth interviews with the CEOs and DVCs.....	120
4.9.1.2	Semi-structured in-depth interviews with the Deans.....	121
4.9.1.3	Semi-structured in-depth interviews with the Heads of Departments.....	121
4.9.1.4	Semi-structured in-depth interviews with the Lecturers.....	121
4.9.2	Focus Groups interviews with Students.....	122
4.9.3	Record / document review.....	122
4.10	Data analysis.....	123
4.10.1	The inductive approach to qualitative data analysis.....	124
4.10.2	The procedure of inductive analysis.....	125
4.11	Academic Rigor.....	127

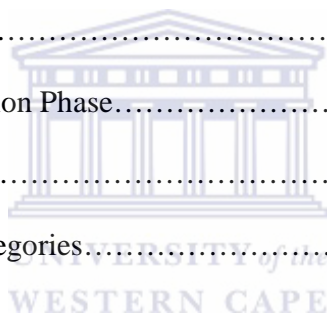
4.11.1	Validity.....	127
4.11.1.1	Internal content validity.....	127
4.11.1.2	Credibility.....	128
4.11.1.3	Triangulation.....	128
4.11.1.4	Confirmability.....	128
4.11.1.5	Transferability.....	129
4.11.1.6	Saturation.....	129
4.11.1.7	Reflexivity.....	129
4.11.2	Reliability.....	131
4.12	Research Ethics.....	131
4.12.1	Permission.....	131
4.12.2	Informed consent.....	132
4.12.3	Voluntary participation.....	132
4.12.4	Anonymity and confidentiality.....	133
4.13	Dissemination of results.....	133

CHAPTER 5

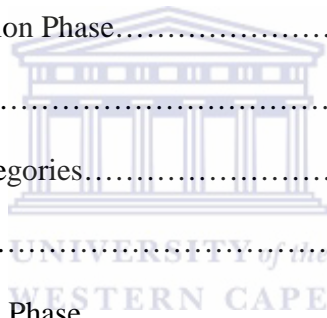
PRESENTATION OF RESULTS AND DISCUSSION

5.1	Introduction.....	134
5.2	Presentation of results.....	135
5.2.1	Results of interviews with CHEC CEOs and DVCs	135
5.2.1.1	Context Determination Phase	135
5.2.1.1.1	Generation of units.....	136

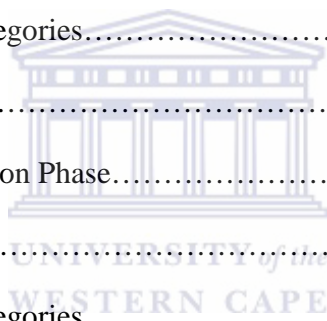
5.2.1.1.2	Development of categories.....	137
5.2.1.1.3	Emerging theme.....	137
5.2.1.2	Input Determination Phase.....	138
5.2.1.2.1	Generation of units.....	138
5.2.1.2.2	Development of categories.....	139
5.2.1.2.3	Emerging theme.....	139
5.2.1.3	Process Determination Phase.....	140
5.2.1.3.1	Generation of units.....	140
5.2.1.3.2	Development of categories.....	141
5.2.1.3.3	Emerging theme.....	141
5.2.1.4	Product Determination Phase.....	142
5.2.1.4.1	Generation of units.....	142
5.2.1.4.2	Development of categories.....	142
5.2.1.4.3	Emerging theme.....	142
5.2.2	Results of interviews with Deans.....	145
5.2.2.1	Context Determination Phase.....	145
5.2.2.1.1	Generation of units.....	145
5.2.2.1.2	Development of categories.....	146
5.2.2.1.3	Emerging theme.....	146
5.2.2.2	Input Determination Phase.....	146
5.2.2.2.1	Generation of units.....	146
5.2.2.2.2	Development of categories.....	147
5.2.2.2.3	Emerging theme.....	148



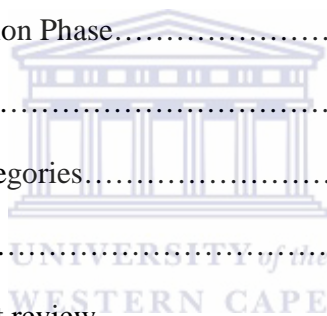
5.2.2.3	Process Determination Phase.....	148
5.2.2.3.1	Generation of units.....	148
5.2.2.3.2	Development of categories.....	149
5.2.2.3.3	Emerging theme.....	149
5.2.2.4	Product Determination Phase.....	149
5.2.2.4.1	Generation of unit.....	149
5.2.2.4.2	Development of categories.....	150
5.2.2.4.3	Emerging theme.....	151
5.2.3	Results of interviews with Heads of Departments.....	153
5.2.3.1	Context Determination Phase.....	153
5.2.3.1.1	Generation of units.....	153
5.2.3.1.2	Development of categories.....	154
5.2.3.1.3	Emerging theme.....	155
5.2.3.2	Input Determination Phase.....	155
5.2.3.2.1	Generation of units.....	155
5.2.3.2.2	Development of categories.....	156
5.2.3.2.3	Emerging theme.....	157
5.2.3.3	Process Determination Phase.....	157
5.2.3.3.1	Generation of units.....	157
5.2.3.3.2	Development of categories.....	158
5.2.3.3.3	Emerging theme.....	158
5.2.3.4	Product Determination Phase.....	159
5.2.3.4.1	Generation of unit.....	159



5.2.3.4.2	Development of categories.....	160
5.2.3.4.3	Emerging theme.....	160
5.2.4	Results of interviews with Lecturers.....	163
5.2.4.1	Context Determination Phase.....	163
5.2.4.1.1	Generation of units.....	163
5.2.4.1.2	Development of categories.....	165
5.2.4.1.3	Emerging theme.....	165
5.2.4.2	Input Determination Phase.....	165
5.2.4.2.1	Generation of units.....	166
5.2.4.2.2	Development of categories.....	167
5.2.4.2.3	Emerging theme.....	167
5.2.4.3	Process Determination Phase.....	168
5.2.4.3.1	Generation of units.....	168
5.2.4.3.2	Development of categories.....	170
5.2.4.3.3	Emerging theme.....	170
5.2.4.4	Product Determination Phase.....	171
5.2.4.4.1	Generation of units.....	171
5.2.4.4.2	Development of categories.....	172
5.2.4.4.3	Emerging theme.....	172
5.2.5	Results of focus group discussions with students.....	177
5.2.5.1	Context Determination Phase.....	177
5.2.5.1.1	Generation of units.....	177
5.2.5.1.2	Development of categories.....	179



5.2.5.1.3	Emerging theme.....	179
5.2.5.2	Input Determination Phase.....	180
5.2.5.2.1	Generation of units.....	180
5.2.5.2.2	Development of categories.....	181
5.2.5.2.3	Emerging theme.....	181
5.2.5.3	Process Determination Phase.....	181
5.2.5.3.1	Generation of units.....	181
5.2.5.3.2	Development of categories.....	184
5.2.5.3.3	Emerging theme.....	185
5.2.5.4	Product Determination Phase.....	185
5.2.5.4.1	Generation of units.....	185
5.2.5.4.2	Development of categories.....	186
5.2.5.4.3	Emerging theme.....	186
5.2.6	Results of document review.....	191
5.2.6.1	Context Determination Phase.....	192
5.2.6.2	Input Determination Phase.....	192
5.2.6.2.1	Generation of units.....	196
5.2.6.2.2	Development of categories.....	197
5.2.6.2.3	Emerging theme.....	197
5.2.6.3	Process Determination Phase.....	197
5.2.6.3.1	Generation of units.....	198
5.2.6.3.2	Development of categories.....	198
5.2.6.3.3	Emerging theme.....	199



5.2.6.4	Product Determination Phase.....	199
5.2.6.4.1	Generation of units.....	199
5.2.6.4.2	Development of categories.....	200
5.2.6.4.3	Emerging theme.....	200
5.3	Discussion of findings.....	208
5.3.1	Context Evaluation.....	208
5.3.1.1	Discussion of the Context Evaluation.....	210
5.3.1.1.1	Environment’s readiness for collaboration on a Common Teaching Platform.....	211
5.3.1.1.2	Response to shortage of nurses in the province as rationale for change.....	216
5.3.1.1.3	The approach to managing change.....	217
5.3.1.1.4	Transformation of nursing education in the Western Cape.....	220
5.3.1.1.5	Summary.....	222
5.3.2	Input Evaluation.....	223
5.3.2.1	Discussion of the Input Evaluation.....	224
5.3.2.1.1	Resource planning.....	224
5.3.2.1.2	The MoU as a guiding framework for implementation of the CTP.....	227
5.3.2.1.3	Lack of staff and student orientation.....	230
5.3.2.1.4	A top down approach excluded important stakeholders.....	233
5.3.2.1.5	Summary.....	238

5.3.3	Process Evaluation.....	239
5.3.3.1	Discussion of the Process Evaluation.....	240
5.3.3.1.1	Poor communication and functioning of committees.....	241
5.3.3.1.2	Usefulness of the MoU as a guideline for implementation of the CTP.....	244
5.3.3.1.3	Lack of commitment to regional collaboration.....	246
5.3.3.1.4	The impact of inadequate resource planning.....	250
5.3.3.1.5	Challenges experienced with the delivery of the curriculum.....	253
5.3.3.1.6	A top down approach to the implementation of the CTP.....	259
5.3.3.1.7	Summary.....	260
5.3.4	Product Evaluation.....	261
5.3.4.1	Discussion of the Product Evaluation.....	262
5.3.4.1.1	The goals of the Common Teaching Platform were not met.....	262
5.3.4.1.2	Cost effectiveness of the Common Teaching Platform.....	265
5.3.4.1.3	Student throughput rates.....	266
5.3.4.1.4	Staff and student complaints.....	267
5.3.4.1.5	Summary.....	268

CHAPTER 6

RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

6.1	Introduction.....	269
6.2	Summary of findings and recommendations.....	269
6.2.1	Context Evaluation.....	269
6.2.1.1	Summary of findings of the context evaluation.....	269

6.2.1.2	Recommendations.....	270
6.2.1.2.1	CHEC facilitated training sessions for members of governance committees....	270
6.2.1.2.2	The Nurse Educator’s role.....	270
6.2.2	Input Evaluation.....	271
6.2.2.1	Summary of findings of the input evaluation.....	271
6.2.2.2	Recommendations.....	272
6.2.2.2.1	Strengthen relationships with the Department of Health and SANC.....	272
6.2.2.2.2	Facilitate a workshop to review the MoU.....	273
6.2.2.2.3	Conduct orientation workshops.....	273
6.2.2.2.4	Re-establish the cost of undergraduate nursing education.....	274
6.2.3	Process Evaluation.....	274
6.2.3.1	Summary of findings of the process evaluation.....	274
6.2.3.2	Recommendations.....	275
6.2.3.2.1	Improve staff and student access to resources across the Common Teaching Platform.....	275
6.2.3.2.2	Conduct clinical placement workshops.....	275
6.2.3.2.3	Conduct curriculum review workshops.....	276
6.2.3.2.4	Facilitate teaching, learning and assessment workshops.....	276
6.2.4	Product Evaluation.....	277
6.2.4.1	Summary of findings of the product evaluation.....	277
6.2.4.2	Recommendations.....	278
6.2.4.2.1	Finalisation of nursing qualifications and nurse categories.....	278
6.2.4.2.2	Responding to the nurse shortage.....	278

6.3	Framework for effective collaboration.....	280
6.3.1	Development of the Framework for effective collaboration.....	280
6.3.2	Collaboration defined.....	281
6.3.2.1	Regional collaborations in the South African context	281
6.3.2.2	The intended purpose of regional collaboration in South Africa.....	281
6.3.3	Basic assumptions of effective collaboration.....	282
6.3.3.1	The purpose of the conceptual framework for effective regional collaboration.....	282
6.3.3.2	Constructs.....	288
6.3.4	Summary	289
6.4	Limitations of the study.....	292
6.5	Conclusion.....	293
7	References.....	295



LIST OF ABBREVIATIONS

<u>ABBREVIATION</u>	<u>MEANING</u>
B Cur	Baccalaureus Curationis (Degree)
CEO	Chief Executive Officer
CHEC	Cape Higher Education Consortium
CIPP	Context, Input, Process and Product (Stufflebeam's model)
CPUT	Cape Peninsula University of Technology
CTP	Common Teaching Platform
DoE	Department of Education
DVC	Deputy Vice-Chancellor
FCHS	Faculty of Community and Health Science
HEI	Higher Education Institution
HOD	Head of Department
MoU	Memorandum of Understanding
NAB	Nursing Academic Board
NTT	Nursing Task Team
PGWC	Provincial Government of the Western Cape
SA	South Africa
SANC	South African Nursing Council
SAQA	South African Qualifications Authority
SoN	School of Nursing
UCT	University of Cape Town
US	University of Stellenbosch
UWC	University of the Western Cape

LIST OF FIGURES	PAGE
Figure 1: Diagrammatic representation of Stufflebeam's CIPP model	76
Figure 2: The coding process in inductive analysis	127
Figure 3: Summary of the results from CHEC CEOs and DVCs	143
Figure 4: Summary of the results from Deans	151
Figure 5: Summary of the results from Heads of Departments	160
Figure 6: Summary of the results from Lecturers	173
Figure 7: Summary of the results from Students	187
Figure 8: Summary of the results from the document review	201
Figure 9: Themes: Context Evaluation	209
Figure 10: Cross referencing and integration of context themes	210
Figure 11: Themes: Input Evaluation	223
Figure 12: Cross referencing and integration of input themes	224
Figure 13: Themes: Process Evaluation	239
Figure 14: Cross referencing and integration of process themes	240
Figure 15: Themes: Product Evaluation	261
Figure 16: Cross referencing and integration of product themes	262
Figure 17: Framework for effective collaboration	290
Figure 18: Application of framework for effective collaboration	291

LIST OF TABLES

Table 1: Participants per institution	92
Table 2: Students participating in focus groups	92
Table 3: Framework for data collection and data analysis based on the CIPP model: CEOs, DVCs, Deans, HODs, Lecturers and Students as sources of data	110
Table 4: Framework for data collection and data analysis based on the	

LIST OF APPENDICES

- Appendix 1: Interview schedule CEOs CHEC / Deputy Vice Chancellors
- Appendix 2: Interview schedule Deans of Health Science Faculties
- Appendix 3: Interview schedule Head of Nursing School
- Appendix 4: Interview schedule Lecturer
- Appendix 5: Focus group schedule students
- Appendix 6: Focus group schedule pipeline students
- Appendix 7: Document review checklist
- Appendix 8: Ethical clearance and project registration
- Appendix 9: Permission to conduct research
- Appendix 10: Participant information sheet
- Appendix 11: Participant consent form
- Appendix 12: Research Assistant confidentiality contract
- Appendix 13: CHEC nursing project structure
- Appendix 14: High level conceptual design of the Affordability Model (1/2)
- Appendix 15: High level conceptual design of the Affordability Model (2/2)
- Appendix 16: Basis for calculation and allocation of student transport costs
- Appendix 17: Organogram of the Nursing Governance and Management of the CTP

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

In order to contextualize and understand the current changes in nursing education, effected through the restructuring and transformation of the higher education sector of South Africa (SA), it is imperative to reflect on numerous historical events which were responsible for the positioning of nursing education before transformation.

A synopsis of South Africa's political and economic landscape, population health status and health care delivery system, the development of the nursing profession and nursing education, and the transformation of the higher education sector provides the backdrop and gives significance to the current study.



1.1.1 History of the health status of South Africans

The political ethos of South Africa has been shaped by racism and segregation. The official policy of apartheid began when the South African National Party won the 1948 General Election (Brown, 2004).

Apartheid resulted in widespread inequity between the health status of the rich and the poor. Blacks, according to Van Rensburg et al. (1982) in Mashaba (1995), were the population group hardest hit by health problems and it manifested in the disease profile of developing agrarian societies because of their agrarian lifestyle. Health cannot be divorced from other aspects of social life because of its inextricable association with conflicts in political, social and economic policies of the country. An increase in the wealth of a country, on the other hand, does not

necessarily mean an improvement in the health of its population unless it is properly distributed and used (McIntyre & Mooney, 2007). The health status of people of high and low socio-economic standing was relatively proportional to the loss of life due to poor health and preventable diseases. Health policies adopted by the government of the time influenced the allocation of health resources including manpower, the type and quality of health care delivery and the method of payment for health care, to the advantage of the white population (Mellish & Paton, 2003). In earlier years there were hospitals for blacks and hospitals for whites and later a single hospital with reserved sections for whites only. Blacks nursed black patients and whites nursed white patients.

1.1.2 The development of nursing and nursing education in South Africa

To understand the segregated health care delivery system described above, it is important to trace the history of nursing and nursing education in South Africa.

The development of nursing in South Africa began in response to the human need for care resulting from disease and injury. Nursing, which is recognized as a subsystem of the larger South African society, has evolved in response to changes in society and the health care needs of the population. Nurses are known to interrelate with, and co-ordinate care between all health personnel into a meaningful whole. Today, nursing services form a large part of the health care services.

Prior to the 1994 democratic elections in South Africa the development of nursing in the different racial groups followed dissimilar patterns. It is apparent that the history of the development of nursing education in South Africa is also closely linked to the history of the country as a whole (Mellish & Paton, 2003; Mellish, Brink & Paton, 2004). White nurses were

leaders and forerunners in the development of nursing and nursing education before black nurses made their mark in the profession.

The beginning of formal nursing instruction by Professor May, in Germany, can be traced back 50 years prior to Florence Nightingale, the pioneer of “modern nursing education”, who developed the first planned nursing education programme at St Thomas Hospital in London in 1860. There were numerous hospitals in South Africa at the time that the first nursing school was opened at St Thomas Hospital. Nursing education in South Africa formally began when Sister Henrietta Stockdale started a training programme, based on Florence Nightingale’s principles, in 1877 at the Carnarvon Hospital in Kimberley. This was a one-year course. In 1883 Sister Henrietta Stockdale instituted the first training course for general nurses in South Africa and in 1886 she assisted Sister Mary Agatha to start nurse training at the Somerset Hospital in Cape Town (Mellish & Paton, 2003; Mellish, Brink & Paton, 2004).

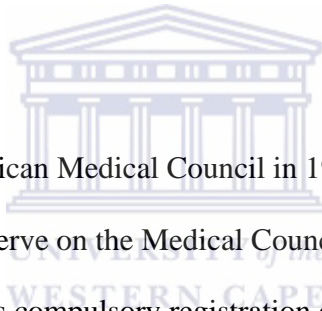
Nurse training was conducted at 18 hospitals in South Africa by the end of the 19th century, in association with at least one of the nurses trained at the Carnarvon Hospital in Kimberley.

However, the first formal training college in South Africa was established at the Johannesburg General Hospital in 1945. In 1908, Cecilia Makiwane was the first black woman in South Africa to be registered as a professional nurse (Mellish & Paton, 2003; Mellish, Brink & Paton, 2004).

The training of black nurses in sufficient numbers to make a meaningful contribution to nursing only gained impetus after the Second World War in 1945 (Mellish, 1984).

1.1.2.1 State registration and the establishment of the South African Nursing Association and the South African Nursing Council

Through the efforts of Sister Henrietta Stockdale and with the support of the medical profession, South Africa became the first country in the world to grant state registration to trained nurses (Mellish & Paton, 2003; Mellish, Brink & Paton, 2004). The Medical and Pharmacy Act 34 of 1891 made provision for the licensing and registration of amongst others, doctors, dentists, pharmacists, midwives and nurses (Mellish, 1984). A medical practitioner, Dr John Tremble, recognized the need for the formation of a professional nurses association. This led to the establishment of the Trained Nurses Association in 1914 which facilitated positive strides in nursing in the country.



The establishment of the South African Medical Council in 1928 placed nursing on a national level. Two nurses were elected to serve on the Medical Council. The Trained Nurses Association however continued to work towards compulsory registration of nurses, which at first was voluntary but became compulsory in 1944. The Trained Nurses Association proposed a Nursing Bill to govern the nursing profession which became a public bill in 1943, later taken over by the government (Mellish, 1984). This culminated in the passing of the Nursing Act, Act 45 of 1944, which placed the control of nursing and midwifery into the hands of the nursing profession rather than the medical profession. The South African Trained Nurses Association then became the South African Nurses Association (SANA), and the South African Nursing Council (SANC), a statutory body, was also formed.

The Nursing Act has since been amended by the Nursing Act 31 of 1970, the Nursing Act 50 of 1978 and the Nursing Act 33 of 2005.

The South African government, through the Nursing Act No. 50 of 1978 as amended, assigns the responsibility of the promotion and maintenance of nursing education to the South African Nursing Council (SANC). In South Africa there are various educational institutions which are recognized for their role in the development and implementation of programmes offered for nurses. SANC is responsible for monitoring the nursing education process as it occurs in such institutions (Mekwa, 2001).

University education for nurses began with a diploma in nursing courses at the University of Witwatersrand and the University of Cape Town in 1937. In 1955 the University of Pretoria introduced the BA Nursing course. University training specifically for black nurse educators was started in 1956, at the University of Natal. The Post-Registration Baccalaureate Degree for registered nurses to obtain a qualification in nursing education, nursing administration and community nursing science was introduced at the University of Pretoria in 1969. The University of the North introduced a post registration degree for black nurses in 1971. The first Masters Degree Programme started in 1967 at the University of Pretoria.

In 1975 the University of South Africa (UNISA) established a Department of Nursing Science, a milestone which enabled blacks to study through distance learning (Mellish & Paton, 2003; Mellish, Brink & Paton, 2004).

Progress in the qualification of nurses in SA at degree level was slow. There is, however, evidence in history from the 1960's of the success of nurses who obtained a doctorate degree and who held professorial posts. Charlotte Searle was the first nurse in South Africa to obtain a doctorate in sociology in 1964 and became the first professor in nursing science in SA. Joyce Mellish obtained the first doctorate in nursing science in SA in 1976, with Professor Searle as

her promoter. In 1985 Philda Nzimande was the first black nurse to obtain a doctorate in SA and was followed by Themba Grace Mashaba. The doctorates were both completed through UNISA with Professor Searle as promoter. Nzimande and Mashaba became the first two black nurses to be promoted to professorships in SA (Mellish & Brink, 2004).

1.1.2.2 The location of nursing education within the education system

Since the beginning of nursing education, and until recently, there have been ongoing debates about where nursing education should be located within the SA education system. Nursing education is expensive due to the clinical nature of its programmes and the need for clinical supervisors / instructors at a reasonable ratio to student numbers.

As discussed earlier, nursing education began in hospitals because there were no educational institutions for vocational education for women until the first nursing college was established. Doctors and nurses who trained under the hospital system opposed the implementation of university education for nurses. It was recognized that changing the status quo would result in a marked increase in the cost of nurse training and result in a negative impact on the cost of health services. The status of the doctor would also be challenged by this different “breed” of nurse who until then was subordinate to and dependant on the doctor (Searle, 1988). Nurses who trained at hospitals understood the hospital bureaucracy and were seen to be more technically skilled, which limited problems for the hospital management. Their training, however, was limited to the biomedical model. Nurses from this system were ambivalent about having to work and having to learn. This was another contentious issue between the nursing service administration and the department for nursing education, which was subordinate to the nursing service administration.

In contrast to the hospital-trained nurse, the university graduate was recognized to be more holistically trained with a high degree of professional development (Searle, 1988).

The guide for the development of nursing curricula for a uniform three year course - prepared in 1919 by the Committee on Education of the National League of Nursing Education - stipulated the programme content, admission requirements, student-to-patient ratios, the qualifications of nurse educators, the standards and methods of teaching and the options for the affiliation of nursing schools with universities (Searle, 1988). This guide was not very different from the prescripts for the training of nurses towards registration in SA. The “Curriculum Guide for Schools of Nursing” distributed by the International Council of Nurses in 1937 highlighted the need for nursing education to be funded separately from hospitals. It also highlighted that nursing schools should control their own policies (Searle, 1988). In 1937 the South African Medical Council increased the training period for nurses towards registration from three years to three and a half years and four and a half years respectively. The examination took place at the end of the third and fourth years and the last months of each programme was devoted to practical training. The rationale was to provide the student nurse with a sound theoretical base as foundation for the practical work. Up to this point in time, students were exhausted from working in the hospital while theoretical instruction did not receive the attention it deserved. Furthermore, the idea was to create a more or less uniform system of training (Searle, 1980). The South African Nursing Council submitted a memorandum to the Provincial Administration protesting against the unsatisfactory apprenticeship system of training, where student nurses were part of the workforce, which compromised the students’ learning needs.

The existing four-year comprehensive nursing programme was established under the provisions of the SANC Regulation R425 of February 22, 1985. A student successfully completing this

programme qualifies in the following disciplines: general nursing, psychiatric nursing, community nursing and midwifery. The rationale for the development of this programme was to allow the qualifying nurse to be a generalist who could function in all four of the aforementioned disciplines (Mekwa, 2001).

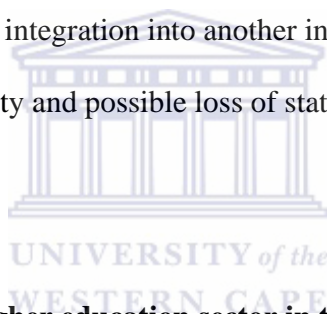
1.1.2.3 The move of nursing education into the higher education sector

In the early 1950's Bridgman proposed that nurses should be trained at universities together with students from other disciplines. After years of negotiation and struggle since 1896 by Sr Hendriette Stockdale to get nursing education into the mainstream of general education, the De Lange Commission in the early 1980s described formal education as that which takes place in recognized educational institutions such as schools, colleges, technikons and universities (Mashaba, 1995). This paved the way for nursing education to move to post-secondary education including colleges of nursing and universities (Mashaba, 1995).

The Higher Education Act 101 of 1997 makes provision for nursing education to qualify as higher or tertiary education. Tertiary education institutions approved by the Minister of Education in SA include: universities, technikons, teacher training colleges and nursing colleges. This means that these institutions offer programmes leading to qualifications higher than secondary education or grade 12. The move of nursing education from the Department of Health to the Department of Education is one of the most significant acts of transformation within nursing education in SA. Currently, the South African Nursing Council stipulates that colleges be affiliated to universities. One such case in the Western Cape is the affiliation of the Western Cape College of Nursing with the three universities in the region, viz. the universities of the Western Cape, Stellenbosch and Cape Town. Another example is the affiliation of the KwaZulu

–Natal College of Nursing with the University of KwaZulu Natal and the University of Zululand. According to SANC, the affiliation of the college must be with a university which has a department or sub-department of nursing or an affiliation where a nursing college has entered into a co-operation agreement with a university which has a department or sub-department of nursing.

The Department of Education appointed the Reddy Task Team to consult with nursing colleges to assist them in making informed decisions about where the college training of nurses should be located. The three options were: to be autonomous, to integrate into universities or to integrate into a technikon. The possibility of integration into another institution raised concerns around the autonomy of the college, job security and possible loss of status to those in the university or technikon (Mekwa, 2001).



1.1.3 Nursing education in the higher education sector in the Western Cape

As discussed earlier, the structure and delivery of nursing education in the Western Cape and the rest of South Africa prior to 1994 evinced the fragmented history of South Africa. It resulted in separate nursing colleges and nursing schools, structured along racial lines with inequitable distribution of resources. It also resulted in the duplication of nursing programmes within the province. The Western Cape had a shortfall of approximately one thousand nurses of all categories in the health care sector since the late 1990s. This placed a demand on education institutions to increase the number of nurses being trained for the province to realize the 2010 Health Care Plan (CHEC MoU, 2004). To this end, the Provincial Government of the Western Cape made bursaries available for undergraduate nurse training since 2002.

Before the implementation of the Common Teaching Platform, the University of the Western Cape registered more undergraduate nursing students into their programme, despite limited resources, than the University of Stellenbosch. The undergraduate enrolment targets for 2004, the year before the implementation of the Common Teaching Platform, were set at 100 first year students for the University of Stellenbosch and 300 first-year students for UWC (CHEC, 2003). The University of Cape Town was in the process of reviving their undergraduate programme which had not been offered for the past few years.

1.1.4 The impact of transformation in higher education on nursing education in the Western Cape

Attempts to retrace and reconstruct the impact of policy which culminated in the transformation of higher education will be dealt with in more detail in chapter two of this study.

Despite a concerted effort to unify the education system into a more efficient and effective one, after more than a decade of democracy, South Africa is still plagued with severe socio-political and economic challenges which impact the education sector.

Jansen (2003) puts forward the following transitional conditions faced by higher education at the end of the apartheid period:

- The higher education system was divided by racial inequities where institutions carried with them remnants of their separate histories: black and white.
- Black universities experienced student and staff conflicts and violence related to financial difficulties and the style of management of the institution.
- Institutions experienced a dramatic decline in student enrolments which was devastating for struggling universities. The few good black students went to urban

white universities leaving the black universities having to accept under-prepared students.

- Black universities were situated in impoverished rural areas with little economic infrastructure for local development and the expansion of the institution.

In the Western Cape alone there are three universities within a radius of 50 km of each other offering similar graduate nursing programmes. Their differences, however, were in terms of how well they were resourced, their language of instruction and the students they admitted to their programmes, in terms of race and their level of preparation for tertiary education. The University of Cape Town (UCT) was a historically white English-medium university, the University of Stellenbosch (US) a historically white Afrikaans-medium university and the University of the Western Cape (UWC) a historically black university where the language of tuition was English. This trend was also evident in the divisions between nursing colleges in the Western Cape before their merger into one Western Cape College of Nursing in the 90s, as well as Cape Technikon and Peninsula Technikon which offered post-basic courses.

The main campuses of the Universities of Stellenbosch and Cape Town, both traditionally white universities, were established in traditionally white “upper class” areas and the University of the Western Cape, referred to in the past as a “Bush university”, is situated in a historically coloured area. The three universities were differently resourced and funded. This was partly due to the fact that the two aforementioned universities boasted medical faculties not found at the University of the Western Cape.

The three universities drew students from different racial groups as is reflected in their student profiles. There was little and sometimes no evidence of white students in the pool of selected students at the University of the Western Cape, since white students chose to register at either the

universities of Stellenbosch or Cape Town. The better prepared non-white students also did not register at the University of the Western Cape. Besides race and the student's suitability for tertiary education, the three universities had different entrance criteria and their fee structures were different. These factors further determined which students went to which university. UWC catered for the historically disadvantaged communities as is reflected in its mission statement.

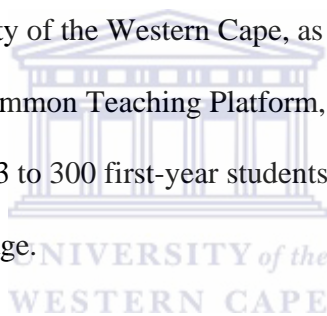
Nurse training, within the context of transformation in the higher education sector, was identified as a priority for academic programme collaboration in the country in general and the Western Cape in particular. The Minister of Education at the time, Kader Asmal, announced in December 2002 that based on the restructuring plans, with effect from 2005, the University of the Western Cape and the new institution, Cape Peninsula University of Technology (CPUT), resulting from the merger of the Cape and Peninsula Technikons, would be the only enrolling institutions for undergraduate nursing education in the Western Cape. This meant that both the universities of Cape Town and Stellenbosch would no longer enrol undergraduate nurses but contribute through combining their strengths, in a collaborative way with UWC, to train nurses in the region (Department of Education, 2002).

1.1.4.1 The establishment of the Common Teaching Platform

Further developments to the Minister of Education's proposal for undergraduate nursing in the Western Cape were proposed by the Cape Higher Education Consortium (CHEC), which represents the five higher education institutions in the Western Cape: The University of Cape Town, University of Stellenbosch, and University of the Western Cape, Cape Technikon and Peninsula Technikon. CHEC argued that the need for qualified nurses in the region required the

input of all its member institutions (CHEC MoU, 2004). CHEC envisaged that an integrated undergraduate nursing platform, later referred to as the Common Teaching Platform (CTP), would benefit from the combined institutional strengths of all participating institutions, in terms of expertise and resources, to produce the required number of appropriately qualified and registered nurses.

CHEC submitted a proposal to the Minister of Education in October 2003 to construct a regional platform for undergraduate nursing education. The Minister of Education accepted the proposal of the model, whereupon a Memorandum of Understanding (MoU) was drawn up. This (the MoU) is the binding agreement regarding specific collaborative initiatives between the parties (CHEC MoU, 2004). The University of the Western Cape, as a “trial run” to the registering of a large number of students on the Common Teaching Platform, increased their intake of students from 150 first-year students in 2003 to 300 first-year students in 2004. The programme was managed solely by UWC at this stage.

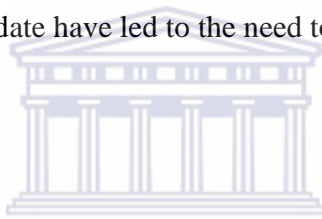


The Common Teaching Platform for undergraduate nurses in the Western Cape was then established in 2005. The first cohort of 300 first year students who registered on the Common Teaching Platform in 2005 completed their degree at the end of 2008. According to agreements between the participating institutions, the first year is managed by UWC only. This means that the universities of Stellenbosch and Cape Town effectively commenced with participation on the Common Teaching Platform in 2006 at the second-year level of the programme.

CPUTs position on the CTP was unclear to the governance and management structures of the CTP. National higher education policy makes provision for the incorporation of nursing colleges such as the Western Cape College of Nursing (WCCN) into higher education. With the

restructuring of the higher education sector, the Provincial Government (PGWC) of the Western Cape requested CPUT to become the administrators of WCCN. This resulted in debates regarding the process which needed to be followed towards realizing the request of the PGWC since WCCN was established in terms of a Memorandum of Agreement (MOA) signed with the PGWC, UWC, US and UCT in 1999. In this MOA, SANC approved the three HEIs as the moderators of WCCN for quality assurance of WCCN programmes. Contensions arose regarding the legality of the signing of a new agreement between PGWC and CPUT - while the previous MOA was not terminated. While this debate ensued, CPUT remained a silent non-participating partner on the CTP.

The experiences and challenges to date have led to the need to evaluate the effectiveness of the Common Teaching Platform.



The following imperatives led to the establishment of the Common Teaching Platform:

- National transformation of higher education which led to mergers and collaborations
- The Minister of Education's decision that UWC and CTP would be the two enrolling institutions for undergraduate nursing in the Western Cape.
- CHEC's counterproposal to the Minister of Education's decision for regional collaboration between higher education institutions on a Common Teaching Platform for undergraduate nursing education in the region.
- The commitment of the Provincial Government of the Western Cape (PGWC) to offer bursaries for the training of nurses to address the shortage of nurses in the region.

1.2 PROBLEM STATEMENT

- The MoU, which was accepted by all participating institutions as the guiding framework for the implementation of the Common Teaching Platform, was implemented in draft form and was continuously being amended before it was finalised in 2006.
- There were differing interpretations of the MoU which led to opposing views on how the Common Teaching Platform should have been implemented. Due to the differing views numerous problems were experienced by all partners. Many of these problems persisted over the years and the need to evaluate the Common Teaching Platform became unavoidable.
- The evaluation was also due because the regional collaboration on the Common Teaching Platform had been implemented for the past 5 years. It was important to establish whether the regional collaboration on the Common Teaching Platform was effective.

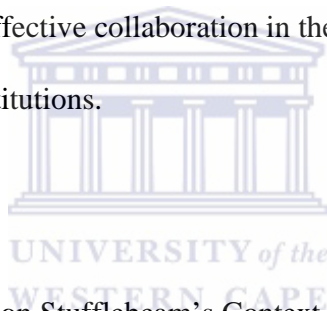
Since the Cape Peninsula University of Technology withdrew from the Common Teaching Platform they have been excluded from the study. The study therefore focuses on the collaboration between the three universities viz. UWC, University of Stellenbosch and the University of Cape Town.

1.3 AIM

To evaluate the effectiveness of the regional collaboration on the Common Teaching Platform for undergraduate nursing in the Western Cape.

1.4 OBJECTIVES

- 1.4.1 Determine the national context for restructuring nursing education in general, and the establishment of the Common Teaching Platform in particular.
- 1.4.2 To determine resource planning and the effectiveness of the MoU in informing structuring decisions for the implementation of the Common Teaching Platform.
- 1.4.3 Evaluate the process of collaboration which assists with implementation decisions in terms of modifying or improving the collaboration.
- 1.4.4 Determine whether the goals of the regional collaboration on the Common Teaching Platform have been met, which serves as recycling decisions.
- 1.4.5 Develop a framework for effective collaboration in the delivery of nursing programmes across higher education institutions.



1.5 RESEARCH QUESTIONS

The research questions were based on Stufflebeam's Context, Input, Process, Product model and the research objectives. The following were the broad research questions:

- 1.5.1 What was the context for the implementation of the Common Teaching Platform for undergraduate nursing in the Western Cape?
- 1.5.2 What structures were in place to assist with the planning of the collaboration on the Common Teaching Platform?
- 1.5.3 What guidelines were used during the implementation of the Common Teaching Platform? Were these guidelines useful?
- 1.5.4 Were the goals of the regional collaboration on the Common Teaching Platform met?

1.6 SIGNIFICANCE OF THE STUDY

There have been many efforts to evaluate nursing education systems, programmes and courses in general. However, no evaluations have been conducted of cross-institutional collaborations in nursing programmes in South Africa such as the Common Teaching Platform for undergraduate nursing in the Western Cape because this is the first of its kind.

Evaluation of the regional collaboration for the implementation of a Common Teaching Platform for undergraduate nursing in the Western Cape is crucial since:

- 1.6.1 The evaluation of this type of collaboration is the first of its kind in South Africa and the results will add value to the general body of knowledge regarding the experience of cross-institutional collaborations.
- 1.6.2 Since this is the first attempt at documenting the collaborative efforts on the Common Teaching Platform, solutions for identified problems can be sought collaboratively by stakeholders. The impact of contextual and input issues related to the establishment of the Common Teaching Platform can be revisited and where possible be reviewed.
- 1.6.3 It is expected that through the above process, collaboration between stakeholders will be enhanced and ownership of the programme by all stakeholders will be improved, since this study will provide information on how the three participating institutions contributed to the outcome of the collaboration.
- 1.6.4 Such an evaluation will enhance the credibility of the programme since the aim of the evaluation is to ultimately improve the Common Teaching Platform model. This will be done through the engagement of partners who will collectively use their expertise to seek solutions for problems identified by the study, thereby improving not only the quality but the credibility of the programme.

1.6.5 This study will help to determine the relevance of this form of cross-institutional collaboration, which may be used as a model by other provinces and countries in future. This would not necessarily be limited to collaborations in nursing programmes only.

1.7 CLARIFICATION OF CONCEPTS AND TERMS

The following terms or concepts are defined or clarified for use in this study:

i) B Cur Degree

The four-year undergraduate Baccalaureus Curationis Degree offered on the Common Teaching Platform.

ii) Common Teaching Platform

The collaboration between the University of the Western Cape, the University of Stellenbosch and the University of Cape Town for the delivery of the Baccalaureus Curationis Degree.

iii) Department / School / Division

The word department is used with reference to all three nursing units. The researcher however acknowledges that at the enrolling institution it is recognized as a School, at the University of Cape Town, a Division and at the University of Stellenbosch a Department.

iv) Document review and record review

The terms document review and record review are used interchangeably.

v) Higher education institution (HEI), institution and university

The words / abbreviation Higher education institution (HEI), institution and university are used interchangeably in either their singular or plural form.

vi) Enrolling institution

Enrolling institution refers to the University of the Western Cape.

vii) Offering institution

Offering institution refers to any of the three institutions in the CTP who offer modules on the B Cur programme.

viii) Participating institutions

Participating institutions refers to the three universities participating on the Common Teaching Platform viz. universities of the Western Cape, Cape Town and Stellenbosch.

ix) Partner institution

Partner institution refers to either the University of Stellenbosch or the University of Cape Town.

x) Pipeline students

Students who registered for the nursing programme prior to the commencement of the Common Teaching Platform and who had repeated their first year in 2005. This group of students was identified for their experience of both the “old” programme prior to 2005 as well as the Common Teaching Platform.

xi) Stakeholder

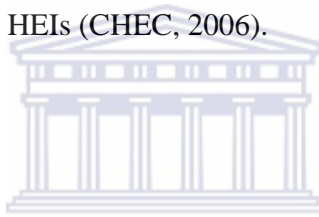
A stakeholder is any person or organization who participates on or who is affected by the Common Teaching Platform, including the three partner institutions, staff of the three partner institutions who are involved in the Common Teaching Platform, Department of Health, South African Nursing Council and the students.

xii) Format of the interview schedule for pipeline students

The sequence of the questions in the interview schedule for pipeline students (see appendix 6) is not reflected chronologically to ensure that similar questions for both pipeline students and students who registered for the first time on the CTP can be grouped and analyzed together under each component of the CIPP model.

xiii) Memorandum of Understanding (MoU)

In the context of the Common Teaching Platform the purpose of the Memorandum of Understanding was to set out an integrated framework to support the implementation of the CTP; draw together the findings and recommendations of planning process facilitated by CHEC and to provide substance and to serve as a basis of an MoU for the CTP in agreement with the member HEIs (CHEC, 2006).



1.8 OUTLINE OF THE THESIS

Chapter 1 provides the background to the study and sketches the context in which change in the higher education sector was implemented. It also highlights the study's significance and its aims and objectives.

Chapter 2 provides a discussion of the literature pertinent to the study.

Chapter 3 details the theoretical framework which forms the basis for the study.

Chapter 4 details the methodology used in the study.

Chapter 5 provides a detailed presentation and an in-depth discussion of the finding of the study.

Chapter 6 describes the limitations of the study and provides recommendations based on the findings of the study. The framework for effective collaboration is also presented in chapter 6.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The following chapter is a review of theoretical and empirical literature, conducted to provide a clear understanding of the nature of the problem and to give insight into the area of study.

According to Marshall & Rossman (1999:43) as cited in de Vos (2005:124), “A thoughtful discussion of related literature builds a logical framework for the research and sets it within a tradition of inquiry and a context of related studies”. For this purpose, searches were conducted using a variety of electronic databases. Journal articles and books were reviewed. Related government websites were searched for appropriate literature and policies around the topic.

The aim was to continually review a credible and relevant body of knowledge regarding the field of study, with specific focus on empirical and theoretical reviews which according to Mouton are criteria for a good literature review (Mouton, 2001).

The topics listed below are pertinent to the current study for the following reasons:

- *The history of the South African higher education system:* understanding the history of higher education in South Africa during the apartheid period and post apartheid provides a backdrop for understanding the national transformation and the restructuring of the higher education system.
- *National transformation and restructuring of the higher education system in South Africa:* a broad understanding of the national transformation agenda provides the background for understanding the need for transformation in nursing education.

- *International trends in collaborations and mergers in nursing programmes:* studies documenting experiences regarding collaborations and mergers provide lessons which could be used in understanding the collaboration on the Common Teaching Platform.
- *National trends in collaborations and mergers:* A study of these aspects puts into perspective the decision for regional collaboration on a Common Teaching Platform for undergraduate nursing in the Western Cape.
- *Managing Change:* because transformation by its very nature implies change, establishing a Common Teaching Platform through regional collaboration required an effective change management process to be in place.

2.2 THE HISTORY OF THE SOUTH AFRICAN HIGHER EDUCATION SYSTEM

The following section sketches the history of the South African higher education system during the apartheid and post-apartheid periods, prior to transformation and restructuring.



2.2.1 The South African higher education landscape prior to 1994

During the 1980's government departments were classified into "own affairs" and "general affairs". "Own affairs" was concerned with matters specific to Coloureds, Indians and Whites; "general affairs" cut across all racial groups. While education was governed by the department of "own affairs" for Coloureds (House of Representatives), Indians (House of Delegates) and Whites (House of Assembly), that of Blacks was governed by "general affairs" (Bunting, 2002). A conceptual framework for deep-rooted apartheid divisions in the education system of South Africa was thus created. This translated into the designation of higher education institutions for exclusive registration for each one of the four aforementioned racial groups. Legal constraints

were put into place by the ruling National Party, preventing institutions from registering students from another racial group without a permit from the Department of Education. Such permission was only granted if the programme, for which the students wished to study, was not offered at the institution designated for the racial group to which the student belonged (Bunting, 2002). During this period fraught with constraints, there were a total of nineteen (19) higher education institutions for the exclusive education and training of Whites, two (2) for Coloureds, two (2) for Indians and six (6) for Blacks - excluding those in the homelands: Transkei, Ciskei, Bophuthatswana and Venda (Bunting, 2002). A total of eight South African government departments consequently controlled education in what was called either historically White or historically Black institutions. The historically White universities were better resourced than the historically Black universities. This included the allocation of government funding, staffing, library resources, technological and other resources. White universities projected as ivory towers above historically Black universities, were regarded as institutions of better quality, higher social standing and elitism (Bunting, 2002).

A further distinction made by the National Party was the distinction between the business of universities and technikons. Universities were responsible for the development of knowledge through scholarly activities referred to as “science”. Technikons, on the other hand, were responsible for training in the application of knowledge referred to as “technology”. This meant that the one type of institution could not offer both science and technology (Bunting, 2002).

A further distinction between the higher education institutions was the medium of instruction - either Afrikaans, which was the language of most people in the government of the time, or English. Afrikaans-medium universities were managed by executives and councils who supported the apartheid government’s policies because it was essential for their survival in terms

of securing funding. Supporting the apartheid education policies stood them in good stead with the government of the time. The Afrikaans-medium universities were aware that the change of government in 1994 would impact on their source of funding from the government. English-medium universities were less apprehensive but were rather more confident about democratization of the country as they had built up relationships with international universities and secured funds from international donors rather than a dependency on the government coffers (Bunting, 2002). This however does not negate the fact that they were in fact socially privileged and not oppressed by the apartheid government.

2.2.1.1 Funding for higher education prior to 1994

The Council on Higher Education (2007) documents four funding formulae used for higher education between 1953 and 2003: Holloway Formula (1953); Van Wyk De Vries Formula (1977); SAPSE (South African Post-Secondary Education) Formula for Universities developed by the former Department of National Education (1984); and the Revised SAPSE Formula for Universities (1993). These funding formulae were each created on the basis of variables which the founders of the formula regarded as important in the calculation of funding for institutions. Odhav (2009) studied the significant historical precursors in terms of policy regarding access of disadvantaged students to higher education, the lack of the production of African graduates and the post-apartheid South African government's funding formula (SAPSE), which did not take into account the needs of historically disadvantaged institutions and their disadvantaged students. Odhav alludes to three types of funding used for resourcing higher education in South Africa: budgeted, full and formulae funding. Formulae funding was based on fulltime equivalent students (FTE's) and successfully qualifying students. Inherent in these formulae was a bias

towards natural sciences above human sciences and differing weightings to undergraduate and postgraduate studies. The negative impact on historically disadvantaged universities lies in the fact that existing inequalities in South Africa in general and education in particular, as already discussed, were not considered in adopting such funding formulae. Dissimilar opportunities for student access to higher education, student preparedness - which affects throughput and drop-out rates - as well as readiness and access to postgraduate studies, staffing and effective management, and functioning of institutions between historically Black and White universities were not factored into the formulae. There was an assumption that there was a levelling of the playing fields across universities, which in fact was not the case. Black students were encouraged to study in the domains of humanities and social sciences while the funding for students qualifying in the field of natural sciences was higher. Odhav (2009) ascribed this to the government's attempt to keep the Blacks under-skilled. Odhav's argument regarding the formula's lack of consideration of historically disadvantaged institutions and their disadvantaged students supports similar reasoning by Ilorah (2006), who studied the plight of historically disadvantaged universities over several decades of their existence. Ilorah argues that the government funding support was smallest for historically disadvantaged universities whose budgets were already adversely affected by enrolling the poorest students, compared to the funding support by government to the historically White universities that enrol the more affluent students. The poor financial state of historically Black universities makes it difficult to attract sufficiently well qualified lecturer staff, and adversely affected research and postgraduate output due to the lack of lecturer excellence and scholarship (Ilorah, 2006). This situation exacerbates the already difficult task that historically disadvantaged universities have in attracting the more prepared students for postgraduate studies.

Understanding the funding formulae used to fund higher education institutions provides additional context for understanding the disparities between the three institutions collaborating on the Common Teaching Platform. In addition to the challenges faced by the historically Black institutions, as referred to by Ilorah (2006) and Odhav (2009), the universities of Stellenbosch and Cape Town were recognized as elitist institutions, not only because they were historically White institutions, but also because they boasted medical faculties unlike the University of the Western Cape. This broadened the gap between these three institutions based on the funding they secured.

In line with the political climate of the country in 1994, historically Black and some historically White institutions were no longer accepting of the policies of the apartheid government which had led to many student protests during the 1980's. Student profiles of some historically White universities later changed as more Black students were enrolled in contradiction to the apartheid policy.

This situation was the driving force behind the need for the new democratic government to transform and reshape the South African higher education system into one which was more unified, effective and efficient and which responded to the changing needs of society post apartheid.

2.2.2 Developments in higher education post apartheid 1994 – 1999

Policy articulation and policy contestation regarding higher education in South Africa was highly debated during South Africa's transition from apartheid to democracy. Thereafter extensive policy development and implementation affecting higher education in South Africa was evident

during the post-apartheid period. Rigorous efforts were made by the newly elected government, led by the African National Congress, to unify and streamline the education system. Redress of inequities as discussed earlier, was high on the agenda of the government through the Department of Education. The highly contentious higher education policies of the apartheid government were abandoned and new policies, to ensure that the higher education system became more functional, relevant and responsive to societal needs, were adopted. This resulted, in many instances, in the loss of autonomy of some higher education institutions which resulted in an increase in public accountability.

In response to the many challenges facing the education system in South Africa, the National Commission on Higher Education (NCHE) conducted an investigation during 1995-1996 and proposed the formation of regional consortia. This was advocated by the South African Government. The NCHE report (1996:198) proposed that “non statutory regional structures should be established to consult a region on its planning needs, possible mergers, rationalisation, programme distribution, sharing of resources and the development of higher education institutions” (NCHE, 2006).

Since education in general, and higher education in particular plays a pivotal role in the socio-cultural and economic development of society, it is recognized in *The Education White Paper 3: A Programme for the Transformation of Higher Education*, released in July 1997, in support of the NCHE report, that South Africa’s transition from apartheid to democracy is not negotiable, it requires a review of practices, institutions and values in terms of their fitness for the new democratic era (Department of Education, 1997). The Minister furthermore recommended that the education system be transformed to redress the past inequities, be appropriate for the new social order, meet urgent national needs and respond to realities and opportunities within the new

democracy (Department of Education, 1997). The concept of equity included equity in student access to higher education and a positive outcome in their education and ensuring that the transformed South African education system is accessible, democratic, non-racial and non-sexist. The Minister proposed that the education system be governed and funded as a single national coordinated system to overcome fragmentation, inequality and inefficiency and become a system which contributes to building a better life for all citizens (Department of Education, 1997). An important task was to establish the optimal number and types of institutions necessary to meet the goals of the transformed education system. This meant that the mission, vision and goals of many institutions needed to be revisited, renewed and consolidated to establish the possibility of mergers, closures and the development of new institutional forms.

The Council on Higher Education (CHE), established in May 1998 in terms of the Higher Education Act 101 of 1997, more recently reviewed the institutional landscape of the higher education system. The responsibilities of the CHE were established by both the Higher Education Act and the Education White Paper 3. One responsibility was to provide strategic advice to the Minister of Education regarding the shape and size of the higher education system in South Africa (CHE Annual Report, 1999/2000). CHE advice was based on the principles of equity, democratization, development, quality, academic freedom, institutional autonomy, effectiveness and efficiency. These principles were in line with the national framework and plan. The educational landscape was crafted on the basis of a thorough assessment of the capabilities of each institution with regards to teaching, research and service. Reports of the mission, academic quality, track record, staffing, student enrolment, throughput, human and infrastructural resources, management and administrative systems, financial status, geographical location and

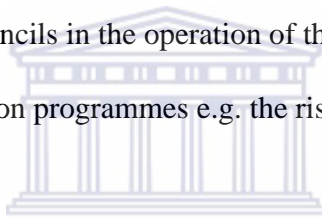
accessibility, student and staff demographic profile and community linkages were reviewed and informed the advice which CHE provided to the Minister (CHE Annual Report, 1999/2000).

2.3 NATIONAL TRANSFORMATION AND RESTRUCTURING OF THE HIGHER EDUCATION SYSTEM IN SA

The South African higher education system has undergone unprecedented transformation for more than a decade. The process of change and transformation of the higher education system in South Africa, post apartheid, evinces significant progress in the implementation of new policies. Jansen (2004), in Chrisholm (2004), proposes ten important but not exclusive areas in which higher education has changed:

- The size and shape of higher education, the nature of higher education providers and the models of delivery of higher education. This refers to restructuring of the higher education system and the reduction of the number of higher education institutions from 36 to 21, through mergers and collaborations. In some cases it meant the merger of historically Black with historically White universities. It also refers to the reconfiguration of the types of institutions which were formed through the mergers and collaborations, and includes the Universities of Technology and Comprehensive Universities.
- The meaning of autonomy and accountability. Referring to the higher education institutions, who rely heavily of government funding, who had to trade their autonomy. On the other hand, historically white universities who have a third stream income through, for example, international donor funds have maintained their autonomy. Public accountability as espoused by the government has become an essential feature.

- The character of student distribution and characteristics of higher education which was a result of the apartheid past and the control of students' access to historically white universities. This led to the need to ensure equal access and distribution of students irrespective of race, to all higher education institutions.
- The organization of university management and governance. Referring to the restructuring of the governance of universities to ensure public accountability through public representation at the level of university councils and the use of a managerial model in managing the business of the university.
- The role of student politics and organization which is evinced in the strong voice of Student Representative Councils in the operation of the university.
- The value of higher education programmes e.g. the rise of economic sciences and the decline in humanities.



A synopsis of the relevant policies and processes enacted by government to bring about transformation of the higher education system provides a backdrop to understanding the establishment of the Common Teaching Platform as a regional response to the policy imperative for undergraduate nursing in the Western Cape.

2.3.1 Implementation of higher education policies during 1999 – 2004

It was envisaged that restructuring of the higher education system would mean increased and broadened participation to overcome fragmentation, inequality and inefficiency reminiscent of the apartheid past. Equity must reflect at the level of students, staff and the distribution of South Africa's limited resources to all higher education institutions. The profile of students registered at higher education institutions must mirror the demography of the broader society in terms of race,

gender and disability. The staffing profile also required review in terms of race and gender equity. It was also hoped that restructuring through mergers, incorporations and collaborations would reduce the duplication and overlap of the delivery of programmes in the region and the underutilization of resources. According to the Council on Higher Education, South Africa did not have the human and financial resources to sustain the shape and size of the higher education sector in its old form. Sustainability of the higher education sector is possible through effective and efficient use of resources: human, financial, physical and infrastructural if shared amongst a reduced number of institutions (CHE, 2000). *The National Plan for Higher Education*, released in March 2001, provided a framework for the implementation of this vision for higher education and the programme for national transformation, as described in the *Education White Paper 3*.

2.3.1.1 The “Shape and Size” exercise

The National Plan for Higher Education in 2001 identified collaboration as part of restructuring and transformation of the higher education system in South Africa. One of the processes initiated by the ministry to achieve the goals of the National Plan for Higher Education was the establishment of the National Working Group (NWG) in March 2001. The NWG in collaboration with CHE was appointed to investigate and advise the Minister on possible options for providing higher education through new institutional and organizational forms within regions (Department of Education, 2002). The CHE was also tasked to investigate the feasibility of reducing the number of higher education institutions. The NWG submitted a report on the restructuring of the higher education system in South Africa in December 2001. Thereafter the CHE submitted a report highlighting their proposals to the Minister of Education in February 2002. The Minister then announced the proposed changes based on the proposals submitted by

the CHE which resulted in the reduction of the number higher education institutions from 36 to 21. The number of geographical sites and campuses were however not affected (Department of Education, 2002). Specific institutions in a number of provinces were targeted for mergers.

2.3.1.2 A new institutional landscape for higher education in South Africa

The higher education sector in South Africa, before the process of restructuring, comprised of 21 universities and 15 technikons, located in 7 of the 9 provinces. The Northern Cape and Mpumalanga had neither a university nor a technikon. The National Plan proposed the merger of institutions in an attempt to reduce the number of institutions while keeping the number of geographical sites and campuses (Department of Education, 2001).

The outcome of mergers and collaborations resulted in the reduction in the number of institutions as follows:

- Universities reduced from 21 to 11;
- Technikons reduced from 15 to 6;
- and the establishment of four (4) Comprehensive institutions formed through the merger of a university and technikon.

In the South African framework, mergers or incorporations were proposed within several provinces. These included amongst others, the incorporation of the South African College of Teacher Education (SACTE) into the University of South Africa (UNISA); the Johannesburg College of Education (JCE) into the University of the Witwatersrand (Wits); Giyani College of Education (GCE) into the University of Venda for Science and Technology (UNIVEN); the merger of ML Sultan (MLS) Technikon and the Technikon Natal (TN) to form the Durban

Institute of Technology (DIT); and the Faculties of Veterinary Science (FOVS) of the Medical University of South Africa (MEDUNSA) and the University of Pretoria (UP) (Jansen et al., 2002).

2.3.1.2.1 Restructuring forms

The decision for restructuring and the creation of new institutional and organizational forms was based on a variety of factors. The merger of historically Black and White universities was an attempt to overcome fragmentation and to rectify resource distribution. In other cases it was an attempt to broaden the scope of offerings within merged institutions. In others it was to streamline the governance, management and administration systems of institutions challenged in these areas. Given South Africa's limited resources it was also a means to ensure sustainability of the higher education system (Department of Education, 2001). According to the plan for the new institutional landscape, the Ministry advised that universities, technikons and comprehensive institutions would not be regarded as separate, disconnected sectors with mutually exclusive missions and programme offerings, but that the transformation process must ensure the slackening of boundaries between the three institutional types. This would facilitate a wider scope for collaboration based on common purpose and the mutual interests of institutions (Department of Education, 1997).

Collaborations and mergers are not synonymous concepts. The following section differentiates between the two concepts and uses concrete examples from the policy decisions around the transformation and restructuring of the higher education system to illustrate their application.

(i) Mergers

Mergers refer to joining, amalgamations, incorporations and combining of institutions in an attempt to reduce the number of institutions. As mentioned above, the purpose of merging historically Black with historically White universities for example, is viewed as an attempt to address racial fragmentation and inequities within the higher education system. A case in point in the Western Cape is the merger of the historically White Cape Technikon with the historically Black Peninsula Technikon to form the Cape Peninsula University of Technology.

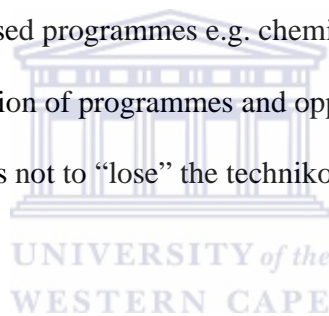
Jansen (2003) describes mergers within the transitional context using the contingency theory which explains merger outcomes as a product of the complex interplay between governmental macro-politics and institutional micro-politics. Jansen's motivation for proposing the use of this theory was based on his observation of mergers in higher education proceeding despite intense political resistance from constituencies compared to other state-mandated cases, where institutions decided not to merge or merged and then de-linked thereafter. Secondly the mergers unfolded completely differently from what was planned.

Planning and implementing mergers is not devoid of challenges. Jansen (2003) examined five merger cases in higher education in South Africa and found that these mergers were not welcomed and pursued in the same way by the institutions involved. He reported that in anticipation of the mergers and after initial implementation of the merger all levels of staff became deeply concerned about the possibility of job losses, their personal careers, the future of the institution, the loss of institutional autonomy and the possibility of affirmative action being applied to the filling of posts. This is an example of the psychological impact which change has on the human mind, as referred to by King Whitney Jnr as cited in Ringel (2001).

Mfusi (2004) also used five mergers as case studies to investigate what happens to curricula when institutions merge, and postulates that in the process of merging, the curriculum is treated as secondary to the financial and organizational changes which occur. According to Mfusi (2004) mergers are not done to resolve problems with curricula which are at the heart of the teaching and learning process.

(ii) Comprehensive institutions

Comprehensive institutions, referred to as universities, are formed through the merger of a university and technikon (Department of Education, 2002). The comprehensive institution allows for increased access to career-focused programmes e.g. chemical engineering, thereby allowing the student access to a wider selection of programmes and opportunities for research. The intention of this type of merger was not to “lose” the technikon within the university’s academic focus.



(iii) Collaborations

Collaboration implies a partnership or teamwork. This refers to institutions in a region which, while remaining separate, combine their expertise, efforts and infrastructural resources in the delivery of higher education programmes. The Minister of Education envisaged that collaboration in programme development, delivery and rationalisation would result in enhancing diversity in the provision of higher education programmes and reducing costs within the region. Furthermore, the collaborative use of academic expertise and human resources would strengthen programmes. Infrastructural collaborations between higher education institutions would contribute to the efficient use of facilities and resources for teaching, learning and research. Such transformation

should ensure the development of a coherent system and contribute to addressing the social, educational, economic and political challenges within the higher education system (Department of Education, 2001).

2.4 INTERNATIONAL EXPERIENCES OF COLLABORATION IN NURSING EDUCATION

Several collaborative efforts in nursing education at international institutions are documented. It is evident from literature that there are different models and approaches for collaboration depending on the underlying factors that elicit the need for collaboration. Collaboration efforts internationally are referred to as “consortia” or “partnerships” or “collaborative nursing programmes”.

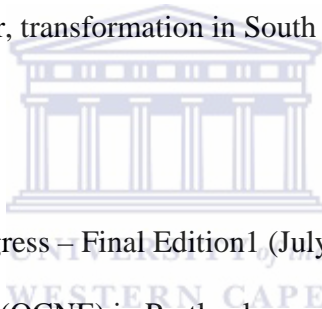
Partnerships in nursing programs abroad are not limited to collaboration between universities only but exist between education sectors e.g. the higher and further education sectors, between colleges, between universities and colleges, and between education institutions and health care services.

The variation in collaboration approaches includes programmes where students:

- complete the first two years at either a partner college or university while all students are required to complete the last two years at the university;
- complete the entire common degree programme at any partner institution while the degree is conferred by the partner university only;
- complete their nursing degree at any partner institution but the non-nursing courses at a prescribed academic department; and

- complete common courses of a master's program at any partner institution and register for a non-duplicated nursing specialization at the offering institution (Lund et al., (1998) Molzahn & Purkis (2004); The Update on Progress – Final Edition1 (July 2007)).

Molzahn & Purkis (2004) alluded to the fact that collaboration in nursing programmes in Canada had occurred for the previous 20 years. The earliest collaboration efforts were between ten institutional partners in British Columbia, and more recently in Ontario. Collaboration was a strategy to increase access to baccalaureate-level nursing, which in 2005 became the minimum requirement for entrance to the nursing profession. Diploma programmes were then discontinued. As highlighted earlier, transformation in South Africa is also directed at increasing access to higher education.



More recently, The Update on Progress – Final Edition1 (July 2007) describes the Oregon Consortium for Nursing Education (OCNE) in Portland as a partnership of community colleges, and public and private university schools of nursing, established in response to the critical nursing shortage and the 2001 Strategic Plan promulgated by the Oregon Nursing Leadership Council (ONLC). OCNE is one mechanism by which the Oregon nursing programmes aimed to dramatically expand their capacity and enrolment, and prepare graduates with competencies to address the rapidly changing health care needs of Oregon's diverse population.

The consortium, called the Oregon Consortium for Nursing Education, formalized through an intergovernmental agreement, signed by partner schools in May 2006, is characterized by:

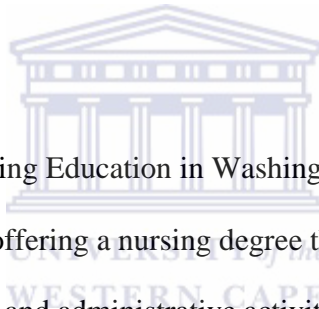
- the guiding principle that each individual school retains full responsibility and accountability for the nursing programme;

- a collaborative process for consensus about a shared curriculum, and agreements that are needed to support the shared curriculum;
- a shared, competency-based curriculum culminating in a bachelor's degree. Coursework and clinical experiences for the full four-year programme will be available through any campus of the consortium using a combination of distance delivery from baccalaureate programmes, joint faculty appointments, and other means to offer upper division coursework; and
- improved utilization of clinical facilities and faculty expertise in Oregon through collaborative planning for clinical experiences, joint or adjunct faculty appointments and shared expertise in instructional design (Update on progress, 2007).

The United Kingdom has a long history of collaboration between the higher and further education sectors. Collaboration efforts were around the implementation of an e-learning initiative. This was not implemented without tensions. Connolly, Jones and Jones (2007) evaluated this collaborative experience and identified challenges in the management of the process and those related to organizational differences.

Horns et al. (2007) report on collaboration efforts between an education institution and a health care service. The partnership between the East Carolina University School of Nursing (ECUSoN) which is part of the University of North Carolina and the Pitt County Memorial Hospital (PCMH), a tertiary medical centre, began in the 1980's. In 1988 a task force was formed to review the scope of collaborative activities, and to develop a model for collaboration between the East Carolina University and the Pitt County Memorial Hospital. It was found

however that the prescriptive operational procedure, laid down by the Administrative Advisory Council and the Clinical Coordinating Council, was artificial. The Advisory Council subsequently adopted the use of voluntary groups as well as people with expertise based on the belief that “volunteers work best when there is a broad shared vision, with participation from those who have a vested interest” (Horns et al., 2007). More ad hoc groups were formed and this led to the groups addressing problems creatively. Horns et al. (2007) highlights that several major issues have been addressed through this partnership including the shortage of new nurses and nurse educators, the shortage of advanced practice nurses, the need for development of competence in new graduates and the need to enhance clinical nursing research and evidence-based practice.



The Intercollegiate Centre for Nursing Education in Washington, according to Lund et al. (1998), was one of the earliest attempts at offering a nursing degree through a three university, multi-institutional consortium. Academic and administrative activities were shared in a commonly supported facility. Another collaborative effort referred to by Lund et al., is the Northern New Jersey Nursing Education Consortium.

Furthermore, Lund et al. (1998) describe the governance, benefits and challenges of an Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) implemented in 1989 at four universities in Southern Louisiana. This consortium bears a resemblance to the Common Teaching Platform under study. They allude to the fact that consortia in nursing leading to a degree, is a less common phenomenon.

The partnership was instituted to exchange educational competition amongst institutions for educational alliance, to develop institutional outreach and efficiency through a consortium which

ensured shared governance, the merging of institutional goals, a shared curriculum and resources. A Memorandum of Agreement (MoA), similar to the Memorandum of Understanding drawn up by CHEC, was recognised as the governing contract between the four universities. This MoA described the mission and goals of the partnership, the structural relationship and specific roles and responsibilities of the member institutions, the framework for the allocation of student fees and tuition, student policies, curriculum issues and awarding of the degree. The terms of the MoA were revised after four years to extend to each partner equal administrative authority and responsibility in response to the consortium's confidence in a shared governance approach. As is the case in the Common Teaching Platform under study, only one of the four universities, according to Lund et al., (1998) took administrative leadership, was assigned the responsibility to oversee the curriculum and to conduct the certification and graduation of the students. To prove their high level of commitment to the process of collaboration the member institutions sought accreditation, from the National League for Nursing (NLN), both as a unified entity and as affiliated members of the consortium. The NLN recognised collaboration as a major thrust in the viability of academic partnering in nursing.

2.4.1 Challenges in collaboration

Some of the challenges experienced in collaborative efforts in Ontario, Canada, were linked to “differing organizational cultures, priorities, vulnerabilities, goals and aspirations between colleges and universities; desire to preserve autonomy and uniqueness; and complexity of approval and accreditation processes” (Molzahn & Purkis, 2004). Cragg et al. (2003) wrote about the same Ontario collaboration experience, which included a consortium of ten universities, delivering one primary healthcare nurse practitioner programme throughout the province through

distance education. Cragg et al. (2003) highlighted, in addition to factors mentioned by Molzahn & Purkin (2004), the fact that collaboration attempts have been known to fail as a result of differences in institutional values and culture, rivalry amongst institutions, concerns about maintaining programme quality, difference in philosophy and approaches used by staff, lack of regular and face-to-face contact amongst staff and the lack of financial advantages to participating institutions. The authors also recognise that it is a challenge to bring about change involving ten universities, as it requires the agreement of ten Deans and Directors for decision-making. Discrepancies in university regulations in terms of calculation of credits and cost, copyright ownership in the development of course material, and communication barriers resulting from the distance between the universities are also recognised as challenges (Cragg et al., 2003).

The three universities collaborating on a Common Teaching Platform, being evaluated in the current study, are also known to have different cultures, institutional values, priorities and goals. As discussed earlier - two of the three universities have medical faculties, there are language differences between the three institutions, they draw students from different socio-economic and cultural backgrounds, their staff profiles differ and they have different priorities in terms of their programme offerings.

Connolly, Jones & Jones (2007) identify more challenges for collaboration including the difference in institutional aims, language, procedures, perceived power, tensions between autonomy and accountability, the lack of authority structure and the need to manage logistics.

Mattessich & Monsey (1992) in Connolly, Jones & Jones (2007) provide a more comprehensive description of the factors crucial to effective collaboration, these include: the social and political climate, membership characteristics including mutual respect, trust and the ability to

compromise, process and structural issues, communication, purpose and resources. The process of decision-making, according to Mattessich & Monsey (1992), must include every level of the participating institutions. Participating institutions must be clear about the goals and vision of the collaboration and the roles of participating institutions must be clear. Formal and informal communication must be promoted. This supports Roger's idea that for effective change to occur, the staff must be knowledgeable about the initiative (Rogers, 1995).

Baer (2000) in Connolly, Jones & Jones (2007) warns that it is important for partners to identify from the onset of the collaboration, the roles of each institution i.e. who is responsible for student admissions, course development, quality control, administrative support and technology. In the current study, these issues are to a large extent set out in the Memorandum of Understanding that was adopted and signed by the three participating institutions.

People management has been highlighted as a challenge because in collaborations people who are unfamiliar with each other are expected to work together. A clear management structure, clear objectives and clear lines of communication are crucial.

Lund et al. (1998), who reported on the Intercollegiate Consortium for a Masters in Nursing, identified the following challenges resulting from the formation of a consortium: The setting up of a consortium requires lengthy planning sessions; a consortium requires a strong and stable leadership; and repetition of efforts is required for the orientation and mentoring of new staff members; the consortium places additional demands on academic staff and administrators to implement the policies and procedures across the consortium; where institutional competition for programmes and resources existed, the building of trust for co-operation becomes a challenging task; and travelling can be costly, time-consuming and tiring.

To limit travelling, staff made use of the telephone, video conferences, faxes and emails.

Although students experienced the benefits of the consortium, they also experienced frustration and required additional advising to clarify how the consortium works (Lund et al., 1998).

The thread in literature regarding the challenges in collaboration is the need for re-alignment of the values, culture, goals and vision of collaborating institutions. The issue of autonomy arises in the form of tension in collaborative efforts. It is apparent therefore that the collaboration requires much effort from all institutions involved.

2.4.2 Advantages of collaboration

Some advantages of collaboration, highlighted by Cragg et al. (2003), included equality amongst partners through joint ownership of the programme; development of a common purpose to educate a practitioner who would be an asset to the people of Ontario; the ten university schools have more similarities than differences including their commitment to research, teaching and the development of nursing knowledge; the programme was new to all universities, and no university would be able to offer the entire programme on their own; funding of the programme was by the health ministry and not the education ministry. This meant that there was a central budget for the programme in addition to their institutional budgets; a separate workforce for the programme; a mix of centralized and decentralized functions ensures access for students in remote areas; efficient use of resources including physical and human resources; access to government funding for a thorough evaluation of the programme.

The study conducted by Connolly, Jones & Jones (2007) found that management of collaborating institutions identified that there were potential financial benefits from participating in the e-

learning partnership. In addition, students who otherwise would not have been able to access the programme benefited from this arrangement. The authors highlight the staffing benefits, where the staff from the further education institutions benefited from the expertise of the staff from the higher education institutions. The higher education staff benefited from the availability of the further education staff for student contact. They also gained experience in the delivery of a vocational programme previously not offered by higher education institutions.

The benefits of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN), according to Lund et al., (1998) included:

Sharing of scarce resources where students borrow, for example, library material across campuses; students and staff participate in collaborative research projects and have access to workshops, conferences and national consultants at any of the partner institutions. The duplication of course offerings is eliminated since each institution offers a different specialization in advanced nursing practice. The close advising and tracking of students are enhanced. Students could choose which partner institution should maintain their study records. However, when the student chooses a specialization it is compulsory that the offering institution becomes the student's "home institution". The learning opportunities of students are enriched through the collective strengths of the staff in the planning, implementation and evaluation of the curriculum, and in the supervision of student theses. Staff collaboration exists in the development and evaluation of the common curriculum through the formation of committees across the institutions. Financial benefits exist either directly or indirectly when expensive equipment is shared, duplication of courses is eliminated or the consortium increases the lobbying power for government financial support for students (Lund et al., 1998).

2.5 NATIONAL EXPERIENCES OF MERGERS AND COLLABORATIONS

The researcher found that despite the fact that the higher education transformation agenda commenced more than a decade ago, there is little discussion, reports and empirical research within nursing literature regarding national experiences of the transformation and restructuring process. An extensive literature search showed that collaboration, specifically in nursing programmes in South Africa, was not a common phenomenon before 2005. The apparent lack of reference in literature to empirical studies conducted nationally strengthens the significance of this study. This study therefore aims to fill this knowledge gap by informing literature through the publication of the findings.

Literature however documents examples of affiliations between nursing colleges and universities since the early 1980's. This took different forms: nursing colleges affiliated to a university with a Department of Nursing, or a college which is affiliated to consortia of universities such as the affiliation of the Western Cape College of Nursing with the University of the Western Cape, University of Stellenbosch and the University of Cape Town (Mellish, Brink & Paton, 2004). Staff members of the university serve on the College Council and Senate.

Several authors however provide insight into the possible challenges related to mergers and collaborations in general. Hay, Fourie & Hay (2001), in the light of pending changes to the higher education system, for example, argued that mergers may create a clash of institutional cultures in terms of their educational philosophies and institutional priorities. They caution that merging should not be viewed as a marriage between equal partners. Where there are quality differences, one partner might fear that their reputation might be tarnished. The geographical location of merging institutions plays a decisive role. The logistics of such mergers must therefore be

carefully planned. Change agents must be prepared for possible tensions between bringing about the change and maintaining the status quo. The authors suggest that organizational goals should be regarded as more important than individual needs and bottom-up decision-making processes should be put in place (Strydom, 1999 in Hay, Fourie & Hay, 2001). Wyngaard & Kapp (2004) who reviewed various frameworks or models used for mergers, and identified the advantages and disadvantages of mergers agree with Strydom in Hay, Fourie & Hay (2001) regarding the importance of choice of merger partners. They regard the compatibility of cultures as a key issue when choosing merger partners. They recognized that in the context of higher education mergers in South Africa, institutions had no choice regarding their merger partner and no assuaging was done to prepare institutions for the merger process. The authors, with regards to personnel issues, cautioned that institutional collaborations and mergers were thorny issues which create uncertainties amongst staff because of possible downsizing of staff and the need for staff to make certain paradigm shifts because of institutional change. They argue that for successful merging to occur, a shared vision must be endorsed by strong leadership and participating institutions and their staff must show strong commitment to the process. Staff must be guaranteed security of employment, resources must be available and staff development and training must be provided. Strydom (1999) in Hay, Fourie & Hay (2001) advise that there must be sufficient time allowed for change to occur.

The review conducted by Wyngaard & Kapp (2004) also focused on the human issues related to and affected by the merger process. The authors highlight the fact that consideration of the timing of the merger is important, in terms of the institutions' readiness to merge as well as other processes of change which institutions were faced with at the time of mergers in higher education. These included changes as a result of political transformation, implementation of new policies

with regards to staffing and students in terms of equity and diversity, the alignment of programmes with the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) and changes to teaching and learning approaches. They argue that the range and magnitude of change which individuals can effectively cope with must be considered.

The Centre for Higher and Adult Education, according to Wyngaard & Kapp (2004), conducted a workshop in November 2002 which focused on the human factors in mergers. Participants contributed to a survey which reported that communication in the majority of merger cases was poor, participants had mixed feelings about the mergers, staff attitudes were mostly negative and staff morale was low because they felt insecure. Participants viewed the process of facilitation of the mergers as lacking in prior planning and in scientific and logical thinking. The findings of Strydom (1999) in Hay, Fourie & Hay, (2001) as well as Wyngaard & Kapp (2004) are important observations which were considered in the current evaluation study, since these are factors which could have facilitated or hampered the process of change and impacted on the effectiveness of the collaboration on the Common Teaching Platform.

Reddy (2007) conducted a survey of employee perceptions of the merger between two institutions in South Africa. The survey focused on people issues with regards to communication, participation, motivation, job satisfaction and loyalty. Similarly to Wyngaard & Kapp (2004), Reddy (2007) found that communication was poor. Just over a quarter of the participants indicated that they were officially informed by the Head of their Department about the impending merger. The majority heard about it incidentally by word of mouth. Communication was

identified by Rogers (1995) as crucial to the success of implementing change, as individuals first needed to gain knowledge about the innovation in order to fully understand its purpose. Holbeche (1999) in Reddy (2007) suggests that good communication skills between change managers improve motivation, loyalty, commitment and trust in staff. According to Reddy (2007), staff reported that participative management did not occur. Managers made the decisions and staff was only involved after decisions were already taken. This is in direct contrast to the suggestion by Hay, Fourie & Hay (2001), that a bottom-up decision-making process must be put in place for mergers to be successful. Reddy (2007) also found that because staff felt that they were not valued, they felt demoralized. This affected their level of motivation. This could be linked to the lack of a participative management style which, according to McNabb & Whitfield (1999) and Carver (1999) in Reddy (2007), increases employee motivation. The study conducted by Reddy (2007) also showed that an overall decrease in job satisfaction led to a decrease in loyalty to the new institution.

Van der Merwe (2007) conducted a study to determine the role, function and characteristics of a historically Black institution, Vista University Distance Education Campus (Vudec), before it merged with the University of South Africa (UNISA) and Technikon South Africa (TSA) to form a single distance learning institution. The author felt it was important to document 21 years of Vudec's existence alongside the history of South African higher education. The author also investigated the gains and losses experienced by the staff and students of Vudec due to the merger. The study reported that staff gains were located in the possibility of them improving their research profiles because of the strong research culture of UNISA. The students gained from the higher status associated with UNISA, access to better and broader programme offerings and the availability of resources. There were, however, losses related to the complete discarding of the

institution's curriculum and the adoption of the curriculum of the more powerful UNISA. Not much accommodation would be made at UNISA for the seriously disadvantaged students, who formed the biggest proportion of Vudec's student body, to prevent high failure and dropout rates. This raises questions regarding equity of access and opportunity for social advancement. Whilst the gains experienced by Vudec were in line with the expected outcomes of mergers in higher education in South Africa, the losses are in contradiction, to some extent, with the proposed changes reflected in the Education White Paper 3 in terms of equity and redress.

2.5.1 Evaluation of transformation in higher education

Van der Westhuizen (2007) conducted an analysis of the transformation evaluations of higher education in South Africa in general. The purpose of the study was to evaluate a selection of nine evaluation reports of studies which evaluated the progress of transformation in higher education - in terms of equity and redress, democratization, development, quality, effectiveness and efficiency, lecturer freedom, institutional autonomy and public accountability. The author recognized that the evaluations were limited to commentaries and reports on evaluations of progress towards the goals of transformation as expounded in the Education White Paper 3. Formal evaluations regarding policy implementation were found to be lacking. The aim of the study was an attempt to highlight the need for more informed evaluation designs and practices. For the purpose of the analysis, Van der Westhuizen limited formal evaluations to research in which evaluation questions were asked, evaluation criteria were used and where a judgment of the value or progress was made. Informal evaluations were excluded from the analysis. The outcome of the analysis provided clarity in understanding the nature and extent of transformation in higher education. This led the author to postulate that educational reform and transformation

involves significant, system-wide changes that are complex and multi-faceted and are policy-driven. Van der Westhuizen's study reported that the scope of evaluations ranged from systems-wide to regional and institutional evaluations. The purpose and focus varied across the selected evaluations. In terms of the framing, design and reporting of the evaluations, Van der Westhuizen found that the majority of evaluations were theoretically weak, lacking articulation of evaluation theory and consideration of other evaluation designs. The author also found that despite the fact that the designs used were purposeful and good examples of technically rational evaluations, they were weak in accounting for the complexity of reform evaluation. Another finding was that while the reports met the professional and technical quality of an evaluation, they lacked broader utility value beyond their usefulness to policy audiences (Van der Westhuizen, 2007).

The findings of the analysis conducted by Van der Westhuizen provided useful guidelines in shaping the research design and methodology for the current study, as it highlighted the need for more sophisticated, comprehensive and theoretically sound evaluations. The analysis also strengthens the significance of conducting this evaluation study which will broaden the body of knowledge regarding formal evaluations focusing on the implementation of the transformation goals, which Van der Westhuizen (2007) found to be lacking.

2.6 RESTRUCTURING IN THE WESTERN CAPE

The South African apartheid legacy as discussed earlier, and the attempts to normalise towards a democracy and the changing of social priorities in South Africa, has resulted in challenges in all spheres of life, including higher education. The Discussion Paper by CHEC: A Practical Approach to Systemic Collaboration in The Western Cape Higher Education (2002) - elaborates

on the argument noted in the White Paper 3, that the transition from apartheid to democracy requires a review of practices, institutions and values in terms of their fitness for the new democratic era. It was identified that restructuring in the Western Cape would be done through programme and infrastructural co-operation, the rationalization of programmes offered by the five higher education institutions in the region (three universities and two technikons) and collaboration in infrastructural development. Higher education institutions in the Western Cape including nursing education, which was identified as a priority for academic programme collaboration, were not spared the challenge of reviewing the programme offerings in the region. There was an assumption that there was duplication of the programmes offered in the Western Cape as well as in other provinces within the country, resulting in duplication and under-utilisation of resources. The Education Minister Asmal, according to Hay & Fourie (2001), alluded to the fact that all institutions were trying to do the same thing. Leatt & Pretorius (2004) argued that higher education institutions “behave like autonomous, self-sufficient, and highly competitive silos”. This, they argue, is one of the remnants of apartheid. Instituting Common Teaching Platforms is not only an attempt at overcoming the “silo-effect”, referred to by Leatt & Pretorius (2004), but a response to the globalisation of knowledge in the world of scholarship.

The Cape Higher Education Consortium (CHEC) highlights the rationale and purpose for collaboration in the Western Cape. They suggest that there would be substantial benefits to higher education in the Western Cape, and additional benefits to geographically proximate institutions, if they would co-operate in a structured and intentional way.

Two broad reasons for regional collaboration are given:

- (i) The first refers to transformation which can be understood on both a global and a national level. Changes in the global environment, through globalisation, have required that higher education institutions transform and become more competitive in the global higher education market, to ensure their usefulness and viability. Higher education institutions are required to compete with foreign international institutions in attracting “globally mobile” students or extending their programmes, through the use of technology, into foreign markets as well as preparing students for the global market.

This should expand far beyond what is currently the case in South Africa, where foreign students are mainly from countries within Africa. Despite the exodus of qualified nurses out of South Africa in search of greener pastures in their professional life, amongst other factors which encourages their emigration, higher education institutions and nursing education in particular must continue to prepare the graduate to compete in the global market. Higher education must prepare graduates to be competitive in both developed and developing countries.

Despite the fact that the vision for nursing education programmes in South Africa is primarily to prepare graduates to serve the needs of the local and national communities, South African nurse graduates are being attracted to foreign countries by the allure of lucrative benefits. Making nursing more attractive and ensuring that programmes respond to the changing social needs and meet quality standards therefore becomes imperative (Discussion Paper: A Practical Approach to Systemic Collaboration in The Western Cape Higher Education, 2002).

According to the Discussion Paper, higher education must address the need for a restructured national system which reflects in its staff and students, the ratio of the general

population in terms of demography. It must further address the regional needs for economic and social development, and the need for a fully articulated education system which serves the needs of learners.

- ii) The second rationale for collaboration is to increase operational efficiency and the effectiveness of institutions. This includes the merger of routine administrative and service functions resulting in lower costs; the pooling of resources which to any one institution remains a constraint - for example libraries, information and communication technology.

Collaborative approaches highlighted for the Western Cape included:

- i) **Voluntary Collaboration:** In voluntary collaborations institutions are highly motivated to collaborate with each other. Collaboration is usually in academic programme areas and can be managed at faculty level with little to no regional governance resources. An example is projects where there is mutual interest such as the sharing of library resources, as is done through the existing Cape Library Consortium's CALICO project which promotes the idea of "a library without walls" (Leatt & Pretorius, 2004).
- ii) **Institutionally-driven Collaboration:** Senior leadership of institutions are keen to collaborate, with low levels of interest from other levels of staff. Collaboration opportunities are identified at institutional planning level or through the regional planning review and would require full regional governance resources. International partnerships are usually institutionally driven with a limited number of staff being knowledgeable about and interested in its functions.

- iii) Externally-driven Collaboration: There is low interest in collaboration amongst institutions concerned. Collaboration is identified by the Ministry as an opportunity to rationalize (Leatt, 2003).

The Minister's decision for undergraduate nursing in the Western Cape, as announced in 2002 would have referred to an externally-driven collaboration. CHECs proposal for collaboration on a Common Teaching Platform however makes the collaboration an institutionally-driven collaboration by virtue of the participation of the DVCs, representing the participating HEIs, on the CHEC Board of Directors.

2.7 CHANGE AND CHANGE MANAGEMENT

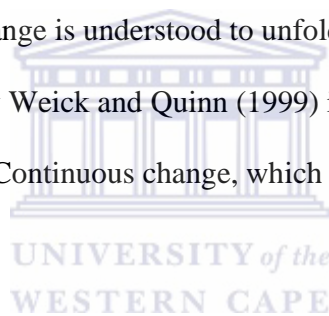
The concepts restructuring, rationalisation and transformation imply change.

Change is an inevitable part of our lives. However, for some individuals and institutions this might be challenging and for others an exciting opportunity for development. The importance of reflecting on change and the management of change lies in the fact that the impact that change has on those involved cannot be dissociated from how, in this study for example, the employees experience the implementation of the national policy imperative regarding nursing education in the Western Cape. In other words, it could be anticipated that the way in which the impending change was announced, presented or introduced, planned and implemented would directly impact on the way in which the employees experienced and responded to the transition from the old to the new state. The three higher education institutions were forced through the collaboration to change the way in which they functioned, if they intended the collaboration to be successful.

Literature on change and change management encompasses descriptive reports of individuals' and organizations' experiences of change, a variety of approaches to change, empirical studies of the successes and failures associated with change initiatives and theoretical models for analyzing change.

2.7.1 Categories of change

Iles and Sutherland (2001) differentiate between *planned* and *emergent* change, which can be understood as “how” change occurs, and *episodic* versus *continuous* change associated with “when” change occurs. Planned change is regarded as deliberate change which stems from conscious reasoning. Emergent change is understood to unfold in an unplanned, spontaneous way. Episodic change described by Weick and Quinn (1999) in Iles and Sutherland (2001) is infrequent, discontinuous change. Continuous change, which is ongoing, is the contrast to episodic change.



Change can further be categorised into *developmental*, *transitional* and *transformational* change, which can be understood as the “why” of change. According to Ackerman (1997), in Iles and Sutherland (2001), developmental change is change that enhances or corrects and focuses on improvement. It can be planned, emergent or incremental in nature.

Transitional change is usually planned and episodic. It is an attempt to move from an existing state to a known desired state. Transitional change has its origin in the work of Lewin (1951) who describes the process of change as the unfreezing of the existing organizational equilibrium, moving to a new position and refreezing into the new equilibrium position.

Transformational change results in significant changes to the structure, processes, culture and strategy of an organization or programme.

The change, within the framework of the above definitions, initiated through the national policy imperative for nursing education in the Western Cape can be classified as planned, episodic and transformational in nature. The development of the Common Teaching Platform was a planned response by CHEC, to the directive from the Minister of Education in 2002, regarding nursing education in the Western Cape.

2.7.2 The impact of change

Change is a process which is not easy to implement. The impact of change in an educational environment can be seen at personal, programme, departmental, institutional, and governmental levels, where policy changes often become necessary.

Covi (2010) concur with Hay & Fourie & Hay (2001) that when the need for change is identified, employees often fear losing their jobs or being transferred to unfamiliar positions. This increases tension, uncertainty and other forms of job stress. The feelings associated with change can on the one hand be paralyzing and a deterrent of change, and on the other hand be liberating when the initial steps are taken. Rogers (1995) in Kenny (2002) postulates that the idea of change in an organization often has little meaning to the staff until, through human interaction and communication, a common understanding is reached. Rogers further suggests that the success of the implementation of strategic change is dependent on a “shared vision”, reached through a combination of top-down and bottom-up interaction. In the early stages of planning for the collaboration on the Common Teaching Platform, staff members were confused and concerned about changes in the staffing structure, location and allocation of staff from the

partner institutions. Some lecturers from the partner institutions were under the impression that they would need to relocate to the offering institution. Many voiced their disapproval based on uncertainties, speculation and lack of a common understanding of the change.

Richard (2005) supports this argument and recognises that the fear (of change) is a strong emotion which generates excessive energy that can become negative and destructive to the change process. Mc Keown (2002) also believes that uncertainty about the future causes anxiety and results in behaviours which hamper the achievement of the desired goal. Often individuals define a role for themselves in both the transition and future states only when they have a vision of and are in agreement with the goal (Mc Keown, 2002). Sometimes those who must bring about change do not see the need for change. President Kennedy has been quoted as saying: “just because we cannot see clearly the end of the road that is no reason for not setting out on the essential journey. On the contrary, great change dominates the world and unless we move with the change we will become its victims” (Ringel, 2001:1).

There are a variety of reasons for resistance to change as described above. Change agents must therefore be aware of potential resistance to change, which presents itself in different ways, to enable them to respond effectively. Therefore it is important for change managers to be aware of the negative impact of change in order to manage it.

2.7.3 Models for successful change management

There are numerous models which can be used to bring about change effectively. Iles and Sutherland (2001) describe the Content, Context and Process Model of change developed by Pettigrew, Ferlie and Mckee in 1992. This model acknowledges that change occurs within a

historical, cultural, economic and political context. Successful change results from the interaction between the content or the “what” of change (objectives, purpose and goals), the process or “how” of change (implementation) and the context (internal and external environment) in which change occurs.

Another model for managing change, identified by Rogers in 1995, describes the five stage process that individuals go through as they attempt to adopt an innovation.

Rogers points out that if the decision to adopt an innovation comes from the organization and not the individual, the process of adopting the innovation is more complex and warns managers that the process should not be rushed.

Individuals firstly need to gain knowledge about the innovation in order to understand fully its purpose. Secondly, persuasion is sometimes needed amongst those individuals who are sceptical about the change. Attitudes of staff members may be favourable or unfavourable. It is important to expose those who are sceptical about the innovation to those who are positive towards the change. The third stage is making the decision to go with the change. Once the individual makes the decision to change, then change can be implemented as the next step. This fourth stage is followed by the final stage which is confirmation that the change is positive. Conflicting messages or experiences might reverse the decision or acceptance of a proposal. This process according to Rogers helps reduce uncertainty about the change (Rogers, 1995). Emphasis is placed on the reversible nature of change, e.g. participants may initially accept a proposal for change and later abandon it. The opposite may also occur, where participants may reject a proposal and later accept it. A proposal should therefore not be abandoned if it is initially rejected because it might be accepted in another form (Rogers, 1995).

Rogers' model highlights many important aspects which could be adopted in the implementation of the Common Teaching Platform, including the idea that people need information and clarity about what the change will mean for them. As indicated, early uncertainties about jobs and relocation must be clarified. An important aspect coming from this model is that negativity about an innovation can be changed to a positive response. Premised on this model, the lesson to be learnt is that teething problems experienced initially should not form the basis for abandoning the Common Teaching Platform. With proper management and the use of the findings of this study, the collaboration could be improved.

Success factors noted by Kenny (2002) during radical educational change projects in Australia included the need for clear support from senior management, adequate resources, time, staff with specialized skills, open communication processes, accountability and sound documentation of processes. These criteria and processes were also identified in the planning for the Common Teaching Platform.

Change agents, according to Shapiro (2005), use different strategies to bring about change:

(i) The Power-Coercive strategy refers to the application of power by authority and use of policy, laws, etc; (ii) the Empirical-Rational Model where a knowledgeable change agent persuades people to accept a rationally justified change; and iii) the Normative-Re-educative strategy focuses on non-cognitive factors which influence behaviour, e.g. roles, relationships, attitudes and feelings.

Elements of the Power-Coercive strategy were evident in the establishment of the Common Teaching Platform, since the decision to change the way in which undergraduate nursing

education was offered in the Western Cape resulted from a counterproposal by CHEC to the Minister of Education at the time. The CHEC Board of Directors comprised the Deputy Vice-Chancellors of the higher education institutions in the Western Cape.

2.7.4 Skills required for effective change management

Change managers must demonstrate high energy levels to energise others. Human relations must be well developed to reflect good interpersonal, group management and problem-solving skills. The manager, to be effective, must be able to communicate and articulate a vision or plan, as knowledge about the innovation according to Rogers is important for success. The complexity of the innovation requires the manager to display integrative thinking, which is the ability to see the bigger picture while dealing with its smaller parts. The manager must also be flexible to adjust plans where necessary because change can be unpredictable. However, they must persist where resistance leads to non-productivity because staff looks to managers for guidance. The manager must display confidence and trustworthiness and must be able to handle resistance.

According to King Whitney Jnr as cited in Ringel (2001), “Change has considerable psychological impact on the human mind. To the fearful, it is threatening because it means that things may get worse. To the hopeful, it is encouraging because things may get better. To the confident, it is inspiring because the challenge exists to make things better”. This statement holds true for the staff of the participating institutions on the Common Teaching Platform. When the announcement about the restructuring of nursing education in the Western Cape was made, people were uncertain and to some extent doubtful whether this was the right way to go. Others

thought this was a challenge which needed to be taken up and succeed because they recognized that it would be beneficial to nursing education.

Therefore, for change to occur successfully the status quo must be challenged - because as Ringel (2001) argues, believing that yesterday's solutions will solve today's problems, and assuming present trends will continue, and neglecting the opportunities offered by future change are common obstacles to adapting to change. Principles, policies and laws such as those which existed prior to South Africa becoming a democracy, which become the accepted guidelines for the way things are done, must be challenged.

Continuous evaluation of the change and sometimes corrections midway through the change process may be necessary to respond to new insights, opportunities and challenges.

Stufflebeam's model of programme evaluation promotes this good practice. For change to be successful it must be driven by a strong leader who articulates the institution's vision which is timely, sensible, empowering, and simultaneously contemporary and futuristic. Leaders, according to Kavanagh & Ashkanasy (2006), in Reddy (2007), must be appropriately trained in transformation processes because they are key in creating a new vision for the new organization. Moore (2006) cautions that it should however not be assumed that managers have all the wisdom and insight regarding an issue, but to remember that wisdom is cumulative and resides within the collective, the premise for the decision by CHEC for collective efforts in the training of nurses in the Western Cape.

When implementing change it is imperative to consider the benefits of diversity in the workforce, the willingness to recruit new talent from outside, teamwork, acceptance of

technology, acceptance of the element of chance, participation in decision-making, acknowledgment of national and global influences, open communication and accountability of power rather than authority (Ringel, 2001). In support of Ringel (2001), Kavanagh & Ashkanasy (2006), in Reddy (2007), argue that understanding staff perceptions is invaluable for managers because it will influence their management of and the subsequent success of the merger.

It goes without saying therefore that those involved in the implementation of the envisaged changes, including mergers and collaboration in the national higher education system in South Africa in general, and nursing education in particular, should take cognisance of the complexity of change management to ensure success.

2.8 SUMMARY

The purpose of reviewing literature, as referred to earlier, is because “a thoughtful discussion of related literature builds a logical framework for the research and sets it within a tradition of inquiry and a context of related studies” ((Marshall & Rossman, 1999:43) as cited in (de Vos, 2005:124)).

The reviewed literature evinces reports of relatively vast amounts of studies which focused on the transformation of the higher education system in South Africa. Many scholarly articles have also been published on the subject. The focus of these reports and scholarly articles varies and range from reporting on the political events in South Africa which led to the need for transformation (Bunting, 2002); mergers processes ((Hay, Fourie & Hay, 2001); (Leatt & Pretorius, 2004); (Jansen, 2003); ((Jansen, 2004) as cited in (Chrisholm, 2004)); (van der Westhuizen, 2007)); models and frameworks used in the process of mergers (Wyngaard & Kapp, 2004); funding of higher education institutions during the apartheid era ((Ilorah, 2006); (Odhav,

2009)); experiences of staff regarding mergers ((Wyngaard & Kapp, 2004); (Reddy, 2007)); the gains and losses experienced by staff and students when institutions merge, and the advantages and disadvantages of mergers ((Mfusi, 2004); (Van der Merwe, 2007)) amongst others.

A gap in literature regarding the transformation of nursing education in higher education specifically was, however, identified. There is a definite need for studies to be conducted and reported on in literature with regards to the experiences of mergers, collaborations and affiliations in nursing education programmes in South Africa. Despite this gap, the existing body of literature provided the necessary information which forms a logical framework for understanding the context of the current research study.



CHAPTER 3

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter provides a brief description of systems theory as a backdrop to understanding the functioning of programmes as a system. The chapter also introduces programme evaluation and describes various models of programme evaluation in order to validate the selection of Stufflebeams's context, input, process, product model as the theoretical framework for this study. While evaluation models are designed for the evaluation of programmes, the researcher used Stufflebeam's CIPP model to evaluate a collaboration model, the regional collaboration of higher education institutions on a Common Teaching Platform for undergraduate nursing, and not a nursing programme per se.



3.2 DEVELOPMENT OF SYSTEMS THEORY

The general systems theory was conceptualized by Ludwig von Bertalanffy who in 1936 realized the need for a single systematic, theoretical framework which would account for the striking similarities found in different scientific disciplines (Gillies, 1989). Gillies (1989) suggests that the use of a systems approach to studying complex phenomena allows for better understanding of the patterns of relationships between different dimensions and levels within the structure because the focus would be on the totality of the complicated structure. Problems cannot be effectively solved or phenomena well studied if they are considered in isolation from its interrelated components.

3.2.1 Characteristics of Systems

A system is a set of objects or elements and interconnected and interrelated subsystems which form the whole system. The elements of a system include the goal, input, process, throughput, output, feedback, control and environment, each with their own attributes. Relationships within a system are the linkages of the elements and their attributes with the goals of the system. These parts, even though they have their own objectives, interact with each other to achieve a specific goal of the larger system. A system is therefore not necessarily a logical and orderly arrangement of its parts but a diverse process of interaction and relationships with each other towards a common goal. Systems are however able to maintain a measure of organization despite influences experienced from within or from outside of the system (Hodge & Anthony (1984) cited in Gillies (1989)). A system operates in an environment with both internal and external components. Its internal environment is that part of its environment over which it has some control. If some aspect of the internal environment is causing some difficulty for the system, that aspect can be adjusted. Influences from outside the system refer to the system's external environment which is a set of objects, events or conditions which impacts on the functioning of a system and over which the system has no control. A system is separated from its environment by the system boundaries (Gillies, 1989).

One of the most important constructs in Systems Theory is the notion of interdependence between systems (or subsystems). Systems rarely exist in isolation. It may be the case that the changes you make to one system will affect another in ways you have not considered, or vice versa. The education system in South Africa, for example, is a complex system with various subsystems of which the higher education sector is one subsystem. The higher education sector is another complex system of which nursing education is a subsystem. Each of these systems and

subsystems have their own elements and attributes with internal and external influence - but work together towards a common goal of the larger South African education system, in ensuring a unified effective and efficient system which responds to the needs of society. The higher education system in South Africa functioned within an environment of transformation effected through the implementation of national policies, which altered the functioning of the higher education system. Using a systems framework was therefore appropriate for this study seeing that the phenomenon under study was systems-based.

3.2.2 Elements of a System

Input is the element of a system which receives the operating material from the environment of another system - for example information, money, energy, time, employee efforts (Gillies, 1989). Based on the systems model, the input phase as it relates to the current study included human resources, finance, the physical environment, clinical environment, time, participation on the Common Teaching Platform and module allocation.

Process is the activities which occur within the system, made possible through the availability of operating material from the input.

Output is the product or service that results from the processing of the systems input (Gillies, 1989). This occurs within an environment or context in which the system exists and by which it is impacted.

In order to be effective and efficient, a system needs a feedback mechanism that can ascertain whether the outputs of the system are what they should be. If not, a system should have the ability to adjust its inputs or processes to improve the outputs. Evaluation serves as an important feedback mechanism when measuring the effectiveness, efficiency and impact of a system.

3.3 PROGRAMME EVALUATION

Programmes are recognized as systems and reflect the elements of a system. A programme is also a subsystem of a larger system because, as mentioned earlier, systems rarely operate in isolation. A nursing programme, for example, is a subsystem within the larger system of a nursing school. A programme therefore also requires feedback through evaluation, in terms of its effectiveness, efficiency and to determine whether it is having the desired impact. Programme evaluation, according to Patton (2002) as cited in de Vos (2005), is the systematic collection of information about activities, characteristics and the outcomes of programmes to make judgments, improve its effectiveness and / or to inform decisions about future programming.

The following are some clarifications of the concept programme evaluation, which are fundamentally comparable by their underlying theoretical assumptions on which models are based: Rutman and Mowbray (1983) define program evaluation as “the use of scientific methods to measure the implementation and outcomes of programmes, for decision-making”. Similarly, Muraskin (1993) suggests that evaluation is the systematic collection and analysis of data which is used in decision-making.

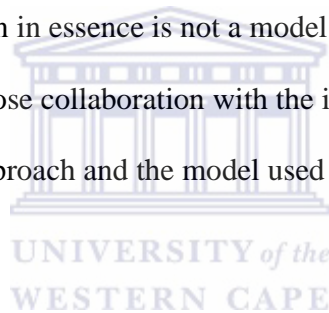
It is evident from the variations in the definitions of program evaluation above; that programmes are evaluated to meet different objectives, as Felbinger suggests that one evaluation is not better than the other, but that each is appropriate to a different set of research questions (Bingham & Felbinger, 1989).

3.3.1 Utilization-Focused Evaluation

The Utilization-Focused Evaluation was first published in 1978. This type of evaluation does not prescribe which model should be used for the evaluation or what the content of the evaluation

should include or the methods to be used, instead it aims at assisting intended users in making these decisions so that the evaluation is appropriate to the specific situation. The Utilization-Focused Evaluation is therefore based on the usefulness of the evaluation and use of its findings in real and specific situations (Patton, 1997). The evaluator works closely with the intended user in developing the evaluation. Judgment and decision-making based on the findings of the evaluation are facilitated by the evaluator with the intended user. The Utilization-Focused Evaluation is based on the premise that the involvement of the intended users increases the possibility that the findings of the evaluation will be used because the intended users understand the evaluations based on their level of involvement (Patton, 1997).

The Utilization-Focused Evaluation in essence is not a model for evaluation. Instead, it is a process used by the evaluator in close collaboration with the intended user to shape the evaluation. The purpose, focus, approach and the model used in the evaluation may vary from one evaluation to the next.



3.3.2 Models of Programme Evaluation

The following section describes various models of programme evaluation and highlights their differences in terms of their area of foci and the development of the model. This discussion aims to elucidate on the appropriateness of Stufflebeam's Context, Input, Process and Product (CIPP) model, used as a theoretical framework to guide the development of this study.

Different evaluation theories, according to Hughes & Baumgartl (2005), are based on different assumptions about the way the world works. Therefore the models and practices based on those theories will also be different. In 2004, Fritz Patrick, Sanders & Worthern identified approximately 60 different evaluation models which were developed over a period of 30 years

between 1960 and 1990 alone (Hughes & Baumgartl, 2005). These evaluation models vary based on their underlying theoretical and philosophical underpinnings and their area of foci. Models are either developmental, interactional or systems-based according to Fawcett (1984).

Tyler's Objectives Based model; Scriven's Goal Free model and Stufflebeam's Decision-Making model will be discussed because of their focus on programmes, as most other models do not deal with programme evaluation specifically.

3.3.2.1 Behavioural objectives: Objectives based (R Tyler)

There are four elements to Tyler's theory viz. educational objectives, selection of curriculum content, organization of content and evaluation. Tyler considers the following four questions fundamental to curriculum and instruction which is known as the Tyler rationale:

- What education purpose should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained? (Chan, 1977).

This model is referred to as a rational model because of its logical nature which depicts four logical components i.e. input, monitoring, transformation and output. Pillet (1971) as cited in Chan (1977) argues that such curriculum theory ignores realities which are described by Reid (1975) as cited in Chan (1977) to include teachers, the classroom environment and social institutions which favour the curriculum pattern.

3.3.2.1.1 Suitability of Tyler's model for this study

Tyler's model is not suitable for use in this study as it does not take into account the contextual issues which Pillet (1971) as cited in Chan (1977) refers to as "realities". The model does not make provision for evaluating the goals which informed the planning of the system. The outcome of the evaluation in Tyler's model is to establish productivity and accountability, according to taxonomy of major evaluation models described by Madaus, Scriven & Stufflebeam (1986).

The Tyler model is also limited to curriculum design, development and evaluation and does not lend itself to the evaluation of an entire programme of which the curriculum is only a single aspect.

3.3.2.2 Goal Free: Consumer oriented (M Scriven)

Shadish, Cook & Leviton (1991) document Scriven as one of the earliest evaluation theorists. Scriven argues that evaluation should be the Science of Valuing. He suggests that evaluators must decide what is good or what is bad. He criticizes evaluators for suggesting that evaluation is done to provide information to decision-makers.

Scriven highlights the need for meeting consumer needs, and refers to evaluation as the systematic and objective determination of the worth or merit of an object in meeting the needs of the consumer (Madaus, Scriven & Stufflebeam, 1986). Scriven recommends that evaluators should assess how much of that which is being evaluated meets the needs in the current situation compared to available alternatives for meeting those needs. The evaluator is not informed of the programme developer's pre-specified intent, and therefore searches for all outcomes. This is done to reduce bias.

According to Weiss (1998), Scriven advises evaluators not to ask about programme goals, to adopt a goal-free approach since staff may limit their responses to the goals which were achieved and ignore those in which they had failed. Theorists, like Scriven, give priority to truth. He believes that it is possible to construct more or less valuable knowledge about reality. He is however, aware of validity threats and therefore emphasizes the importance of bias control. Scriven allows for a broader range of methods and includes meta-evaluation.

3.3.2.2.1 Suitability of Scriven's model for this study

Scriven's model aims to prove the "worth" of an object but overlooks the use of evaluation in improving the object. This makes Scriven's model inappropriate because it does not fit the current study's purpose of programme evaluation which is not only to determine whether the programme was implemented as planned, but to use the finding to improve the programme.

Stufflebeam's model, contrary to Scriven's belief, is decision-oriented and is fit for purpose as a theoretical framework for this research study since it informs planning, structuring, implementing and recycling decisions.

3.3.2.3 Stufflebeam's Context, Input, Process and Product Decision-making model (CIPP)

In the mid 1960's, Daniels L. Stufflebeam recognised the shortcoming of existing evaluation approaches which, at the time, were inadequate to evaluate projects funded by the Elementary and Secondary Education Act (ESEA) of 1965. According to Stufflebeam, school staff and administrators and project directors required information which they could use to improve their projects. This was a shortcoming of existing evaluation approaches. Stufflebeam recognised that the purpose of evaluations is broader than the need to determine whether the objectives of a

programme were achieved, and argued that evaluations should lead to managing and improving programmes. This led to the conceptualization of the CIPP model in the late 1960's as a means of linking evaluation with programme decision-making based on the cycle of planning, structuring, implementing, reviewing and revising decisions (Robinson, 2002). He proposed the redefinition of evaluation as “a process of providing useful information for decision-making” (Stufflebeam, 1969) in (Madaus, Scriven & Stufflebeam, 1986). The CIPP model was therefore based on the idea that the fundamental purpose of conducting an evaluation is not to prove but to improve a programme. As put forward by Stufflebeam (1986), it is to “promote growth and to help the responsible leadership and staff of an institution systematically to obtain and use the feedback so as to excel in meeting important needs or at least, to do the best they can with the available resources” (Madaus, Scriven & Stufflebeam, 1986).

Stufflebeam's Context, Input, Process and Product (CIPP) model (see figure 1) was developed from a systems theory perspective. The four areas of evaluation (context, input, process and product) are typically viewed as separate forms of evaluation, but they can also be viewed as steps or stages in a comprehensive evaluation. Singh (2004) refers to these stages as accountability indicators and acknowledges that while they can be applied separately, no indicator on its own can be used as an absolute measure of programme performance.

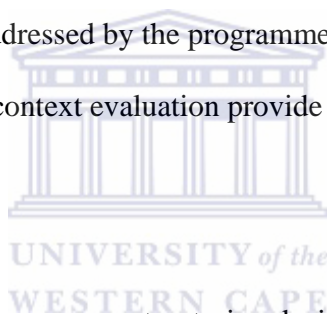
The evaluation is structured according to decisions which need to be made. Characteristics of the CIPP model:

- It broadens the existing view of educational evaluation by including more than an assessment of the end objectives;

- The model stresses the relationship between context, input, process and product thus emphasizing the systems view; and
- It places emphasis on developmental aspects of programme design and implementation, and recommends that programme developers maintain close collaboration (Householder and Boser, 1991).

3.3.2.3.1 A brief exposition of the CIPP model (see figure 1)

Context evaluation helps in making programme planning decisions through establishing the goals of the programme. This includes examining and describing the context of the programme being evaluated. What needs are addressed by the programme and help to define the objective for the programme. The results of the context evaluation provide a basis for reviewing the existing goals and vision of the programme.

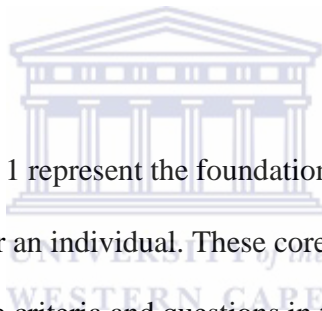


Input evaluation helps in making programme structuring decisions and includes activities such as a description of the programme inputs and resources, a comparison of how the programme might perform compared to other programmes, a prospective benefit/cost assessment. It helps with the planning and design of programme procedures based on what is available to best meet the identified needs.

Process evaluation helps with implementation decisions and actions and includes examining how a programme is being implemented and how it is performing, whether it is on schedule and whether the programme is being carried out as planned. The process evaluation is also conducted to audit the programme to make sure that it is following applicable legal and ethical guidelines,

and to identify defects in the procedural design or in the implementation of the programme. Evaluators provide feedback about what is actually occurring in the programme and provide guidelines about how to modify or improve the programme.

Product evaluation helps making summative or recycling decisions through determining and examining the general and specific outcomes (intended and unintended) of the programme to gauge the programme's efforts in meeting the identified needs and goals. Feedback from the product evaluation is important during the programme cycle as well as at the end of the programme or project so that improvements can be made (Madaus, Scriven & Stufflebeam, 1986; Payne, 1994).



The *Core Values* depicted in figure 1 represent the foundation of the evaluation based on a range of ideals held by society, a group or an individual. These core values provide the foundation for deriving the evaluation criteria. The criteria and questions in turn assist in constructing the evaluation instruments and procedures (Kellaghan & Stafflebeam, 2003).

3.3.2.3.2 Criticisms of the CIPP model

Stufflebeam's model was criticized initially because it focused on process evaluation to guide the implementation of the project (e.g. resource allocation and communication between project participants) and product evaluation (whether the project would be continued or terminated, refunded or not) which was necessary to inform recycling decisions. At this stage, the model failed to evaluate goals which informed planning of the project (context evaluation). Later, another gap was identified: evaluation of the means (input evaluation), e.g. resources such as staffing and

budget etc, to achieve the goals. Critics of Stufflebeam's CIPP model also argue that the model holds an idealistic notion of what the process of the evaluation should be rather than recognizing the messy reality of evaluations. They argue that while the CIPP model is regarded by Stufflebeam as a decision-making model, which aims at getting the findings used by the decision-makers, it does not take into account sufficiently, the politics of decision-making within and between organizations.

Further criticism of the model is that evaluation should be a service to all stakeholders and not an administrative approach where the focus is on linking the researcher, manager and decision-maker (McLemore, 2009; Robinson, 2002).

3.3.2.3.3 Strengths of the CIPP model

The CIPP model predicated against the view that evaluations are “witch hunts” to prove accountability or the lack thereof. In comparison to Tyler's model which overlooks the “realities” and Scriven's model which looks at proving the “worth” of an object but overlooks the use of the evaluation in improving the object, Stufflebeam's CIPP model proves to be a more holistic, comprehensive framework which aims to paint a broad picture of a project and its context and the processes at work. Stufflebeam's model can be viewed as four distinct kinds of evaluations (context, input, process and product) which can be used separately depending on the need, or it can be viewed as four steps or stages in a comprehensive evaluation. Stufflebeam's CIPP model therefore lends itself to both formative and summative evaluations. The purpose of formative evaluations is to shape improvements while the project is in process. Summative evaluations are conducted for the purpose of accountability which requires determining the overall effectiveness of the project (McLemore, 2009).

From the above discussion, it is evident that the strengths of Stufflebeam's CIPP model outweigh its limitations. In addition, the fact that Stufflebeam's context, input, process, product model is systems-based, decision-oriented, focuses on improving rather than proving the worth of a programme, and lends itself for use before, during or after the implementation of the initiative, justifies its use as a framework for this study which in fact is a post-facto evaluation.

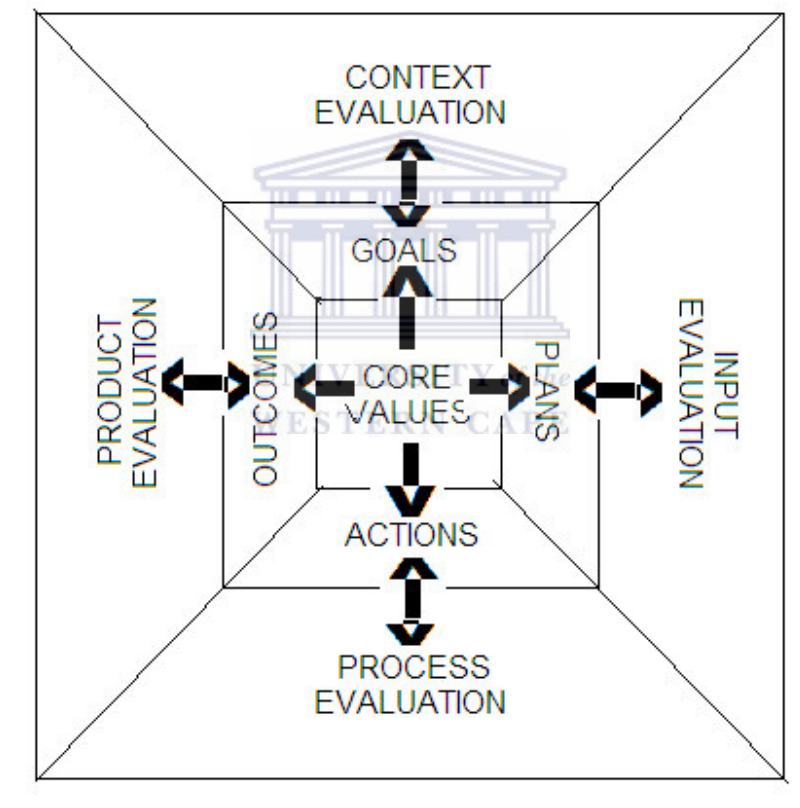


Figure 1: Diagrammatic representation of Stufflebeam's CIPP model

3.3.3 Application of CIPP model in evaluation of a nursing programme

In 1974 the Catholic University of America School of Nursing recognised the need for major curriculum change. The Baccalaureate Curriculum Committee decided that sound curriculum decisions should be made based on concrete data rather than on value judgment. Stufflebeam's Decision-Making Model was selected for this purpose, to ensure a systematic and comprehensive evaluation (Clark et al., 1983).

The following were the steps used in the application of each phase of the CIPP model:

(i) Context evaluation included:

An examination of society and community need for nursing services; examination of current national and local trends in nursing practice and nursing education; establishing the congruency between philosophy, beliefs and purposes of the university and those of the School of Nursing. The evaluation of the decision to develop a curriculum based on a nursing rather than on a medical model, and a selection of a nursing model to be used as a framework for the curriculum.

(ii) Input evaluation:

The evaluation of the impact of curriculum change on the system: time, space, cost, equipment. The identification of the responsibilities of staff in the change process in terms of their expertise and commitment; decide whether the physical, financial and human resources were sufficient to sustain the curriculum change. Resources included: staff, students, library, laboratories and budget.

(iii) Process evaluation:

The identification of tools being used in programme evaluation including the students' verbal and written evaluation of the course and year level, and the staff's evaluation of the curriculum model at the end of each semester. An evaluation of the tools to determine whether they measure the programme objectives was carried out.

(iv) Product evaluation:

Identification of student demographic data, school assessment scores, assessment score in the nursing programme and students' evaluation of the nursing programme, one year after graduation, and graduate's professional performance one year after graduation formed part of the product evaluation.

Authors, such as Clark et al. (1983), claim that Stufflebeam's model can be effectively and systematically used as a framework for evaluating the curriculum of a nursing programme. They recommended that the evaluators obtain commitment from all staff, including administrative staff, to the evaluation process and the selected model; the formation of an evaluation team of five to six members; securing sufficient support for the development of tools, data collection and data analysis; and the development of uniform data sheets for collecting student demographic and lecturer information.

CHAPTER 4

METHODOLOGY

4.1 INTRODUCTION

The objective of the study was to determine the context for establishment of the Common Teaching Platform; to determine resource planning and the effectiveness of the MoU in informing structuring decisions; to evaluate the process of collaboration and to determine whether the goals of the regional collaboration on the Common Teaching Platform were met. This chapter describes the methods used in the study to achieve the above objectives.

4.2 RESEARCH APPROACH

The study adopted a qualitative research approach. Qualitative research seeks to understand a given research topic from the perspective of the population it involves, and it is especially effective in obtaining information about the values, opinions, perceptions, behaviours, and contexts of such research topics. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience the area being researched. Although findings from qualitative data can often be extended to people with characteristics similar to those in the study population, gaining a rich and complex understanding of a specific topic or phenomenon takes precedence over eliciting data that can be generalised (Mack et al., 2005).



4.3 RESEARCH DESIGN

An evaluation research design using qualitative methods was used in this study. Evaluation studies can however include both qualitative and quantitative data, depending on the information needed for making decisions about the programme. Polit and Hungler (1991) suggest that evaluation research is an applied form of research which poses questions on how well a programme is functioning. Stufflebeam's Context, Input, Process, Product (CIPP) evaluation research model provides a basis for evaluating the effectiveness of the regional collaboration on the Common Teaching Platform.

4.3.1 The purpose of evaluation research

Patton (1990) suggests that when judging accomplishments and effectiveness in a systematic and empirical way through careful data collection and thoughtful analysis, one is engaged in evaluation research. Evaluation research which is objective-oriented and goal-based, according to Hughes & Baumgartl (2005), is based on the premise that the purpose, goals and targets of a project are determined at the inception of the project and the evaluation is conducted to establish whether these have been achieved. This according to Mouton (2001) means that evaluation research aims to establish whether an intervention - be it a programme, therapy, policy or a strategy - has been properly conceptualized and implemented, whether the target group has been adequately covered and whether the intervention was implemented as designed. This type of research is an area of increased importance as it answers questions about whether a programme, policy or strategy should be adopted, continued, modified or improved.

This argument holds true for the evaluation of the effectiveness of the Common Teaching Platform. The nature of its establishment involved complex governmental decisions around the

very important issue of the delivery of nursing education in the higher education sector of the Western Cape. In line with the purpose of evaluation studies in general, the purpose of this study was to establish whether the Common Teaching Platform was properly conceptualized and planned, whether it was effectively implemented and whether the goals of the establishment for the Common Teaching Platform have been met.

4.3.1.1 Effectiveness versus impact evaluation

It is important for the focus of this study to clarify the difference between “effectiveness evaluation” and “impact evaluation”. The difference between these two types of evaluations is inherent in their purpose.



4.3.1.1.1 Effectiveness evaluation

This study focuses on evaluating the “effectiveness” of the Common Teaching Platform. Effectiveness evaluation is regarded as a formative evaluation which strengthens or improves the object being evaluated. The aim of the evaluations is to assist in forming a programme by examining the delivery of the programme, the quality of its implementation, and the assessment of the organisational context, personnel, procedures and inputs. Formative evaluations aimed at programme improvement often rely heavily on process data. They evaluate the extent to which the objectives of the programme have been achieved or the level at which the intended objectives, policies and plans that guide the programme have been met or adhered to. Effectiveness evaluations are usually performed to enable staff to improve the programme.

4.3.1.1.2 Impact evaluation

Impact evaluation is a form of summative evaluation which, in contrast to formative evaluations, examines the effects or outcomes of some object. Summative evaluations describe what happens subsequent to the delivery of the programme. Impact is not measured immediately after implementation of, for example, a policy or a programme. Its intention is rather to identify the long term intentional and unintentional effects (Muraskin, 1993). Many projects are expected to demonstrate their impact through evaluation. It can however be difficult to know where to look for impact or to recognise it when it happens. Evaluation of impact is done at different levels e.g. in the current study impact can be evaluated at the level of the student, the lecturer, practice, at an institutional level and at a national level.



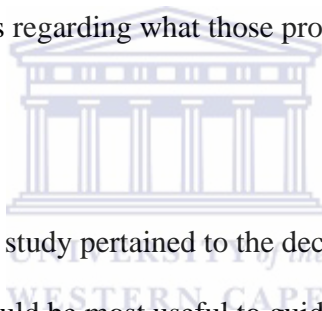
4.3.2 Evaluation Methodology

Although evaluation research methods rely on qualitative methods to construct meaning, they differ from traditional scientific research since it has to deal with complex phenomena in real world settings; it takes into account the multiplicity of stakeholders, the unstable and unpredictable systems and the high level of human interactivity (Hughes & Baumgartl, 2005). Van Zyl (1991) as cited in Garbers (1996) is of a similar opinion and argues that it is not the methods adopted in an evaluation that distinguishes one evaluation from another, but the questions that need to be addressed and the audience and the stakeholders whose values are promoted by answering those questions. Hughes & Baumgartl (2005) attribute the fundamental differences between evaluation methods and approaches to their philosophical and ideological base. The models and practices selected for an evaluation study therefore depend on the differences in assumptions about the way the world works.

Stufflebeam's Context, Input, Process and Product model as evaluation methodology was selected as a framework for this study based on the fact that it allows for specific questions to be addressed and for the audience and the stakeholders' values to be promoted by answering those questions, as suggested by Van Zyl (1991) as cited in Garbers (1996).

(i) What was the purpose of the evaluation? And what information should it have yielded?

The purposes of evaluations are seen to be varied but the one which reflects the CIPP approach is the following: Programme evaluation is the systematic collection of information about the activities, characteristics and outcomes of programmes used to reduce uncertainties, improve effectiveness and to make decisions regarding what those programmes are doing and what they are affecting (Patton, 1986).



The focusing issues relevant to this study pertained to the decisions which needed to be made and the type of information that would be most useful to guide those decisions. This study aimed to evaluate the effectiveness of the regional collaboration on the Common Teaching Platform for undergraduate Nursing in the Western Cape. In line with Stufflebeam's notion regarding the purpose of evaluations, this study aimed to provide useful information for judging whether the goals for the establishment of the Common Teaching Platform were met and whether the collaboration transpired as intended and planned. The purpose, however, was not only to make a judgment on the worth of the programme, but that the evaluation would assist the audience to review and improve the programme. Furthermore, the purpose was to influence policies around the Common Teaching Platform through consideration of decision alternatives.

(ii) Who were the audience and the stakeholders?

There were various stakeholders who had a vested interest in the outcome of the evaluation of the Common Teaching Platform, each stakeholder having different ideologies and functions as a sub-system within the larger system. These included: participating higher education institutions on the platform, the Department of Health and the students. It was understood that the decisions based on the outcome of this study would have consequences for, and would impact on the stakeholders involved.

(iii) Who are the decision makers?

The transformation agendas in South Africa were based on policy decisions made by the South African Government. The transformation of nursing education particularly, arose from the implementation of policies by the Department of Education pertaining to the shape and size of the higher education sector. The Department of Education is therefore recognised as the overarching decision-maker. However, the governance of the Common Teaching Platform has been delegated to the Nursing Academic Board. The Board is answerable to the Cape Higher Education Consortium who proposed the establishment of the Common Teaching Platform and is tasked with overseeing this collaboration.

(iv) What was the context for the decision to restructure the delivery of nursing education in the Western Cape?

This is understood to be a complex undertaking which stemmed from national transformation in general and ultimately led to the need for transformation within the higher education system of South Africa. The context as understood within the systems theory approach, as discussed

earlier, is not limited to the political context but is broadened to include the understanding of what was transpiring within the context of the economic, health and educational sectors as well.

(v) What role should evaluators play?

The role which the researcher or evaluator assumes in relation to the stakeholders is crucial to the success and usefulness of the evaluation. There are varying ideas about the degree to which the evaluator should be involved in the evaluation study. FitzPatrick, Saunders & Worthern (2004) cited in Hughes & Baumgartl (2005) point out that evaluators are not in consensus about whether they should simply provide the information for decision-makers to make value judgments or whether their evaluation report should contain the value judgment. They further highlight that evaluators are unclear about their role and place in the evaluation process vis-à-vis authority and responsibility. Evaluators may also be limited by their experience of evaluation and the discipline being evaluated. These circumstances will influence the way in which the evaluators conduct the evaluation and draw conclusions. Evaluators are often selected by virtue of their experience in the discipline being evaluated rather than for their skill and expertise as evaluators. An evaluator's role could be that of an expert or scientist, a measurement specialist, a decision-support person or a provider of information, a collaborator, a counsellor or a facilitator. In this study it was important that the evaluator remained consistently aware of her role as evaluator because she is a staff member of one of the participating universities. The reflexivity statement (see 4.11.1.7) serves as a reminder and commitment of the researcher as evaluator to the process, that the researcher's role in this study would be that of a provider of information and decision-support person.

4.4 APPLICATION OF STUFFLEBEAM'S CONTEXT, INPUT, PROCESS AND PRODUCT MODEL (CIPP)

Stufflebeam's CIPP model is a decision-focused systems approach that is applied to programme evaluation. The elements of a system as discussed in chapter 3 include input, process and output. Stufflebeam added the element of context and replaced the term output with product. Stufflebeam argued that evaluations should not be limited to determining whether the objectives of a programme have been reached, but should lead to managing and improving programmes (Madaus, Scriven & Stufflebeam, 1986). In this approach, information is recognised to be most valuable when it helps programme managers to make better decisions. Evaluation activities should therefore be planned in line with the needs of the programme stakeholders. Data collection and reporting must be aimed at promoting more effective programme delivery and management (Robinson, 2002).

Singh (2004) refers to a unique aspect of the CIPP model which allows for a flexible and innovative framework for nursing education evaluation, where one or more components of accountability (context, input, process, product) can be used together or separately according to the evaluation needs (Singh, 2004). Flexibility in the way in which the CIPP model can be applied was recognised by the researcher of this study, who rather than applying the CIPP model in phases according to context, input, process, product, clustered all components of the model and applied them in one phase to the different strata of the study sample. The difference within the various components (CIPP) lies in the type of questions which were posed to each strata of the study sample within each component of the model (see Table 3).

4.4.1 Context evaluation for planning decisions

The first broad objective of this study was to determine the national context for restructuring nursing education in general, and the establishment of the Common Teaching Platform in particular. Its purpose was to determine the goals for establishing a Common Teaching Platform. Context evaluation included establishing an understanding of the country's political transformation agendas which led to the decision to establish a Common Teaching Platform. These include South Africa's transition from apartheid to a democracy; the resultant need for equity and redress in the various sectors of society in response to the principles of democracy, and the transformation of the higher education sector which culminated in a new institutional landscape for higher education. This then led to the Minister of Education's decision that there would only be two enrolling institutions for undergraduate nursing in the Western Cape viz. the University of the Western Cape and the Cape Peninsula University of Technology. The Cape Higher Education Consortium's counterproposal, which prompted the establishment of the Common Teaching Platform, had specific goals for the training of nurses in the Western Cape. These goals influenced the planning of the Common Teaching Platform and formed the basis for the collaboration.

The education sector was not the only sector undergoing transformation. Numerous policy changes were being made at the same time, in line with equity and redress in the country as a whole. Changes in one sector of society, within the understanding of a systems approach, must have had an impact on other sectors. The health sector at this point in time was faced with a general shortage of nurses. This was a potential disaster for the Health Department's 2010 Health Plan which aimed to focus more on primary health care, a resource-intensive strategy. It is within this context that the researcher attempted to understand what the goals for the establishment of

the Common Teaching Platform were. The context evaluation was largely influenced by a literature review which revealed the processes of transformation. The context evaluation involved all stakeholders who were involved in the establishment of the Common Teaching Platform at the level of CHEC and the institution.

4.4.2 Input evaluation for structuring decisions

The second broad objective of this study was to determine the input in terms of guidelines for the platform, participation and both human and physical resources. This evaluation examines the programme plans and assists with structuring decisions. It involves all stakeholders who were involved with the planning decisions. Since the Memorandum of Understanding (MoU) served as the implementation guidelines for the Common Teaching Platform, it was important to determine how the MoU was designed, and to establish who participated in its design and development. It was clear that the answers to these evaluation questions would provide insight into understanding, to some extent, the outcome of the process of collaboration on the Common Teaching Platform.

The following questions were also pertinent in this phase:

- What were the goals for the Common Teaching Platform in terms of resource input?
- To what extent were these resources made available to ensure that the goals of the Common Teaching Platform were met?

This phase acknowledges that the extent to which resources (both quality and quantity) are allocated to the programme will impact on the extent to which the implementation of the programme is successful.

4.4.3 Process evaluation to guide implementation decisions

The third broad objective was to evaluate the process of collaboration. This evaluation included all who were involved in the implementation of the Common Teaching Platform. The questions were related to the effectiveness of the collaboration and the experiences, regarding the collaboration process, of both students and various levels of lecturers.

The aim of the process evaluation was firstly to establish whether there was “buy-in” to the notion of collaboration by the participating HEIs. This stage also explored how the participants responded to the impending change to the delivery of nursing education in the Western Cape and how they experienced the change management throughout the process. It was important in the evaluation to establish how the programme was being implemented and how it was performing.

The process evaluation therefore involved establishing whether the collaboration on the Common Teaching Platform went according to the plan and the guidelines in the MoU.

Furthermore, the evaluation allowed the researcher as the evaluator to determine whether there were any defects in the procedural design which caused problems during the implementation, and to establish how these problems were managed. It was also important to establish which problems or challenges were not resolved and to determine the perceived barriers to resolving the problems. Reflexivity by the researcher came into play strongly during this phase of the evaluation. The researcher was aware that her role as evaluator was to collect the information and not to offer clarity as to what she might have viewed as misconceptions by the participants.

4.4.4 Product evaluation for recycling decisions

The fourth broad objective was to determine whether the goals for collaboration and a Common Teaching Platform have been met. The purpose of product evaluation is to determine whether the goals of the programme were reached. Product evaluation is for recycling decisions and is often used as a summative evaluation to decide on the merit or worth of a programme and whether the programme should be continued or not. It is also used as a formative evaluation when the purpose is to improve the programme. In this study the product evaluation focused on the opinions and experience of all participants on the Common Teaching Platform regarding their satisfaction with the collaboration, whether they felt that the collaboration was successful, their opinion regarding the unresolved challenges of the collaboration and the resources that were still lacking. The evaluation also established the participants' opinions about the cost-effectiveness and feasibility of the collaboration. This study, however, did not include a cost analysis, as it was beyond the scope of the study. The cost analysis will be conducted as part of another study.

4.5 SAMPLING

4.5.1 Study population

The study population comprised all the undergraduate students registered at the enrolling institution (UWC) as fourth-year “pipeline” nursing students on the old programme. All the nursing students (first to fourth year) registered on the Common Teaching Platform, all Lecturers, Heads of Nursing Departments / Schools, and Deans of the Health Science Faculties and all Deputy Vice-Chancellors (current and former) of the University of the Western Cape, Stellenbosch and Cape Town as well as the current and former Chief Executive Officers of CHEC also formed part of the study population.

4.5.2 Sampling strategy

Stratified, purposive sampling was used. This type of non-probability sampling, according to de Vos (2005), is based on the judgment of the researcher and is therefore also referred to as judgmental sampling. A stratified sample improves the chances that the sample is more representative of the population. Patton (1990:169) states that “the logic and power of purposeful sampling lies in selecting information rich cases for study depth”. The use of stratified purposeful sampling allowed the researcher to sample over the various strata of participants (Students, Lecturers, Heads of Nursing Departments / Schools, Deans and Deputy Vice-Chancellors) participating on the Common Teaching Platform as well as current and former Chief Executive Officers of CHEC.

In purposive sampling, the researcher uses his /her knowledge and expertise about the study population to select a sample which represents the population. In this study however, the researcher included participants who were either involved in the planning or implementation of the Common Teaching Platform. The sample per strata, per institution, was therefore not weighted according to the population size.

4.5.3 Sample and sample size

Table 1: Participants per institution in relationship to population

Category	HEI 1	HEI 2	HEI 3	Total
CEO (CHEC: Current and former)				2
DVC (Current)	1	0	0	1
DVC (former)	1	0	1	2
Dean	1	1	1	3
HOD	1	1	1	3
Lecturers: participated in planning and implementing the CTP	13	2	3	18
Total one-on-one interviews	17	4	6	29

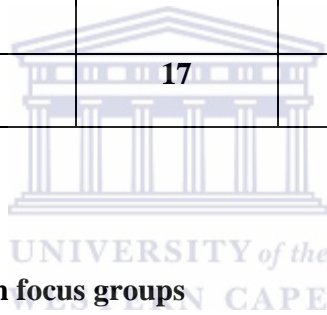


Table 2: Students participating in focus groups

Year level	Total number of students	Number of focus groups
B Cur I 2008	19	2
B Cur II 2008	20	2
B Cur III 2008	18	2
B Cur IV 2008	10	1
B Cur IV (pipeline) 2008	14	2
Total	81	9

4.5.4 Description of the sample

4.5.4.1 Chief Executive Officer of the Cape Higher Education Consortium

One current and one former Chief Executive Officer of the Cape Higher Education Consortium, who had both served as chairperson of the CHEC Board of Directors

4.5.4.2 Deputy Vice-Chancellors

One Current and one former Deputy Vice-Chancellor (DVC) from each institution, who are /were members of the CHEC Board of Directors and recognized as being knowledgeable regarding the context and input decisions for the development of the Common Teaching Platform, were selected and requested to participate in the study.

4.5.4.3 Deans of Health Science Faculties

The three Deans of the Health Science Faculties in which the nursing schools reside. The Deans were identified as key informants regarding context, input, process and product evaluations.

They were members of the Nursing Academic Board.

4.5.4.4 Heads of Nursing Departments

The three Heads of Nursing Departments of the partner institutions were selected to participate based on their involvement in the planning for the Common Teaching Platform and the valuable contribution they could make regarding context, input, process and product evaluation. The Heads of the Nursing Schools also served on the Nursing Task Teams (NTT), since they were regarded as experts in nursing education. The Nursing Task Teams provided guidance to the working groups which dealt with a wide range of issues in preparation for the Common Teaching

Platform. The Heads of the Nursing Schools are also members of the NAB and the Management Committee of the Common Teaching Platform.

4.5.4.5 Lecturers

A total of eighteen (18) lecturers from the three partner institutions participated in the study. Some of the lecturers were involved in the planning for the establishment of the Common Teaching Platform and were members of the working groups established in 2004. These groups worked on the operational aspects of the Common Teaching Platform including the curriculum, clinical placements, staff and student issues, the MoU, finance and administration. They were regarded as important informants in terms of the input, process and product evaluation. Some of these lecturers were members of the Management Committee.

There were however lecturers who did not participate in the planning of the Common Teaching Platform, but who had participated in its implementation. Thus they were important informants in terms of process and product evaluations, and to a limited extent in regard to the input evaluation.

A total of 13 lecturers from UWC, 3 from UCT and 2 from US participated in the study.

4.5.4.6 Students from the four year levels of the programme

The student sample consisted of first- to fourth-year students on the Common Teaching Platform.

These groups of students were recognised as important informants for the process and product evaluations in terms of their experiences as students on the Common Teaching Platform.

Students who had failed a year and who then transferred from the University of Stellenbosch to slot into the programme at UWC, as the University of Stellenbosch programme was being phased out, also participated as part of the sample in each year level.

The fourth-year group of students consisted of two groups:

- i) Students who registered for the nursing programme at the commencement of the Common Teaching Platform in 2005.
- ii) Students who registered for the nursing programme prior to the commencement of the Common Teaching Platform and who had repeated their first year in 2005. They were referred to as “pipeline students”.

4.5.4.7 Document review

Policy documents from the Department of Education, the Council on Higher Education and the National Commission on Higher Education were reviewed to establish the context for the establishment of the Common Teaching Platform and the background to the study as outlined in chapters 1 and 2. The purpose of the document review in this study was twofold. Firstly, it was used to gather information which was not shared by the participants regarding the context, and the events which led to the planning, designing and implementation of the Common Teaching Platform. Secondly, it was used for the triangulation of data collected across data collection methods and data sources to ensure the accuracy and credibility of the findings.

4.6 DATA COLLECTION METHODS

Combined methods of data collection were used including semi-structured, in-depth, one-on-one interviews, focus group interviews and record or document reviews. Multiple sources of data are used because no single source can be trusted to provide a comprehensive account of how the collaboration on the Common Teaching Platform has unfolded. Marshall and Rossman (1989) in

Patton (2002) argue that this approach increases validity, as the strength of one data collection method compensates for the weakness of the other.

4.6.1 Semi-structured in-depth interviews

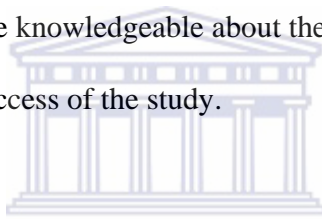
One-on-one, semi-structured, in-depth interviews were conducted with:

- Chief Executive Officers of the Cape Higher Education Consortium (current and former)
- The Deputy Vice-Chancellors (current and former)
- The Deans of the three institutions.
- The Heads of Nursing Schools of the three institutions
- Lecturers on the Common Teaching Platform

4.6.1.1 Purpose of semi-structured in-depth interviews

Literature describes two types of interviews used in evaluation research: structured interviews, in which a carefully worded questionnaire is administered; and in-depth interviews, in which the interviewer does not follow a rigid form. In the former, the emphasis is on obtaining answers to carefully phrased questions. Interviewers are trained to deviate only minimally from the questions' wording to ensure uniformity of interview administration. In the latter, however, the interviewers seek to encourage free and open responses, and there may be a trade-off between comprehensive coverage of topics and an in-depth exploration of a more limited set of questions. In-depth interviews allow the researcher to explore in depth the participants' experiences of the implementation of the programme and their thoughts about the programme outcome. In this way the researcher is able to construct a more complete picture of the programme (Boyce & Neale, 2006).

Using semi-structured in-depth interviews in this study was important because the researcher needed to obtain a rich description and understanding of how participants experienced the collaboration on the Common Teaching Platform, including their perceptions of the effectiveness of the Common Teaching Platform and opportunities for improvement. Information was gathered regarding the context in which it was planned, the input for setting up or structuring the Common Teaching Platform, the effectiveness of its implementation as well as the participants' opinions on whether the goals of the Common Teaching Platform were reached. The preference of interviews as a data collection method for this study began with the assumption that the selected participants' perspectives and experiences about the Common Teaching Platform will be meaningful, that the participants are knowledgeable about the subject being researched, and that their perspectives will affect the success of the study.



4.6.1.2 Advantages of using semi-structured in-depth interviews

Lofland & Lofland (1995) maintain that an in-depth interview is a dialogue between a skilled interviewer and an interviewee. Its goal is to elicit rich, detailed material that can be used in analyses. The choice of semi-structured in-depth interviews for this study was based on the need to explore, with open-ended questions, the responses of participants so as to understand not only the expanse of the topics, but also the depth and meaning. Probes such as: explain, elaborate, to what extent, why and why not, were used throughout to gain depth in the discussion. The in-depth interviews also allowed for the capturing of respondents' perceptions in their own words by using a tape recorder, a very desirable strategy in qualitative data collection. This allowed the evaluator to present the meaningfulness of the experience from the respondents' perspective. In addition, the researcher was able to note and record the non-verbal responses during the

interview. Such non-verbal responses are lost when methods other than face-to-face methods are used.

4.6.1.3 Challenges with the use of semi-structured in-depth interviews

Patton (1990) asserts that the quality of the information obtained in an interview is largely dependent on the interviewer's skills and personality. Thorough training, including familiarisation with the project and its goals, is important to ensure that the interview will yield useful information. Poor interviewing skills, poor phrasing of questions, or inadequate knowledge of the subject's culture or frame of reference may result in a collection that obtains little useful data. The interviewer should ideally be a good listener and questioner who shapes the process. It is not the role of the interviewer to put forth his or her opinions, perceptions, or feelings. As discussed earlier, it is important therefore that the interviewer continuously reflects on his/her role as evaluator in the interview so that he/she maintains a neutral role.

Based on the criteria for a good interview and potential challenges with interviewing as presented by Mouton (1990), some control was established in conducting in-depth interviews for this study. The researcher employed an independent fieldworker not associated with any of the institutions on the Common Teaching Platform for the purpose of conducting the interviews. This was done to control possible bias.

Interviews are often conducted with knowledgeable respondents, yet administered by less knowledgeable interviewers or by interviewers not completely familiar with the pertinent social, political, or cultural context of the study. The researcher recognised this as a potential challenge

for the fieldworker. The following was done to minimize the interviewer's biases and to bridge the knowledge gap between interviewee and the interviewer:

Extensive discussions were held with the fieldworker regarding the background and purpose of the study. Reading material including the study's proposal was made available to the fieldworker in order to further familiarise herself with the topic. To ensure that the interviewer asked the same questions, in the same context, in a non-leading way, a list of non-leading prompts and probes were provided in the interview schedule. Thereafter, many hours were spent in training the fieldworker on how to conduct the interview using interviewing skills such as paraphrasing, rephrasing and the use of non-leading probes and prompts. Dry runs on interviewing technique were conducted before the fieldworker conducted her first interview. The first participant who was interviewed for the study consented to having the fieldworker accompany the researcher as an observer. After the fieldworker conducted her first interview, the researcher and the fieldworker listened to the recording. Minimal adjustments were identified in the interviewing technique used by the fieldworker.

The allocation of interviews between the researcher and the fieldworker were done with careful consideration, so as not to introduce bias but also to ensure that the interviewer would draw out the richness of the interviewees' contributions.

Another challenge identified in interviewing process relates to the variation in the interview setting which limits the interviewer's control over the environment. The interviewer may have to contend with disruptions and other problems that may inhibit the acquisition of information. This was overcome in the current study by setting appointments with the participant, at a time and a place convenient for the participant. A bold notice was placed on the door of the venue used for

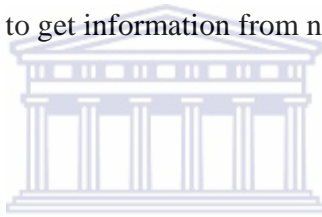
the interview, indicating that an interview was in progress and providing the estimated time for completion of the interview. The advantages of using the semi-structured in-depth interview for this study outweighed the potential challenges.

4.6.2 Focus group interviews

Focus group interviews were conducted with students in the four year levels. The choice of focus groups as a data-collection method was based on the researcher's need to obtain the views of as many registered nursing students as possible. In agreement with Farquhar, in Barbour & Kritzinger (1999) as cited in de Vos (2005), the researcher was also of the opinion that the students might be more willing to participate and to share personal experiences in focus groups rather than in one-to-one interviews. In order to ensure that the students' participation in the focus group would be free-flowing and their responses truthful, the researcher had to assure the participants in focus groups of confidentiality. This, according to Berg (2001), is not sufficient and suggests that it is important for the researcher to address the issue of confidentiality between participants within the group. Failure to address this issue might lead to participants feeling inhibited and fearful of being exposed by their peers. For this reason the consent form included the students' consent to participate in the study and their acceptance of an agreement not to disclose information discussed in the focus group to any person outside of the focus group (see appendix 11). The researcher, however, acknowledged that she had no control over this, and therefore could not guarantee confidentiality between participants in the focus group.

4.6.2.1 Advantages of using focus group interviews

Approximately 950 undergraduate nursing students were registered on the programme at the time of data collection. Despite this large number, focus groups enabled the researcher to access and interview more participants in a far shorter period than individual interviews would have allowed for the same number of students. Berg (2001) highlighted this as an advantage of focus groups. The use of focus groups also enabled the researcher to interact with the participants, pose follow-up questions or ask questions that probed more deeply. Students were familiar with each other because each focus group comprised of a group of students from one year level. Due to the nature of the focus group, students were able to follow up and build on the responses of their peers. The researcher was also able to get information from non-verbal responses, such as facial expressions and body language.



4.6.2.2 Disadvantages of focus group interviews

A disadvantage of focus groups is that the small sample size used in the focus group might not be a good representation of the larger population and might thus not provide the rich information expected from the focus group interview. In consideration of this disadvantage of focus groups, the researcher invited students to an information session where they were briefed about the study. Thereafter the students had the right to decide whether to participate or not. Those students who agreed to participate signed a consent form. Another challenge of conducting focus groups, according to Creswell (2005), is the need for skills to facilitate and control the discussion to prevent it from losing focus, especially because there is so much occurring in a focus group interview. To prevent this from occurring, the researcher and the fieldworker, who conducted some of the focus groups, carefully planned the sessions. Students were briefed on the process to

be followed during the focus groups without compromising their need to express their feelings and make contributions. Students were allocated numbers in sequence to the seating around the table. This assisted with the orderly facilitation of the group which was necessary to ensure that the data which was being recorded would be useful and make sense.

4.6.3 Record / documents review

Documents are a valuable source of information in qualitative evaluation research. Access to documents can be prearranged and should include all documents generated for the programme. This includes, amongst others, public records in the form of minutes of meetings, financial records, annual reports and process records. Bailey (1994) as cited in de Vos (2005) describes such documents as official and more formal and more structured than personal documents. Private documents are more informal and include correspondence to and from programme staff, letters and reflexive journals (Patton, 2002). Patton (1990) encourages the use of both official and unofficial documents generated by the programme. Both official and unofficial documents were reviewed in this study. Unofficial, informal documents were regarded as potentially more valuable for extracting controversial and sensitive issues which formal documents may have glossed over. The intention, however, was not to give more attention or weighting to informal documents than to formal ones and visa versa.

4.6.3.1 Advantages of record / document reviews

Records and documents provide a rich source of information about organisations and programmes. The conducting of document reviews is relatively inexpensive. The review of

programme documents may reveal a difference between formal statements of the programme purpose and the actual programme implementation (Department of Health and Human Science, 1999).

Documents can be analyzed and used to compare, verify or validate what the evaluator hears and sees happening in the programme (Hill, 1993 as cited in Patton, 2002). Patton argues that information from these documents would enrich the researcher's knowledge and understanding about the programme and bring to the fore information about those things which cannot be observed. More importantly, Patton highlights the fact that the documents provide information about things which have occurred before the evaluation and reveal goals and decisions which might not have been shared with the evaluator (Patton, 2002). They also clarify issues and sometimes conflicts that are documented but are not known to all staff on the programme, and therefore are not discussed during the interview. However, whether the documents are readily available could be a possible challenge (Patton, 2002; Creswell, 2005).

Patton's suggestions are entirely relevant for this study, since conceptualization of a Common Teaching Platform began in 2002. The review of documents between 2003 and 2010 allowed the researcher to understand the interactions, communications and deliberations that took place between stakeholders from the phase of conceptualization moving into planning and designing the Common Teaching Platform. Patton (2002) refers to this as a behind-the-scenes look at programme processes and how they unfolded. The document review assisted in verifying the participants' contributions in the in-depth interviews and focus group discussions. It also assisted in identifying contradictions regarding specific issues, between participants' contributions and the contents of the documents, as well as between the contents within the various documents.

An advantage of documents which are in text form, as highlighted by Creswell (2005), is that they are in the language and words of the stakeholders and are ready for analysis without needing to be transcribed. Although a document review is considered relatively unobtrusive, confidentiality of the content of documents, specifically those which contain confidential information about individuals, must be ensured. It is important for the evaluator to determine whether the content of the records is for the public eye, so as not to be found in breach of confidentiality. To ensure confidentiality of the documentation, the document review was conducted by the researcher herself. The documentation was also filed in a secure place that nobody else had access to.

4.6.3.2 Limitations of record / document reviews

Documents are sometimes found to be incomplete or inaccurate. The background to the document is sometimes not known or how and why the document was produced. Miller (1997), in Patton (2002), argues that deconstructing and demystifying institutional text is often a challenge.

Information may be unclear, disorganized, unavailable, or out of date. Another limitation of a document review is that it could allow for a measure of bias to set in because of selective survival of information and poor data storage systems. It can also be time-consuming to collect, review, and analyse many documents.

Documents for this study were selected based on the criteria of their intended purpose, completeness and clarity. A challenge however was the fact that the researcher was dependant on whether the documents were adequately stored and whether they would be retrievable for the purpose of the document review. Another challenge was the changing of posts by strategic

persons who participated in the decisions pertaining to the establishment of the Common Teaching Platform. The Chief Executive Officers of the Cape Higher Education Consortium and all the Deputy Vice-Chancellors of the three participating universities have changed since the planning and implementation of the Common Teaching Platform. This impacted on the ability of the current persons in these posts to locate the relevant documents.

4.7 DEVELOPMENT OF DATA COLLECTION INSTRUMENTS

Interview schedules were developed for each stratum of participants (CEOs, DVCs, Deans, HODs and Lecturers) for the one-on-one interviews and for the focus group discussions. A checklist was designed for use in the review of documents. The research questions used to develop the one-on-one interview schedules and focus group schedules were to a large extent influenced by the literature review and Stufflebeam's CIPP programme evaluation model, which provided guidelines for the type of questions the evaluator should ask during each phase of the evaluation. The schedules for each sample stratum reflected a range of different questions; there were however a few questions which overlapped all the schedules. This meant that within a particular phase of the CIPP model, a common question was posed to all participants irrespective of the stratum e.g. CEO, DVC, Dean, HOD or Lecturer. For example see Table 3, with reference to the context, all participants were asked the question: Was the environment conducive to the implementation of the Common Teaching Platform in terms of resources, the political climate and other dynamics? The researcher acknowledged the fact that change affects people at different levels of the system in which change is occurring. People at different levels of the system also experience change differently.

The purpose of the interview schedules were to guide rather than dictate the interview process and the open-ended questions allowed the participants to express themselves freely. These instruments were pilot-tested before use in the study, and the necessary changes were made to the instruments.

4.7.1 Data collection instruments

Data collection instruments were developed for use in the semi-structured in-depth interviews, focus group interviews and the document reviews.

4.7.1.1 Semi-structured in-depth interview schedules

A set of predetermined, open-ended questions were logically listed in an interview schedule for semi-structured one-on-one interviews. The schedule did not dictate the process of the interview. The construction of the questions was guided by the literature review and the CIPP evaluation model.

4.7.1.1.1 Interview schedule for CEOs and DVCs (see appendix 1)

The Deputy Vice-Chancellors of the three institutions are members of the Cape Higher Education Consortium, Board of Directors. The interview schedule for the DVCs mainly focused on questions pertaining to the political, economic and educational context for the establishment of the Common Teaching Platform. The interview schedule also evaluated the input in terms of the planning design and development of the Common Teaching Platform.

4.7.1.1.2 Interview schedule for Deans (see appendix 2)

The Deans were regarded as key informants regarding context, input, process and product evaluations. While it was expected that the Deans were kept informed by the DVCs, about planning and structuring issues regarding the Common Teaching Platform, they were also kept abreast of how the Common Teaching Platform was performing in terms of its implementation. The Deans serve on the Nursing Academic Board which governs the implementation of the Common Teaching Platform. More specific implementation issues are reported to the Nursing Academic Board by the CHEC Management Committee, which deals specifically with the day-to-day implementation of the Common Teaching Platform.

4.7.1.1.3 Interview schedule for Heads of Departments (see appendix 3)

The Heads of Departments serve on the Nursing Academic Board which governs the implementation of the Common Teaching Platform. In addition they are members of the CHEC Management Committee, which deals with the implementation issues. This committee feeds into the Nursing Academic Board. The interview schedule reflects questions at all levels of the CIPP evaluation model: Context, Input, Process and Product evaluation.

4.7.1.1.4 Interview schedule for Lecturers (see appendix 4)

The interview schedules of lecturers include questions pertaining to input, process and product evaluations. The lecturers at grass-root level are tasked with the day-to-day implementation of the Common Teaching Platform and collaboration with partner institutions in the delivery of the programme. They have first-hand experience of how the Common Teaching Platform is performing in relation to its plan, design and development.

4.7.1.2 Focus group interview schedules for students (see appendices 5 and 6)

Open-ended questions, focusing mainly on process and product evaluations and to a lesser degree on input evaluation, were listed in an interview schedule for the focus group interviews with students. The interview schedule for the pipeline students (those students who registered for the first time before 2005) was slightly different in that it included questions which required the students to share their experience by way of comparison between the old programme, i.e. before 2005, and the new programme on the Common Teaching Platform.

4.7.1.3 Record review

A checklist for reviewing each record was developed (see appendix 7). The checklist was adapted from an existing checklist designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

The following aspects were included in the checklist:

1. What type of document is this?
2. When was it written?
3. Who wrote or created the document?
4. Who was the document written or created for?
5. Was the document signed and approved as official document or not?
6. What is the purpose of the document?
7. What are the primary issues contained in the document relevant to the research question?


4.8 DATA COLLECTION PROCEDURE

Table 3 illustrates the application of Stufflebeam's CIPP model as a framework for data collection and analysis. The basic tenets of the CIPP model had been expanded to include the study objectives, the data methods used to collect data to meet the study objective and the focus of the questions. The table further illustrates how each phase (context, input, process, and product) of the CIPP model has been addressed overall, through extracting the particular section from each data collection instrument and listing it under the appropriate phase of the conceptual model.

The context evaluation in the table below, for example, reflects (i) the purpose of the phase according to Stufflebeam; (ii) the relationship of the phase to the study objectives; (iii) the data collection methods used; (iv) the participants who participated in this phase; (v) the specific numbers of the research questions as reflected on the data collection tool; and (vi) the focus of the question according to the data collection tool. Each phase of the conceptual model was dealt with in this way.

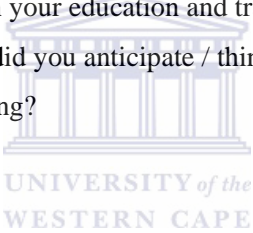
Table 4, is the framework for data collection through the review of documents. The framework reflects all the sources of the documents, the purpose for which the documents were compiled and the documents review questions which assisted in focusing the document review.

Table 3: Framework for Data Collection based on the four phases of the CIPP model: CEOs, DVCs, Deans, HODs, Lecturers and Students as sources of data

CONTEXT PHASE OF CIPP MODEL: INFORMS PLANNING DECISIONS		
PURPOSE OF PHASE: To evaluate the political, economic and educational context for the establishment of a Common Teaching Platform.		
STUDY OBJECTIVE: Determine the national context for restructuring nursing education in general, and the establishment of the Common Teaching Platform in particular.		
Data collection Method	Research questions	Focus of questions
1. Semi-structured interviews with: (i) DVC / CEO	DVC / CEO Q1-5	 <p>1. What was the rationale for CHECs proposal for the development of a CTP for undergraduate nursing in the Western Cape?</p> <p>2. What was CHECs goals and vision regarding the collaboration between HEIs on the CTP?</p> <p>3. To what extent was the environment (economic, political etc) conducive to the implementation of a CTP in terms of the HEIs readiness to collaborate?</p> <p>4. Was the collaboration between HEIs voluntary?</p> <p>5. Is the CTP the best form of collaboration, given the shortage of nurses in SA?</p>
(ii) Deans	Deans Q1	1. In your view, was the environment at that time conducive to the implementation of a Common Teaching Platform in terms of resources, political and other dynamics?

(iii) HODs	HODs Q 1-6	<ol style="list-style-type: none"> 1. What were your thoughts and feelings about the minister's announcement that UWC would be the only enrolling university for undergraduate nurses in the Western Cape? 2. What was the reaction of members in your department regarding the impending change? 3. Did you believe in the goals and vision of the Common Teaching Platform? 4. Were these goals acceptable to the students, lecturers and university management? 5. To what extent was the environment at that time conducive to the implementation of a CTP in terms of resources, political and other dynamics? 6. What in your opinion are the benefits of the CTP?
(iv) Lecturers	Lecturers Q 1-4	<ol style="list-style-type: none"> 1. Share your thoughts and feelings about the Minister of Education's announcement that UWC would be the only enrolling university for undergraduate nursing in the Western Cape. 2. Did you believe in the goals and vision of the Common Teaching Platform? 3. To what extent was the environment at that time conducive to the implementation of a CTP in terms of resources, political and other dynamics? 4. What in your opinion are the benefits of the Common Teaching Platform?
2. Focus group discussions with B Cur I-IV students	All Students Q1-3	<ol style="list-style-type: none"> 1. What is your understanding of the Common Teaching Platform? 2. What were your initial thoughts and feelings when you heard that UWC, UCT and Stellenbosch University would collaboratively participate in your education and training as a nurse? 3. What in your opinion are the benefits of the Common Teaching Platform? 3. (Pipeline) What in your opinion, if any, are the benefits of the Common Teaching Platform compared to your experience in the "old programme", whether you were registered at UWC or US?


INPUT PHASE OF CIPP MODEL: SERVES STRUCTURING DECISIONS		
PURPOSE OF THE PHASE: To evaluate the planning, design and development of the Common Teaching Platform.		
STUDY OBJECTIVE: To determine resource planning and the effectiveness of the MoU in informing structuring decisions for the implementation of the Common Teaching Platform.		
Data collection method	Research questions	Focus of questions
1. Semi-structured interviews with: (i) DVC / CEO	DVC /CEO Q 6-10	6. To what extent were the timeframes for the planning and implementation of the CTP realistic? 7. On which model was the design of the CTP based? 8. To what extent did the HEIs participate in the development of the MoU? 9. What was envisaged in terms of resourcing the Common Teaching Platform? 10. How was it envisaged that the CTP would benefit the participating HEIs?
(ii) Deans	Deans Q 2-3	2. Has the collaboration alleviated the burden or competition for clinical placement sites in the province? 3. Has the collaboration resulted in effective and efficient use of institutional resources across the three universities?
(iii) HODs	HODs Q 7-10	7. Did you participate in the development of the MoU and the Common Teaching Platform? 8. To what extent has the collaboration resulted in effective and efficient use of institutional resources across the three universities? 9. To what extent are these resources sufficient? 10. To what extent was the MoU useful as a guideline for the implementation of the Common Teaching Platform? Explain.

<p>(iv) Lecturers</p>	<p>Lecturers Q 5-10</p>	<p>5. In which year did you commence employment at this university? 6. Did you participate in the development of the Common Teaching Platform? To what extent? 7. Have you read the MoU with regards to the Common Teaching Platform? 8. To what extent was the MoU an effective guideline for the implementation of the CTP? 9. Which structures and resources were in place in participating institutions to ensure effective implementation of the Common Teaching Platform? 10. Were these resources sufficient?</p>
<p>2. Focus group discussions with students B Cur I - IV</p>	<p>All students Q 4 Pipeline students Q12</p>	<p>4. How were you informed that the three universities in the province viz. UWC, UCT and Stellenbosch would collaboratively participate in your education and training as a nurse? 12. (Pipeline) What impact did you anticipate / think this change in the delivery of the programme would have on your education and training?</p> 

PROCESS PHASE OF CIPP MODEL: GUIDES IMPLEMENTATION DECISIONS

PURPOSE OF THE PHASE: To evaluate how the Common Teaching Platform is being implemented and to establish how the Common Teaching Platform is performing.

STUDY OBJECTIVE: Evaluate the process of collaboration which helps in making implementation decisions in terms of modifying or improving the collaboration.


Data collection Method	Research questions	Focus of questions
1.Semi-structured interviews with: (i) DVC / CEO	DVC / CEO Q11	11. What were the challenges with regard to the Common Teaching Platform? 
(ii) Deans	Deans Q 4	4. To what extent did true collaboration between the three universities take place?
(iii) HODs	HOD Q 11-14	11. Which aspects of the MoU were difficult to implement? 12. To what extent are the lecturers in your department collaborating with partners in the platform? 13. What problems did the lecturers in your department experience in this process of collaboration? 14. How were these problems managed? Were the problems resolved?

(iv) Lecturers	Lecturers Q 11-15	<p>11. 9. Which aspects of the MoU were difficult to implement?</p> <p>12. What problems did you as a lecturer experience in this process of collaboration?</p> <p>13. How were these problems managed? Were the problems resolved?</p> <p>14. What problems, in your opinion, did the students experience?</p> <p>15. How were these problems managed? Were the problems resolved?</p>
2. Focus group discussions with students B Cur I - IV	<p>All students Q 5- 9</p> <p>Pipeline students Q13</p>	<p>5. What did you enjoy most about being a student on the CTP?</p> <p>6. What did you least enjoy about being a student on the CTP?</p> <p>7. To what extent were you able to communicate your concerns regarding your education and training, to the highest level in the institution?</p> <p>8. Do you have student body representation in curricular and other matters directly related to your education and training?</p> <p>9. Do you receive regular feedback from your representative after such meetings?</p> <p>13. (Pipeline) In your opinion and experience, was your prediction of the impact of the change on your education and training correct?</p>

PRODUCT PHASE OF CIPP MODEL: SERVES RECYCLING DECISIONS

PURPOSE OF THE PHASE: Evaluate whether the goals of the Common Teaching Platform have been met.

STUDY OBJECTIVE: Determine whether the goals of the regional collaboration on the Common Teaching Platform have been met, which serves as recycling decisions.

Data collection Method	Research questions	Focus of questions
1.Semi-structured face-to-face interviews with: (i) DVC / CEO	DVC / CEO Q 12	12. To what extent was this collaboration cost effective? 
(ii) Deans	Deans Q 5-8	5. Are the lecturers and students satisfied with the collaboration? 6. Is the Common Teaching Platform feasible? 7. To what extent has the collaboration been cost-effective for each of the participating universities? 8. What would you suggest should be the way forward for nursing in the province?
(iii) HODs	HODs Q 15-17	15. Have the throughput rates per year level changed dramatically since the implementation of the Common Teaching Platform? 16. What are the unresolved challenges in this collaboration? 17. Is the CTP successful? Explain.

iv) Lecturers	Lecturers Q16-18	16. Which resources in your opinion are still lacking? 17. What are the unresolved challenges in this collaboration? 18. Is the CTP successful?
2. Focus group discussions with students B Cur I – IV	All students Q10-11 Pipeline students Q14-15	10. Are you satisfied with the quality of education and training you have received over the past years in the B Cur programme? 11. What unresolved issues regarding the Common Teaching Platform, in your opinion, still require attention? 14. (Pipeline) In your opinion, are you enjoying maximum benefits of the collaboration between institutions? 15. (Pipeline) Do you think that the collaboration between the institutions on the Common Teaching Platform is effective / working well?



Table 4: Framework for Data Collection based on the four phases of the CIPP model: Documents as sources of data.

Phase	Data source / owner	Purpose of reports	Focus of review
Context	<ul style="list-style-type: none"> i) PSP ICON: CHEC Board minutes ii) PSP ICON: NTT reports iii) CHEC Discussion paper by CHEC CEO iv) Paper by former DVC 	<ul style="list-style-type: none"> i) To consider recommendations from NTT (Nursing Task Team) for the planning of the CTP ii) To discuss types of collaboration to set the scene for CTP 	<ul style="list-style-type: none"> i) How was the climate for introducing the CTP? ii) Was there evidence from the documents that this was a participative process? iii) Was there readiness for this change as demonstrated by positive statements from the stakeholders?
Input	<ul style="list-style-type: none"> i) Curriculum working group reports ii) Clinical Placement working group reports iii) MoU working group reports iv) NTT reports v) CHEC Board minutes vi) PSP ICON: Reports 	<ul style="list-style-type: none"> i) To make proposals to the NTT and CHEC Board ii) To present structuring decisions by CHEC Board iii) To report progress on planning and structuring decisions 	<ul style="list-style-type: none"> i) What models, if any, were used for the design and development of the CTP? ii) How was the MOU developed? iii) What were the discussions or decision regarding resource allocation for the CTP (HR, physical space, finance etc)? iv) What discussions or decisions were made about the sharing of both workload and resources? v) How representative was the group that dealt with these structuring decisions? Were all the stakeholder groups involved?
Process	<ul style="list-style-type: none"> i) UWC SoN Quality Assurance files ii) UWC SoN Board meeting minutes 	<ul style="list-style-type: none"> i) Lecturer's reflections on delivery of modules ii) Student module evaluations iii) Quarterly report submitted to NAB 	<ul style="list-style-type: none"> i) Was there documented evidence that suggested that there were problems experienced with implementation of the CTP? ii) Did the documents highlight the specific problems

	<ul style="list-style-type: none"> iii) CHEC Nursing Management Committee minutes iv) NAB minutes v) Letters from SANC vi) Correspondence between lecturers of participating HEIs 	<ul style="list-style-type: none"> regarding the process of collaboration on the CTP iv) NAB discussions of the CTP at governance level v) SANC letters regarding approval of the curriculum and the clinical learning sites vi) Lecturers' day-to-day discussions and reports regarding the delivery of modules 	<ul style="list-style-type: none"> if any? iii) How were the problems identified, managed? iv) Was there evidence that suggested that all / most recommendations made were followed through/ implemented? v) Was there evidence from the documents to suggest that the communication between the various stakeholders was open and positive?
Product	<ul style="list-style-type: none"> i) UWC SoN Quality Assurance files ii) UWC SoN Board meeting minutes iii) CHEC Nursing Management Committee minutes iv) NAB minutes v) Correspondence between lecturers of participating HEIs vi) Student evaluations 	<ul style="list-style-type: none"> i) The purpose of the documents is as listed under "process". However evidence in the listed data sources of reports of satisfaction or dissatisfaction with the collaboration on the CTP was sought. 	<ul style="list-style-type: none"> i) Was there evidence in the documents of satisfaction with the collaboration? ii) Was there evidence in the documents of stakeholder's satisfaction with the collaboration? iii) Were there specific reports of complaints submitted by the stakeholders? iv) Did the documents provide evidence of student throughput rates? v) Was there documented evidence of the cost of the collaboration?
Total documents reviewed: 157			

4.9 DATA COLLECTION PROCESS

The following is a description of the data collection process as it unfolded.

4.9.1 Semi-structured in-depth interviews

The interview process commenced in November 2008 and was completed in May 2009. The majority of interviews were conducted during the 4 months, February to May 2009.

The researcher, before any appointments were made, presented her study proposal to the members of the Nursing Academic Board (consisting of Deans, Heads and other senior staff of nursing schools on the Common Teaching Platform) and expressed her intention to commence the data collection process. The researcher also requested the NAB members to inform their staff of her impending contact to request their participation in the study. General e-mails were subsequently sent to the DVCs and Deans of the three institutions, the Heads and selected lecturers from the nursing schools participating on the platform informing them of the study and requesting their participation. The e-mail contained an attachment viz. a participant information sheet (see appendix 10), which provided sufficient information for the prospective participants to familiarise themselves with the study. The second attachment was a consent form (see appendix 11) which was completed by the participant prior to the commencement of the interview.

In return e-mails to the researcher, most of the identified participants expressed their willingness to participate in the study. Only one lecturer from a partner institution refused to participate in the study. Appointments were made according to the participants' availability and interviews were conducted in venues most suitable for the participants.

The interviewer ensured that the participants understood the purpose of the study and that the consent form was signed before the interview was conducted.

The semi-structured interviews were conducted one-on-one and face-to-face with the participants. The interviews were tape recorded with the consent of the participants (see appendix 11), to ensure completeness of data capturing. Field notes were made during and directly after each face-to-face interview (described below), to ensure that the researcher did not lose the richness of the interview. The field notes included those things the researcher had heard, seen or experienced during the interview.

The four components Context, Input, Process, Product of Stufflebeam's CIPP model were addressed in one interview for each participant rather than in separate phases.

4.9.1.1 Semi-structured in-depth interviews with the CEOs and DVCs

Two DVCs declined to participate in the study as they felt that they did not play a key role in the planning and implementation phases of the Common Teaching Platform. They advised that their colleagues, who held these DVC posts during the planning of the Common Teaching Platform, should be contacted to participate in the study. They felt that these colleagues would be more informative. The identified persons had, however, since left the institutions and attempts to trace them were unsuccessful. As a result only one of three DVCs was initially interviewed.

When the researcher listened to the recordings of this interview and read the transcribed interview, it was apparent that there was a gap in the information regarding the context of the establishment of the Common Teaching Platform. The researcher's supervisor also expressed her concern in this regard.

Further attempts were therefore made to close the gaps by obtaining the participation of key persons who were involved during the planning phase for the Common Teaching Platform. Two

former DVCs of two participating universities were subsequently interviewed. The current and former CEOs of CHEC were also interviewed.

4.9 1.2 Semi-structured in-depth interviews with the Deans

Two of the Deans suggested that they be replaced by their Deputy Deans who were more involved with issues pertaining to the Common Teaching Platform. One Dean and two Deputy Deans therefore participated in the study.

4.9.1.3 Semi-structured in-depth interviews with the Heads of Departments

Three Heads of Departments were interviewed. One Head of Department of a partner institution was replaced by a senior staff member who was Acting Head of Department for the greater part of the planning and implementation of the Common Teaching Platform. The decision not to interview the current head of the department was to limit the bias and conflict of interest. The new Head of Department had changed employment six months prior to the period when the interviews took place and moved from one partner institution to another partner institution.

4.9.1.4 Semi-structured in-depth interviews with the Lecturers

A total number of 18 lecturers were interviewed from the three participating universities (see table 2). The researcher ensured that there was a mix of participants in this group. Some of the participants only participated in the planning of the Common Teaching Platform, others participated in both the planning and implementation, and the rest participated only in the implementation of the Common Teaching Platform.

4.9.2 Focus Groups interviews with students

Focus groups were conducted between October 2008 and March 2009. A total of nine (9) focus groups were conducted: two focus groups per year-level for the first- to fourth-year students and one focus group for the fourth year pipeline students. The first cohort of students commenced the nursing programme on the Common Teaching Platform in 2005. This meant that they were completing the programme at the end of 2008. This is the reason the researcher conducted all the fourth-year focus groups before this group of students exited the programme.

Each focus group consisted of between 7 and 12 male and female students. An information session was conducted beforehand for the students who agreed to participate in the focus groups. Students were briefed about the study and each student was given an information sheet (see appendix 10).

An appointment was scheduled for the focus group to take place at a time convenient for the students. On the day of the focus group, the students completed the consent form (see appendix 11). A focus group interview schedule containing open-ended questions was used to elicit a discussion between the interviewer and the participants. The focus group interview was tape recorded with the permission of the participants. It was hoped that students would share their viewpoints and experiences regarding the implementation of the Common Teaching Platform.

4.9.3 Record / document review

The first step was to identify and locate the types of documents which could prove useful in answering the research questions. Permission to access and review these documents was obtained from the CEO of CHEC, the Chairperson of the Nursing Academic Board and the

CHEC Management Committee, the Heads of Nursing Departments, as well as from the lecturers on the Common Teaching Platform.

Both electronic and hardcopies of the documents were reviewed using the document review checklist (see appendix 7). Formal or official and informal documents located in both the public and private domains were included in the review. In order to be able to answer questions pertaining to the planning, design and implementation of the Common Teaching Platform, documents between 2003 and 2010 were included. Table 3 provides a breakdown of the types or categories and number of documents which were reviewed.

4. 10 DATA ANALYSIS

The analysis of data from any research study seeks to answer the research question which was set out at the beginning of the study. In this study, the semi-structured interviews, focus group interviews and the record review were the primary sources of information.

The aim of qualitative data analysis is to systematically organise field notes, transcribe interviews and information from the record reviews until they are understood in such a way that it addresses the research question and in an order that can be used to bring understanding to others (Patton, 1990).

An inductive approach to data analysis was used for this study. Patton (1990:44) asserts that “an evaluation approach is inductive to the extent that the researcher attempts to make sense of the situation without imposing pre-existing expectations on the phenomenon or setting under study”.

Inductive analysis therefore began with specific observations of the text and built towards general patterns without assuming or suggesting what these patterns and themes should be.

Inductive coding that finishes up with more than approximately eight major themes can be perceived as incomplete and would therefore require continued refinement.

Babbie (2001:35) as cited in de Vos (2005: 47) concurs with Patton and likewise suggests that “induction moves from particular to general, from a set of specific observations to the discovery of a pattern that represents some degree of order among all the given events”. This is aptly described by Williams et al. (2004): “The researcher starts by assuming that the categories which can be used to summarise the data are a theoretical 'blank sheet'. Specific techniques are then used to determine the categories which are used to analyse the data”.

This evaluation study therefore is without research hypotheses, which if present would lead to a deductive approach which Babbie (2001) as cited in de Vos (2005) describes as moving from general to specific. Williams et al. (2004) assert that the main point in the deductive approach is that the researcher imposes his/her own structure on the data and then uses this to analyse the interviews. The researcher is confident that he/she knows what the full range of answers will be and therefore has predetermined categories into which the participants' responses are slotted. This is in direct contrast to the inductive approach.

4.10.1 The inductive approach to qualitative data analysis

Thomas (2003) states that the inductive approach is a systematic procedure often used in health and social science research for analysing qualitative data where the analysis is guided by specific objectives.

Thomas (2003:2) describes the purpose of the inductive approach as follows:

- i) To condense extensive and varied raw data into a summary format.

- ii) To establish clear links between the study's research objectives and the formulated summary derived from the raw data. These links must be both transparent (able to be demonstrated to others) and defensible (justifiable given the objectives of the research).
- iii) To develop a model or theory about the experiences or processes which are evident in the raw data (Thomas, 2003).

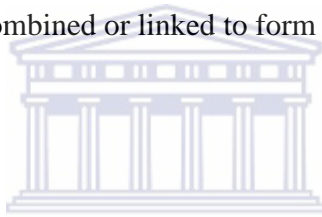
4.10.2 The procedure of inductive analysis

The following inductive analysis procedure as described by Thomas (2003) was adapted and used for analysing the semi-structured in-depth and focus group interviews:

- i) Listening to the recordings: The researcher listened to the audiotapes several times to acquire a sense of what was discussed in the interviews. Verbatim transcriptions of the audiotapes were then done until all the data was captured.
- ii) Preparation of raw data files ("data cleaning"): Raw data files were formatted in a common format (e.g., font size, margins, questions or interviewer comments highlighted). Printed copies and electronic backups were made of each raw data file for each interview.
- iii) Careful reading of text: The transcripts were read in detail for the researcher to become conversant with the content and to gain an understanding of the "themes" and the details in the text.
- iv) The Nvivo 8 software package was used to facilitate the process of storing, sorting and analysing the data. Separate folders were created within the program, in order to store data from the different data sources. The researcher coded numerous units of text from each data source. Categories were created and labelled. All relevant text units which fitted with the category were linked to the category. New categories were labelled as the

need arose. Numerous units of text were linked to a single category. However, in some instances only one text unit was linked to a single category. The upper level or more general categories were derived from the research aims. The lower level or specific categories were derived from multiple readings of the raw data and Nvivo coding.

- v) Overlapping coding and uncoded text: It was necessary at times to code one segment of text into more than one category. Some of the text could not be assigned to any category, mainly because the text was not relevant to the research objectives.
- vi) Continuous revision and refinement of the category system: Within each category the researcher searched for sub-topics, including contradictory points of view and new insights. Categories were combined or linked to form themes when the meanings were similar (Thomas, 2003).



The procedure for analysing the documents was to some extent different:

- The documents were in text format and transcribing it was therefore not necessary.
- The documents were examined for their usefulness in answering the research questions. They were also checked for completeness and accuracy.
- The document review checklist was completed for each useful document.
- Where possible, issues of importance to the study were coded, and inductive analysis continued as described above.

The audiotapes and notes were destroyed after the data analysis process was completed.

Different sets of themes emerged under each component of the CIPP model for each participant group, and these were presented as such in Chapter 5.

Figure 2: The coding process in inductive analysis

PROCESS	Initial reading through text data to become conversant with the text	Identify specific segments of text which form meaningful units	Label the segments (meaningful units) to create categories	Refine categories to reduce overlap and redundancy among the categories	Create a model incorporating most important categories which form themes
OUTCOME OF PROCESS	Many pages of text	Many segments of text	30-40 categories	15-20 categories	3-8 themes

Adapted from Thomas, 2003.



4.11 ACADEMIC RIGOR

4.11.1 Validity

The purpose of qualitative studies is not for generalisation to the larger population but to gain in-depth knowledge of the subject being studied. The following aspects of validity were addressed for this study:

4.11.1.1 Internal Content validity: Purposive sampling was used for this study. A selection bias is more likely to occur in studies where randomisation of the sampling frame did not occur. The type and number of variables included in the interview schedules were carefully selected and linked to the objectives of the study. The researcher ensured that the questions were clear.

4.11.1.2 Credibility: According to Lincoln and Guba (1985), cited in de Vos (2005), this is an alternative to internal validity. The goal is to demonstrate that the research was conducted in a manner which ensures that the subject was accurately identified and described. Notes were taken and tape recordings were made of the semi-structured interviews. Participants were given an opportunity to verify and validate the transcribed information. This is also referred to as respondent validation. It is also important that someone other than the researcher judge whether the findings are a true reflection of the information gathered. The recorded interviews were made available for perusal by the research supervisor and the participants.

4.11.1.3 Triangulation: Researchers use triangulation in a number of ways to validate the accuracy of their research findings. It is used to confirm evidence obtained from different individuals or from different types of data or between different methods of data collection. The researcher examines the information to find evidence of confirmation of information across multiple sources (Creswell, 2005). In this study, the researcher was able to triangulate the data collected from a stratified sample which included different groups of participants on the Common Teaching Platform. Triangulation was also done across different data collection methods used in the study including semi-structured in-depth interviews, focus group discussions and a record review.

4.11.1.4 Confirmability: This means confirming what the researcher has heard and observed with regard to the phenomena being studied. The researcher listened and re-listened to the audiotapes, read and re-read the raw texts before analysing the data. Confirming the content of the audio

tapes and the written raw text can also be done by a research assistant or the supervisor. This, according to de Vos et al. (2002), ensures objectivity.

4.11.1.5 Transferability: Refers to whether the findings can be transferred to similar contexts or situations while still preserving the particular meaning, interpretation and inferences. However the purpose of qualitative studies is not for generalisation to the larger population but to gain in-depth knowledge of a specific phenomenon.

4.11.1.6 Saturation: This was reached when no new information was yielded from the semi-structured interviews, the focus group interviews and the document review.

4.11.1.7 Reflexivity: Nightingale and Cromby (1999) as cited in Willig (2001) assert that reflexivity requires the researcher to become aware of his/her contribution to the construction of meanings throughout the research process, and to acknowledge the challenge of remaining outside of one's subject matter while conducting research. Reflexivity urges the researcher to be aware of the ways in which a researcher's involvement with a particular study influences, acts upon and informs the research. Such exploration according to de Vos et al. (2005) requires the researcher to become self-conscious, self-questioning and to reflect on his/her actions.

Carla Willig (2001) refers to personal reflexivity which involves reflecting upon the ways in which researchers' own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research and the knowledge produced through it.

Weber (2003) maintains that reflexivity involves seeing the interrelationships between the sets of assumptions, biases, and perspectives that underpin different facets of the research we undertake.

He states that in some cases “a dominant worldview may permeate all aspects of our research - for example, a belief that as researchers we have the most-informed, authoritative "voice" to describe the phenomena that are our focus” (Weber, 2003:6). More importantly, Weber alerts researchers to the fact that different sets of assumptions might influence the way we conceptualize our research problem, the way we frame our theory, the way we conduct the research and interpret the findings.

Cassell & Symon (2004) suggest ways to facilitate reflection: researchers should write down their assumptions at the beginning of the study and consult the list at each stage of the study.

They also advise that researchers should diarise their feelings about the process. Researchers are encouraged, after an interview, to listen to their performance as interviewers.

Insights gained regarding the importance of researcher reflexivity in ensuring the validity of the research study required the researcher to acknowledge, from the onset, her relationship to the subject being researched. The researcher is currently employed as a Senior Lecturer at the School of Nursing, University of the Western Cape, and the enrolling Higher Education Institution on the Common Teaching Platform. She has been involved as a representative of the Nursing School on the Curriculum Working Group since its inception in 2004. She is also currently member of the Nursing Academic Board (NAB) and a member of the CHEC Management Committee.

Throughout the research process the researcher remained aware of the purpose of this evaluation study. It would have been prejudicial to allow the results of the research to become a mirror of the researcher's presence, process, participation and personality; or to have an outcome resulting

from the position the researcher might occupy in terms of seniority or power, leading to coerced compliance. It must also be acknowledged that the study would have failed in its purpose if the results purposely excluded areas in the programme which require improvement.

The researcher undertook to employ the services of a research assistant, an individual who was not in the employ of any of the universities on the Common Teaching Platform, to participate in the process of data collection. A confidentiality contract was drawn up and signed before the research assistant was contracted (see appendix 12).

4.11.2 Reliability

The researcher and the research assistant took limited notes during the focus groups and semi-structured interviews, observed the non-verbal responses and recorded the discussions. The researcher then reflected and compared all the information garnered to ensure equivalence of data. The instruments were pilot-tested before use.

4.12 RESEARCH ETHICS

4.12.1 Permission

4.12.1.1 Ethical clearance of the proposal was obtained from the Ethics Committee of the University of the Western Cape. The project was also registered (see appendix 8) with the University of the Western Cape (Project No. 06/4/5).

4.12.1.2 The proposal was presented to a review committee within the School of Nursing, before it was recommended for submission to the Higher Degrees Committee of the university.

4.12.1.3 The proposal was subjected to the scrutiny of the Higher Degrees Committee of the university before it was accepted.

4.12.1.4 Permission to conduct the study at the university was obtained from the Dean of Research (see appendix 9).

4.12.1.5 Permission was obtained from the Director of the School of Nursing to access staff and students to participate in the study.

4.12.1.6 The Nursing Academic Board was officially informed of the researcher's intention to conduct the study.

4.12.2 Informed consent

Participants were briefed regarding the purpose and expected procedure for the study (see appendix 10) before data collection commenced. The researcher highlighted the potential benefits this research would hold for nursing education but made it clear that no personal benefit was likely.

Participants were informed of, and their consent was obtained for, the use of an audio tape.

Verbal and written informed consent was obtained from all participants (see appendix 11).

4.12.3 Voluntary participation

The researcher informed potential participants that participation in the study was voluntary, and that they could withdraw from the study at any time with no effect on them.

4.12.4 Anonymity and confidentiality

Participants were assured that anonymity would be upheld throughout and after the study period.

Under no circumstances would their identity be revealed.

Students who participated in the focus groups signed an agreement not to disclose any information discussed in the focus group to any person outside of the focus group. It was, however, important to acknowledge that the researcher had no control over, and therefore could not guarantee confidentiality between participants in the focus group.

The audio tapes, questionnaires and notes were kept in a locked drawer and were destroyed after the study. The reporting of data maintained the anonymity of the participants.

4.13 DISSEMINATION OF RESULTS

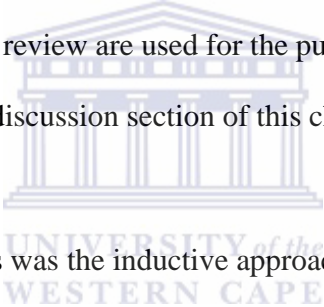
The results of this study will be disseminated to participants in the study through presentations at seminars. The research report will be available in the university library. Publications in accredited journals will be an additional method of reporting on the results of the study. The researcher acknowledges all assistance, participation and collaboration with others as well as sources from which information was obtained, as detailed in the research report.

CHAPTER 5

PRESENTATION OF RESULTS AND DISCUSSION

5.1 INTRODUCTION

This chapter presents the results of data analyzed from all participants: interviews with current and former Chief Executive Officers of CHEC, current and former Deputy Vice-Chancellors of the three participating universities; Deans of the Health Science Faculties; Heads of Departments and Lecturers in the nursing departments of the three universities participating on the Common Teaching Platform. The results from the focus group discussions with students are also presented. The results of the record review are used for the purpose of triangulation of data, and are therefore incorporated into the discussion section of this chapter.



The approach used for data analysis was the inductive approach as described by Thomas (2003). The participants' transcribed responses were read and re-read to become conversant with the content. Numerous text units were developed through the coding process. These units were analyzed in order to make sense of them and to form categories. The following step was to organize the categories and to attach meaning to them in order to come up with a thematic description of each phase: context, input, process and product for each participant group. This chapter is organized into the following sections: (a) presentation of the results from each participant group according to Stufflebeam's evaluation model: Context, Input, Process and Product, and (b) a discussion of all the results according to each phase of the CIPP model across participant groups.

5.2 PRESENTATION OF RESULTS

This section presents the results of each participant group according to the context, input, process and product components of Stufflebeam's evaluation model.

5.2.1 Results of interviews with CHEC CEOs and DVCs

Semi-structured in-depth interviews were conducted with one former and one current CEO of CHEC; and one current and two former DVCs of the participating universities. The same interview schedule was used for both the CEOs and the DVCs as this group formed the membership of the CHEC Board of Directors for the Common Teaching Platform. The CEO served as the chairperson of the Board. The former CEO of CHEC and the former DVCs were included as they were part of the planning and development of the CTP. They were identified as resourceful persons in terms of understanding the context in which the CTP was established. The current DVCs, of two of the three participating institutions, felt that they would not be able to provide the necessary information as they were not part of the process at the time and therefore did not participate in the study.

5.2.1.1 Context Determination Phase

This phase focused on the following:

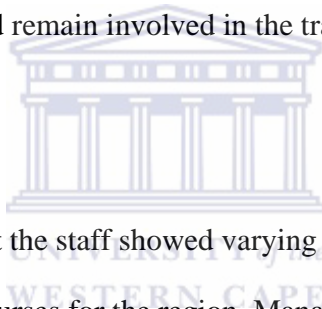
Determining the context for the establishment of the CTP; the goals and the vision of the CHEC Board of Directors regarding the CTP and the prevailing environment in which this collaboration model was established.

5.2.1.1.1 Generation of units

Several units (see figure 3) were generated from the CEOs and DVCs responses:

Nursing education, according to the participants, like most programmes in the region was highly racialized with evidence of resource and other inequities across higher education institutions.

The rationale for the establishment of the CTP, according to this group of participants, was to address the above-mentioned challenges, to improve the quality of nursing education in the region and to ensure an adequate production of good quality nurses. It was envisaged that the Health Science Faculty at the University of the Western Cape would benefit and be strengthened by combining the expertise of all HEIs in the region to undertake. As follows the Nursing Departments at US and UCT would remain involved in the training of nurses for the region and would not have to close down.



The CEOs and DVCs observed that the staff showed varying degrees of readiness to participate in the collaborative effort to train nurses for the region. Management showed good will and were more eager than staff to participate, however, according to the DVCs the Heads of Departments showed less political will to collaborate. There was no choice in the matter as the Minister of Education had decided in 2002 that UWC would be one of the two enrolling institutions for undergraduate nursing in the Western Cape. The participants felt that the HEIs were also not ready to collaborate with reference to their hugely different administrative systems and processes, which they identified as a potential problem for collaboration. These are a few responses extracted from data:

“to assist UWC in actualising the government’s decision.”

“there was less political will at the level of HODs “

“fundamentally, HEIs were not ready to collaborate”

“HEIs went with the lesser of the two evils: rethink nursing education or close down”

“it was to address the highly racialized nursing education sector in the region”

5.2.1.1.2 Development of categories

The units were analyzed for sense-making so that units with similar meanings were combined together. Based on the analysis of the units, the following categories emerged:

- i) UWC lacked the quality and expertise to improve the general quality of nurse education for the whole region
- ii) CTP was a better solution instead of closing down the ineffective nursing departments in the partner institutions
- iii) It was in line with national transformation policies
- iv) There were varying degrees of readiness to collaborate.



5.2.1.1.3 Emerging theme

The following theme emerged from combining the categories and making sense of them:

Vision: Transformation of nursing education in the region was in line with national transformation agenda.

Goal: The CTP would ensure the production of adequate good quality nurse graduates.

Rationale: It was to strengthen UWC and to keep US and UCT involved in undergraduate nursing. Fundamentally, however, HEIs were not ready to collaborate and CPUT's withdrawal meant the end to the idea of a single CTP.

5.2.1.2 Input Determination Phase

Input evaluation was conducted to evaluate the planning, design and development of the Common Teaching Platform with regards to the timing; planning and development of the CTP model; participation; resource planning as well as the envisaged benefits of the CTP.

5.2.1.2.1 Generation of units

Several text units (see figure 3) were established from reading the responses of the participants: Participants reported that there was sufficient time to plan and design the CTP between 2002 and 2005. However, no models were available which could be replicated and used to design the CTP. The CTP was therefore a self-designed model which emerged from the recommendations of several working groups under the guidance of a project management team. The planning and design phase adopted a top-down approach as it lacked the involvement of important stakeholders, especially the staff, who would be involved in implementation. The lack of sufficient consultation with the Department of Health, as a stakeholder, resulted in insufficient clinical sites being accredited by SANC and secured for the placement of students for clinical practice. The cost of clinical teaching, according to the DVCs, was also highly underestimated in the affordability model (see appendix 15) regarding human resources, skills laboratories, equipment and transport costs. Here is an extract of a few responses:

“there was enough time because the process started in 2002”

“task teams were formed to develop each aspect of the model”

“cost of clinical placements was miscalculated”

” the intention was to pool resources instead of closing down some”

“UWC gained status as one of the only two HEIs in the province to offer undergraduate

nursing”

5.2.1.2.2 Development of categories

The units were further analyzed and interpreted and the following categories were developed:

- i) A top-down approach was adopted in the development of the CTP;
- ii) There was inadequate stakeholder involvement during planning;
- iii) The costing of clinical teaching was unrealistic.

5.2.1.2.3 Emerging theme

The above categories were then analyzed to make sense of their meaning and the following theme emerged:

A top-down approach was adopted during the development of the CTP model which resulted in lack of identifying and involvement of important stakeholders especially those who were to be involved with the implementation. This led to a serious under-estimation of the clinical teaching costs.

5.2.1.3 Process Determination Phase

The focus, during this phase, was on determining the challenges that were experienced during the implementation of the CTP.

5.2.1.3.1 Generation of units

Several units (see figure 3) were generated from coding the participants' responses:

The enrolling HEI spent a lot of funds in strengthening human resources and setting up and equipping additional skills laboratories for the CTP to be implemented. This created an additional financial burden for the enrolling HEI, a consequence of the underestimated costing of the CTP during the planning phase. Poor communication and problems with the flow of information between the governing committee - which included the Management Committee, the Nursing Academic Board and the CHEC Board of Directors - resulted in problems related to the CTP not being solved timeously. After the CTP was established, the governing structures experienced a decline in urgency and lack of support from the Department of Education towards nursing education in the Western Cape. An additional unresolved challenge was the withdrawal of one partner HEI from the collaboration which led to a de-valuing of CHECs goal for a CTP in the region. The following are extracts from the data:

“the enrolling institution spent more money than was anticipated.”

“there was a gap in the flow of information between the various committees governing the CTP”

“there was no control over the extent of participation of an HEI”

“CPUTs decision to pull out and to offer the B Cur programme meant the end of the idea of a single CTP”

5.2.1.3.2 Development of categories

The next stage of the analysis was the development of categories. The following categories were developed:

- i) Underestimation of costs in the planning phase resulted in an additional financial burden on the enrolling institution;
- ii) There was poor communication in the collaboration on the CTP;
- iii) There was lack of commitment from other partners to the collaboration;
- iv) There was lack of control over the non-participation of one enrolling HEI.

5.2.1.3.3 Emerging theme

The researcher then read and re-read the categories to make sense of them and to identify the meaning behind them and the following theme emerged:

Poor planning and poor communication between the various committees led to problems which included inter alia the underestimation of the cost of CTP, the withdrawal from the agreement by one partner institution and lack of resources which were not resolved timeously resulted in the enrolling institution carrying the additional financial burden thereof.

5.2.1.4 Product Determination Phase

Product evaluation was conducted to determine the extent to which the CTP was cost effective.

5.2.1.4.1 Generation of unit

Only one DVC responded to this question and one unit of text was generated (see figure 3):

The costing of the financial burden that resulted from the underestimation of the cost of the CTP on the enrolling HEI was not established. A cost benefit analysis is essential to establish whether the CTP is cost effective. The following extract was taken from the data:

“A cost benefit analysis must be done to determine whether the participation of the partners is value for money”



5.2.1.4.2 Development of categories

Interpretation of the unit of text generated the following category:

- i) Cost benefit analysis is essential.

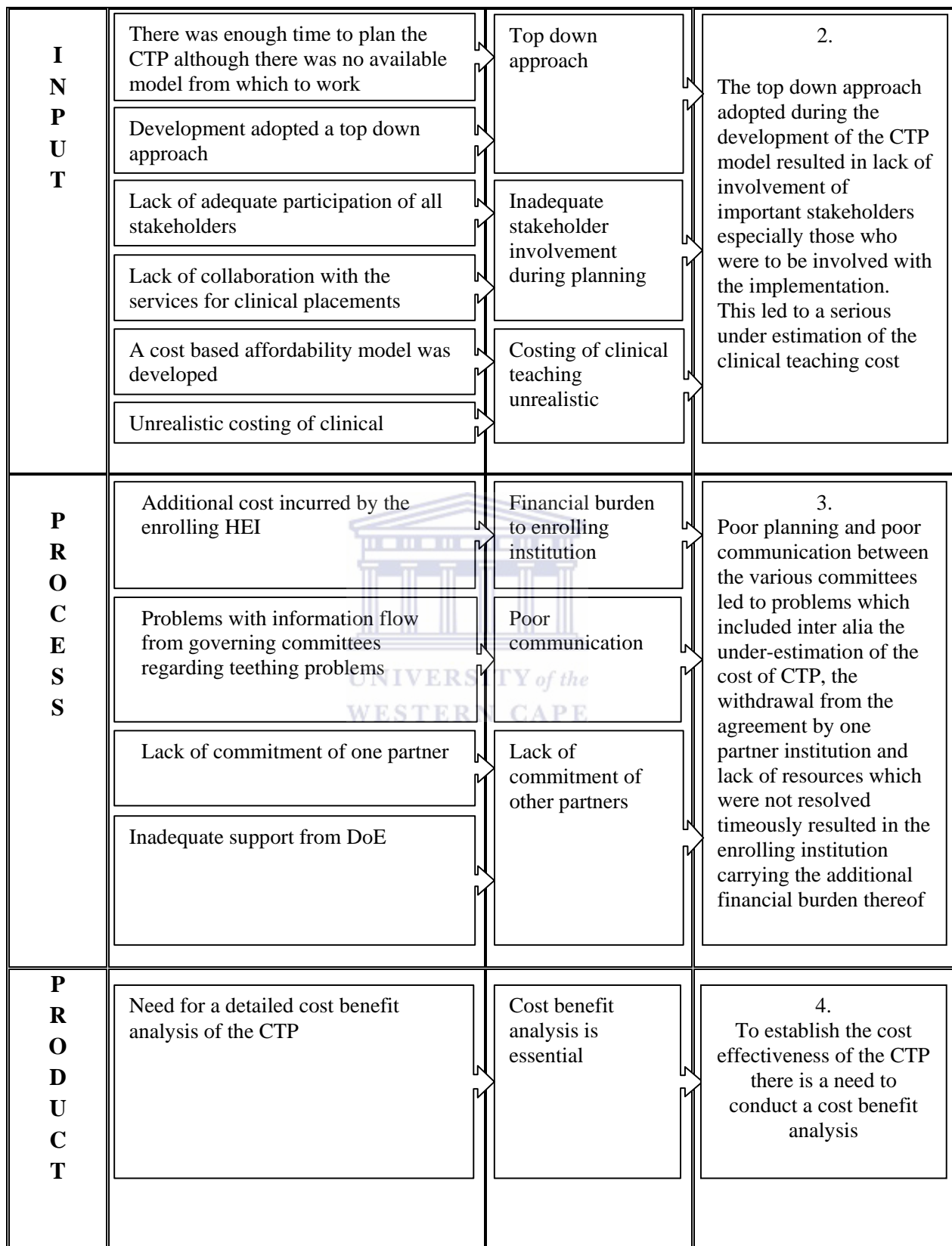
5.2.1.4.3 Emerging theme

The following theme emerged from sense-making of the categories:

There is a need to conduct a cost benefit analysis to establish the cost effectiveness of the CTP.

FIGURE 3: SUMMARY OF THE RESULTS FROM THE CHEC CEOS AND DVCS

PHASE	UNITS	CATEGORIES	THEMES
<p style="text-align: center;">C O N T E X T</p>	Strengthen UWC Health Science Faculty	UWC lacked quality and expertise to improve general quality of nurse education	<p style="text-align: center;">1.</p> <p>Vision: Transformation of nursing education in the region was in line with national transformation agenda. Goal: the CTP would ensure the production of adequate good quality nurse graduates Rationale: It was to strengthen UWC and keep US and UCT involved in undergraduate nursing. Fundamentally however, HEIs were not ready to collaborate and CPUTs withdrawal meant the end to the idea of a single CTP</p>
	Improve quality of nursing education by utilizing expertise of all HEIs		
	Ensure adequate production of professional nurses		
	UWC would benefit from input from all three HEIs		
	Nursing education in the region was highly racialized	In line with transformation	
	Address inequities	Better solution to problem of ineffective nursing departments	
	Better solution rather than closing down Nursing Departments at US and UCT	Varying degrees of readiness to collaborate	
	Goodwill from management and less political will at the Heads of Schools		
	Potential problems because HEIs administrative systems were not		
	No choice. Government decided UWC would be locus of undergraduate		
	There was a concern that CPUT was not engaging with the CTP		
	CPUT decided to offer a B Tech Degree similar to the B Cur Degree		



5.2.2 Results of interviews with Deans

Semi-structured in-depth interviews were conducted with the three Deans from the institutions participating on the Common Teaching Platform. Two of the three Deans who participated in the study were Deputy Deans. They were identified by their Deans to be potentially more resourceful to participate in the study due to their involvement with matters pertaining to the Common Teaching Platform.

5.2.2.1 Context Determination Phase

The purpose of the context evaluation was to establish whether the environment was conducive to the establishment of the Common Teaching Platform.

5.2.2.1.1 Generation of units

The units generated from the participants' responses are reflected in figure 4:

One Dean was of the opinion that although there was a general understanding that the overall goal of the CTP was to generate sufficient good quality professional nurses, the three HEIs did not understand what the collaboration meant. The Dean reported that there was always tension and felt that colleagues viewed the enrolling HEI as incompetent for the task. There was a general reluctance of colleagues to collaborate, according to the Deans. The following are extracts from the data:

“we were excluded from the conceptualization and planning”

“all three institutions did not understand what collaboration meant for the faculty”

“colleagues were not prepared to take on the collaborative role”

“because of the shortage of nurses, staff were committed to make the CTP work”

5.2.2.1.2 Development of categories

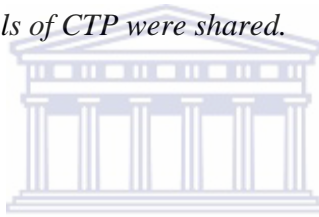
Based on the analysis of the units, the following categories emerged:

- i) The meaning of collaboration was not understood by the three HEIs;
- ii) HEIs did not have a common view and understanding of the meaning of collaboration.

5.2.2.1.3 Emerging theme

The following theme emerged from combining the categories and making sense of them:

The environment was not conducive to regional collaboration on a Common Teaching Platform, since there was no adequate understanding between partners, of the meaning of collaboration although in general the overall goals of CTP were shared.



5.2.2.2 Input Determination Phase

Input evaluation was conducted to evaluate whether the collaboration reduced the competition for clinical placement sites in the province, and whether resources were effectively used across HEIs on the Common Teaching Platform.

5.2.2.2.1 Generation of units

Several text units (see figure 4) were generated from reading and analysing the responses of each of the participants:

The Deans reported on the resourcing of the CTP. One Dean reported that the enrolling HEI did not have the space, manpower and resources to deal with the CTP. A Dean from a partner HEI mentioned that there was a lot of wasted space in terms of lecture rooms and skills laboratories at their HEI that was not utilised. The extent to which resources would be pooled and shared was

not discussed, according to the Deans, which led to a lack of sharing of institutional resources.

The Deans felt that clinical placement sites were insufficient to cope with the large student numbers as the accreditation of additional clinical facilities was not done before the implementation of the CTP. They mentioned that there were previous, unsuccessful attempts in the province at co-ordinating the use of clinical facilities by training institutions. One of the Deans reported that there was tension regarding the use of clinical sites previously designated to partner HEIs. The following extracts are taken from the responses of the Deans:

“UWC didn’t have space, equipment, or manpower to engage in such a major concern”

“it was not resolved to what extent resources between HEIs would be pooled and shared”

“there was a lot of wasted space in terms of lecture theatres and skills laboratories at partner HEIs”

“there were (was) tension regarding the clinical sites previously designated to the partner institutions”



5.2.2.2.2 Development of categories

The units were further analyzed and interpreted and the following categories were developed:

- i) Academic resources were inadequate at UWC;
- ii) Academic resources at partner HEIs were not adequately shared across the platform;
- iii) The clinical teaching platform was not properly managed.

5.2.2.2.3 Emerging theme

The following theme emerged from sense-making of the categories:

Due to lack of understanding of the concept of collaboration, the planning for effective and equitable sharing of both classroom and clinical resources was neglected.

5.2.2.3 Process Determination Phase

Process evaluation was conducted to determine the extent of collaboration on the Common Teaching Platform.

5.2.2.3.1 Generation of units

Several units (see figure 4) were generated from coding the participants' responses:

The Deans reported that the participation and contribution of HEIs on the CTP was unequal. A Dean from a partner HEI reported that she did not feel like an equal partner. Deans reported that unilateral decisions were taken by the enrolling HEI and that partner HEIs were sometimes excluded from the decision-making process.

Institutional resources were not shared across HEIs, according to the Deans. The Deans felt that the poor functioning of the governing structures of the CTP and poor communication resulted in problems not being adequately addressed. Mistakes were often blown out of proportion by colleagues. The following were extracted from the responses:

“there was unequal participation between the HEIs”

“partner HEIs should make a larger contribution”

“sharing of resources also meant accommodation; equipment; planning and budget sharing which did not happen”

“NAB meetings did not feed into the CHEC Board meetings”

“unilateral decisions were taken by enrolling institution”

5.2.2.3.2 Development of categories

Further analysis and interpreting of the units of text led to the development of the following categories:

- i) There was a lack of collaboration in terms of sharing of resources and responsibilities;
- ii) There was no consideration of the teething problems; on the other hand some problems were not adequately addressed.

5.2.2.3.3 Emerging theme

The following theme emerged from sense-making of the categories:

There was no proper collaboration in the sense of treating each other as equal partners; as a result there were inconsistencies in the manner which problems were addressed.

5.2.2.4 Product Determination Phase

The product evaluation was conducted to determine whether the goals for collaboration and the Common Teaching Platform were met.

5.2.2.4.1 Generation of unit

Several text units (see figure 4) were established from reading the responses of the participants:

A Dean of a partner HEI reported that although complaints decreased over the years, they have not been completely resolved.

The Dean from a partner HEI, with regards to the cost effectiveness of the CTP for HEIs, felt that they benefited from participating on the CTP because the payment was worthwhile. The Dean from the enrolling HEI, however, reported on the impact of the additional cost of the CTP to the Faculty and the enrolling HEI. The additional costs in part resulted from the enrolling HEIs need to provide for more staff to participate on the CTP, due to a lack of human resource capacity at the partner HEIs. The Deans were of the opinion that the CTP was not generating sufficient graduates. A Dean from a partner HEI also referred to the lack of diversity in student enrolment on the CTP.

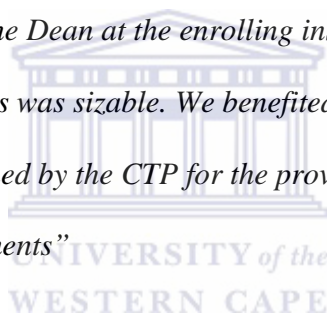
“a few complaints were received from academics of the partner institutions about UWC”

“no complaints were received by the Dean at the enrolling institution over the last three years”

“the payment to partner institutions was sizable. We benefited financially”

“not enough nurses are being trained by the CTP for the province”

“lack of diversity in student enrolments”



5.2.2.4.2 Development of categories

Interpretation of the units of text generated the following categories:

- i) Both students and staff reported problems regarding the CTP but these were fewer than was initially reported;
- ii) Partner HEIs were not adequately resourced to effectively participate on the CTP;
- iii) Collaboration benefited partner HEIs to the detriment of the enrolling HEI;
- iv) Lack of diversity not resolved.

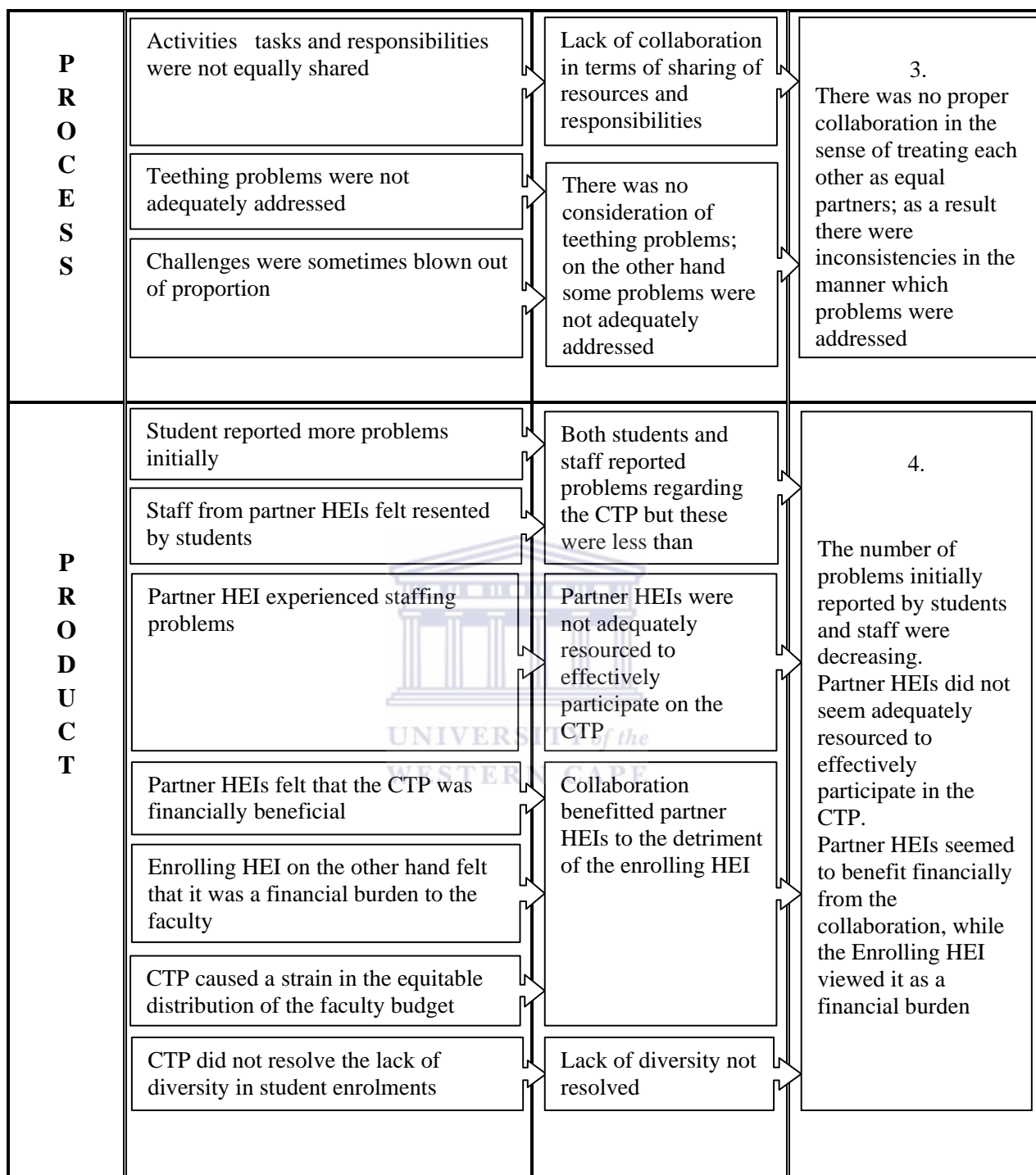
5.2.2.4.3 Emerging theme

The following theme emerged from making sense of the categories:

The number of problems initially reported by students and staff were decreasing. Partner HEIs did not seem adequately resourced to effectively participate in the CTP. Partner HEIs seemed to benefit financially from the collaboration, while the Enrolling HEI viewed it as a financial burden.

FIGURE 4: SUMMARY OF THE RESULTS FROM THE DEANS

PHASE	UNITS	CATEGORIES	THEMES
C O N T E X T	No understanding of the meaning of collaboration	HEIs did not have common view and understanding of the meaning of collaboration	1. The environment was not conducive to regional collaboration on a Common teaching platform, since there was no adequate understanding between partners, of the meaning of collaboration although in general the overall goals of CTP were shared
	Environment not conducive; the views were those of unequal partners		
	The overall goal of the CTP was in general understood viz. to increase nurse production	All shared similar views about the need for production of more nurses in the province	
I N P U T	Resources like classroom; equipment and manpower were not adequate	Academic resources were inadequate at UWC	2. Due to lack of understanding of collaboration the planning for effective and equitable sharing of both classroom; and clinical resources was not done
	Resources from partner institutions not equitable utilized	Academic resources at partner HEIs not adequately shared across the platform	
	Clinical teaching sites previously used by partner institutions difficult to access	Clinical teaching platform was not properly managed	



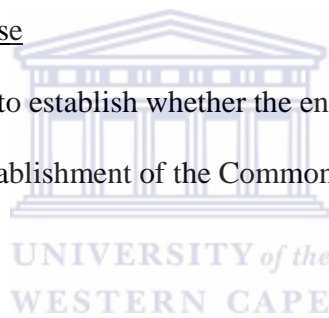
5.2.3 Results of interviews with Heads of Departments

Three HODs from the institutions participating on the Common Teaching Platform participated in semi-structured in-depth interviews for the study.

One of the three HODs, who participated in the study, was the acting HOD at the time of implementation of the Common Teaching Platform and is currently still a senior member of that department. The decision not to include the current HOD was to limit possible bias, based on the fact that the HOD in question had changed employment from one of the other participating institutions shortly before the commencement of data collection.

5.2.3.1 Context Determination Phase

Context evaluation was conducted to establish whether the environment, the HODs, their staff and students were ready for the establishment of the Common Teaching Platform.



5.2.3.1.1 Generation of units

Several units (see figure 5) were generated from the participants' responses:

HODs negative thoughts and feelings about the Minister's decision related to the shortage of nurses in the country, limited resources and the differences in institutional cultures.

HODs responses generally were that the goals and vision of the CTP were forced on them and they had to accept it. HODs reported that management of the HEIs was more accepting of the goals and visions of the CTP than those who had implemented it.

One of the HODs reported, with regards to participation in the planning of the CTP that she commenced employment at the HEI the year before the CTP was implemented when the

planning was already at an advanced stage. The other two HODs reported that they were involved in planning at the level of the curriculum working groups.

HODs reported that at a personal level people were not ready for the change. Students at the partner HEIs, according to the HODs, were shocked at the change while those at the enrolling HEI were more accepting of it. The following are extracts from the responses of the HODs:

“the decision is short-sighted given the shortage of nurses in the province”

“it’s a crazy idea in terms of securing clinical placements for 1000 nursing students”

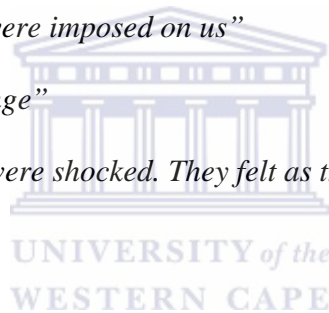
“there would be challenges due to different institutional cultures”

“it’s like a forced marriage. If it’s forced, it won’t work”

“the goals and vision of the CTP were imposed on us”

“people were not yet ready to change”

“Students at a partner institution were shocked. They felt as though they were being thrown away”



5.2.3.1.2 Development of categories

Based on the analysis of the units, the following categories emerged:

- i) The reality of possible operational challenges intensified HODs reservations towards the collaboration;
- ii) They felt coerced to participate in the collaboration;
- iii) Staff and students at a partner HEI felt demotivated;
- iv) Enrolling HEI felt pressurised to deliver on the CTP mandate.

5.2.3.1.3 Emerging theme

The following theme emerged from combining the categories and making sense of them:

Senior management used a top-down approach to motivate staff to participate in their mandate to collaborate. HODs had reservations about the CTP based on potential operational problems, and staff and students from a partner HEI were not adequately prepared for change.

5.2.3.2 Input Determination Phase

Input evaluation was conducted to evaluate the HODs participation in the planning of the CTP, whether CTP was adequately resourced and whether the MoU was a useful guideline for the implementation of the CTP.



5.2.3.2.1 Generation of units

Several text units (see figure 5) were established from reading the responses of the participants: HODs reported challenges with regards to resources; this included the lack of resource sharing between the three institutions and the fact that all three institutions were challenged by a lack of resources to differing degrees. One HOD reported that their department was supported by the management of the HEI in securing additional resources for the CTP.

HODs gave negative responses regarding the usefulness of the MoU as a guideline for implementation of the CTP. They indicated that there was a lack of consultation during the development of the MoU and a lack of orientation for staff regarding the MoU. HODs generally felt that a plan was imposed on them which they had to implement. One HOD mentioned that there was not enough time to orientate staff regarding the MoU. The same HOD in retrospect acknowledged that she paid more attention to the product and in the process neglected the staff.

HODs of the partner HEIs said that their staff were provided with guidance or were referred to the MoU. There were divergent interpretations of the MoU by HEIs, according to the HODs. One HOD was of the opinion that people interpreted the MoU the way they wanted to and not the way it was written.

The following extracts were taken from the HODs responses:

“lecture venues at our institution are not utilized but lecturers travel approximately 20 km to the enrolling institution”

“the prefabricated venues at the enrolling institution are not conducive to teaching and learning”

“management of the enrolling institution put in a lot of additional clinical lab resources”

“the development of the MoU was not an engaged process”

“the implementers were given a plan to implement and were not part of that planning process”

“there was not sufficient time to orientate staff to the MoU”

“Staff from different HEI would each quote the same section in the MoU and interpret it differently”

5.2.3.2.2 Development of categories

The units were further analyzed and interpreted and the following categories were developed:

- i) CTP was challenged to function without sufficient resources;
- ii) There was lack of participation of HODs in planning of CTP and lack of adequate orientation of staff in regard to the MoU;
- iii) MoU was inadequate as a guideline for the implementation of the CTP.

5.2.3.2.3 Emerging theme

The following theme emerged from sense-making of the categories:

The CTP could not function effectively without the necessary resources, a well-developed MoU and staff who were adequately orientated in regard to the MoU which would serve as a guideline for the implementation of the CTP.

5.2.3.3 Process Determination Phase

Process evaluation was conducted to determine whether the MoU was an effective guideline in the implementation of the CTP, and to establish how the CTP was performing.

5.2.3.3.1 Generation of units

Several units (see figure 5) were generated from coding the participants' responses:

One HOD reported that after the modules were allocated to HEIs, two HEIs withdrew at the last minute and the enrolling HEI had to absorb the workload. An HOD was of the opinion that the MoU did not provide sufficient guidelines in terms of how the CTP should operate. One of the HODs commented that the MoU was based on collegiality and mutual agreement and that it did not stipulate that HEIs could not withdraw from agreed upon tasks. One of the HODs complained that the scheduled meetings were not held. On the other hand, another HOD reported that meetings were cancelled due to the unavailability of committee members.

There was no office space at the enrolling HEI for lecturers to leave their personal belongings and to consult with students, according to an HOD of a partner HEI. Some extracts from the responses of the HODs included:

“the partners withdrew from delivering a module in (at) the eleventh hour”

“when (the) partners withdrew, the enrolling institution had to absorb the workload”

“partner institutions did not want to offer labour and resources intensive clinical modules”

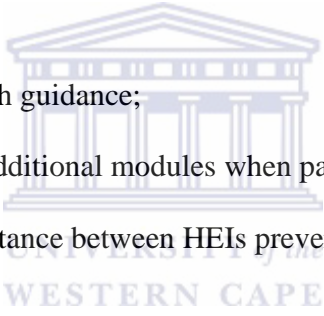
“the partners moved in and out of the agreement, or the understanding of the MoU”

“there was no office space for staff of partner institutions to leave their personal belongings in or to consult with students”

“staff from partner institutions did not attend meetings regularly”

5.2.3.3.2 Development of categories

Further analysis and interpreting of the units of text led to the development of the following categories:

- 
- i) MoU did not provide enough guidance;
 - ii) Enrolling HEI had to take additional modules when partners opted out;
 - iii) Lack of office space and distance between HEIs prevented student consultation with lecturers;
 - iv) Scheduling of meetings depended on the availability of members.

5.2.3.3.3 Emerging theme

The following theme emerged from sense-making of the categories:

The MoU was not a good enough guideline to operationalize the CTP. The enrolling HEI was forced, by circumstances, to deliver the bulk and most expensive modules. Student / lecturer interaction was negatively impacted by lack of office space. Functioning of committees governing the CTP was problematic which led to implementation problems not being addressed timeously.

5.2.3.4 Product Determination Phase

Product evaluation was conducted to determine whether the CTP was successful.

5.2.3.4.1 Generation of unit

Text units (see figure 5) were generated from coding the participants' responses:

The report from the HOD of the enrolling institution was that the throughput rates were not compromised, despite her concern that the increased enrolments and the disruption caused by employing new staff could possibly compromise the throughput.

The HODs responses regarding the successfulness of the CTP were negative. The reasons provided by the HODs were that the CTP was not meeting the goals of the collaboration - it was not generating sufficient professional nurses to address the shortage of nurses in the province; there was no sharing of institutional resources; and collaboration in the delivery of the programme was not effective. The following are some extracts from the HODs responses:

“institutions did not keep to the agreements in terms of the sharing of the work-load”

“the CTP does not generate sufficient numbers of graduates needed in the province”

“resources are not being utilised and shared as was intended”

“the CTP is not meeting the desired goals”

“the CTP is not functioning as was intended”

“lecturers from the partner institutions are perceived by students as guest lecturers”

5.2.3.4.2 Development of categories

Interpretation of the units of text generated the following categories:

- i) Student throughput rates were not compromised;
- ii) The goals of collaboration, producing sufficient good graduates and sharing of institutional resources were not being met.

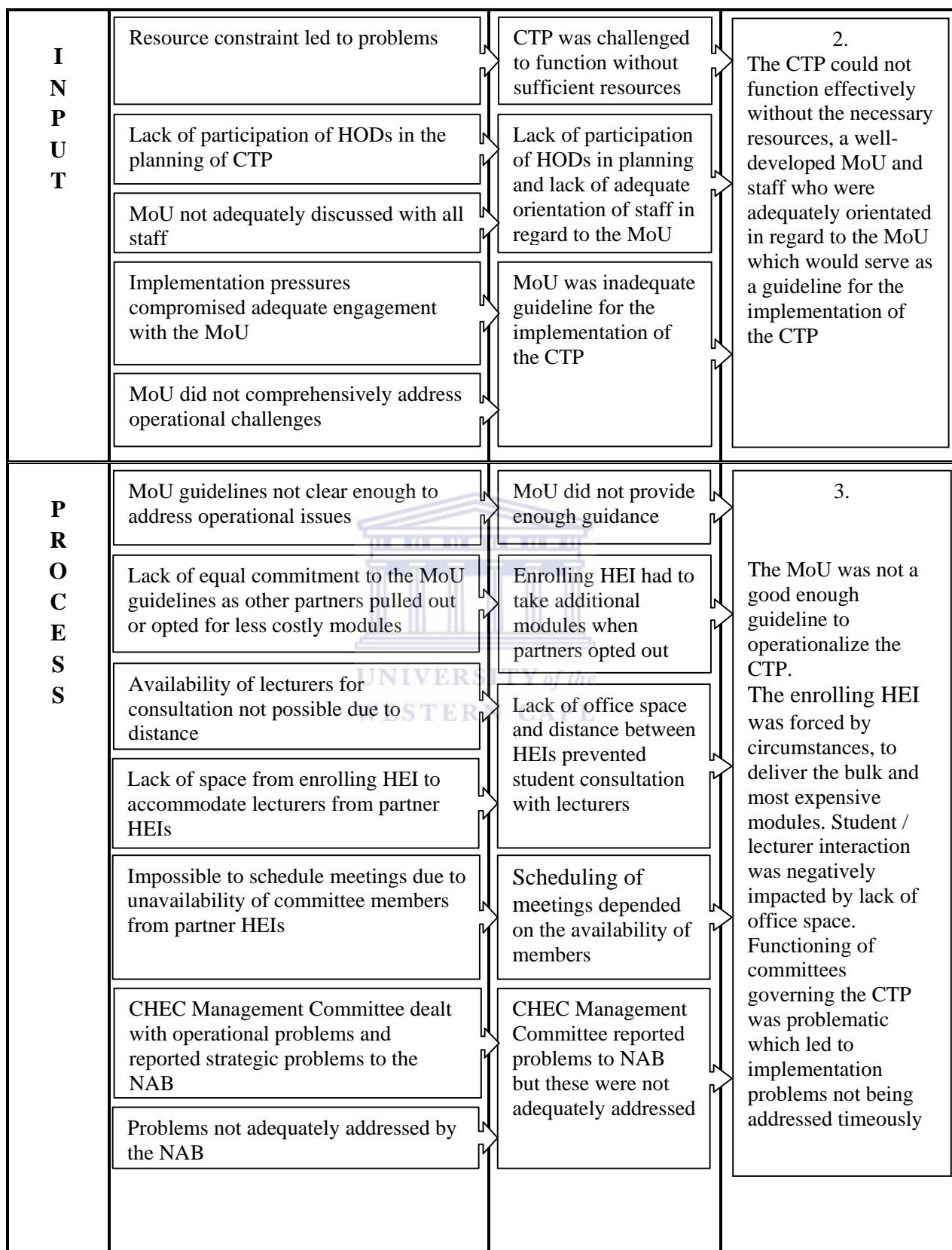
5.2.3.4.3 Emerging theme

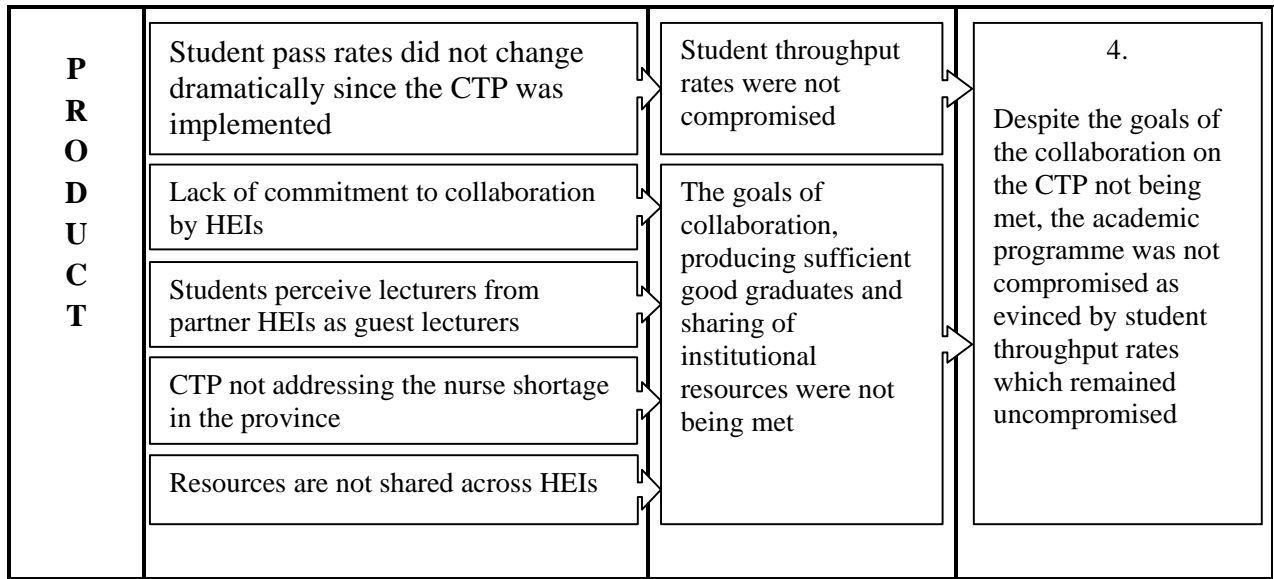
The following theme emerged from sense-making of the categories:

Despite the goals of the collaboration on the CTP not being met, the academic programme was not compromised as evinced by student throughput rates which remained uncompromised.

FIGURE 5: SUMMARY OF THE RESULTS FROM HODS

PHASE	UNITS	CATERGORIES	THEMES
C O N T E X T	Thoughts and feelings mostly negative	Reality of possible operational challenges intensified reservations towards the collaboration	1. Senior management used a top-down approach to motivate staff to participate in their mandate to collaborate. HODs had reservations about the CTP based on potential operational problems, and staff and students from a partner HEI were not adequately prepared for change
	Realities of operational problems were demotivating		
	Goals and vision were imposed from top management		
	HODs felt pressurised to motivate staff to participate in the CTP since this is what management expected of them	Felt pressurised to participate	
	Staff from partner HEIs were not prepared for this change	Staff and students at a partner HEI felt demotivated	
	Staff at enrolling HEI felt pressurized to implement the senior management mandate	Enrolling HEI felt pressurised to deliver on the CTP mandate	





5.2.4 Results of interviews with Lecturers

Semi-structured, in-depth interviews were conducted with 18 lecturers from the three institutions participating on the Common Teaching Platform. The lecturers provided valuable information regarding the implementation of the Common Teaching Platform, as they were involved in co-ordination of the year levels and / or collaboration with the partner HEIs at the level of implementation of the Common Teaching Platform.

5.2.4.1 Context Determination Phase

Context evaluation was conducted to establish whether the environment, at the time, and the lecturers were ready for the establishment of the Common Teaching Platform.

5.2.4.1.1 Generation of units

Numerous units of text (see figure 6) emerged from the reading and coding of the lecturers' responses:

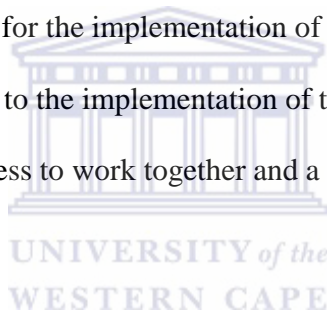
Some lecturers had positive thoughts and feelings regarding the Minister's announcement that UWC would be only enrolling institutions for undergraduate nursing in the Western Cape, others had negative thoughts and feelings about it. There were lecturers who reported feeling neutral about the decision. The negative thoughts reported by the lecturers included - that the CTP would not train sufficient nurses for the province, and that the resources would be insufficient.

Some lecturers reported that they were not familiar with the goals and vision of the Common Teaching Platform, while other reported that they did not believe in its goals and vision. The reasons they provided included them thinking that it would not work and that the decision was impractical. One lecturer reported that senior staff of a partner HEI resigned their from jobs

because they did not believe in the goals and vision of the CTP, and therefore did not want to be part of it.

There were lecturers who reported that they did in fact believe in the goals and vision of the Common Teaching Platform because, according to these lecturers, it made sense to share resources and expertise.

Several lecturers reported that the environment was not conducive to the implementation of the CTP, since people needed time to work through South Africa's political transition and were not yet ready for this type of change. Other reasons provided by the lecturers were that the HEIs were not ready in terms of their differing philosophies and conflict of interest; staff and students' readiness and the lack of resources for the implementation of the CTP. One lecturer felt that the environment was in fact conducive to the implementation of the CTP because she experienced excellent communication, willingness to work together and a sense of partnership. These are some extracts from the data:



"the decision is impractical"

"not enough nurses would be trained for the province"

"the increase in student numbers would decrease the quality of training"

"students would benefit from both interdisciplinary and inter-institution (al) teaching"

"collaboration would facilitate the sharing of institutional resources"

"I'm not sure what the goals and vision are"

"I don't believe in the goals and vision because it won't work"

"it makes a lot of sense to keep all the expertise"

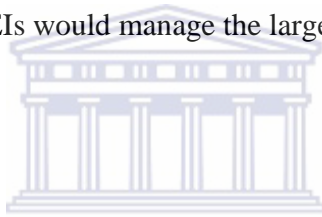
"people still need time to work through the transformation process"

"there was conflict of interest, philosophies and methodologies amongst institutions"

5.2.4.1.2 Development of categories

Based on the analysis of the units, the following categories emerged:

- i) There were mixed feelings about the Minister's decision: some had reservations about the practicalities, others were optimistic;
- ii) There were mixed responses about the beliefs in the goals and vision of the CTP: some felt it made sense in view of possible benefits, while other did not believe in the goals and vision based on the possible challenges;
- iii) In general this group felt that the timing for change was not right;
- iv) Benefits identified by the lecturers included sharing of expertise and institutional resources, and that three HEIs would manage the large number of students.



5.2.4.1.3 Emerging theme

The following theme emerged from combining the categories and making sense of them:

The environment at the time was not conducive for the implementation of the CTP in terms of the political milieu and readiness of the HEIs, staff and students for change.

5.2.4.2 Input Determination Phase

Input evaluation was conducted to determine the lecturers' involvement in the planning of the CTP and whether the MoU and resources were adequate and sufficient to implement the CTP.

5.2.4.2.1 Generation of units

Several text units (see figure 6) were established from reading the responses of the lecturers:

Most of the lecturers reported that they did not participate in the planning of the CTP. Those who participated reported that participation was at the level of the curriculum and clinical placement working groups.

Very few lecturers reported that they had read the MoU. Most of the lecturers reported that they did not read the MoU and only referred to it when there was a problem. Lecturers reported that the MoU was unclear regarding operational issues. Some lecturers reported that because they were not part of the planning, that the module descriptors in the MoU were unclear to them who needed to implement them. Lecturers also reported that the guidelines in the MoU were not being followed in some instances.

Several lecturers said that they were unable to comment on the effectiveness of the MoU as a guideline for the implementation of the Common Teaching Platform, because they had never seen the MoU or read it.

With regards to the resourcing of the CTP, some lecturers reported that additional human resources, skills laboratories and laboratory equipment were acquired, however many of the lecturers felt that the resources were still insufficient. The following are extracts from the data of the lecturers:

“some issues (are) not sufficiently spelt out in the MoU”

“the MoU in some instances is open to interpretation”

“at an operational level the MoU is not specific enough”

“module descriptors in the MoU do not make sense to those who must implement them”

“additional lecturing staff were employed at the enrolling institution which improved the student-to-lecturer ratio”

“there are still inadequate (numbers of) clinical supervisors for the number of students”

“while the platform exists, it is a concern that CPUT isn’t engaging with it”

“after the institutions were merged, CPUT as a comprehensive university wanted to offer its own four-year qualification rather than a diploma”

5.2.4.2.2 Development of categories

The units were further analyzed and interpreted and the following categories were developed:

- i) Most lecturers did not participate in planning the CTP;
- ii) A few had limited involvement;
- iii) Not all lecturers were familiar with the MoU, which was to serve as the guiding framework for the implementation of the CTP;
- iv) The MoU had several gaps;
- v) Although the enrolling HEI made additional resources available, resources were still inadequate.

5.2.4.2.3 Emerging theme

The following theme emerged after making sense of the categories:

The failure of the MoU to provide adequate guidelines for implementation, as well as the lack of resources and orientation of lecturers, negatively affected the planning decisions.

5.2.4.3 Process Determination Phase

Process evaluation was conducted to determine whether the Common Teaching Platform was being implemented according to plan.

5.2.4.3.1 Generation of units

Several units (see figure 6) were generated from coding the participants' responses:

Lecturers reported that there were different interpretations of the MoU by participating HEIs.

Lecturers gave the example of the interpretation of the assessment rule and reported that partner HEIs applied the rules of their own HEIs due to misinterpretation of the MoU. The lecturers from the partner HEIs, according to lecturers from the enrolling HEI, did not have a global picture of the programme which was aggravated by the fact that partner HEIs used part-time lecturers. Lecturers from the partner HEIs reported that in some instances the guidelines in the MoU were not followed. They reported that the logo of the partner HEIs were omitted on the graduation certificates of the first group of students who graduated on the CTP and that meetings were not scheduled as stipulated in the MoU.

The increase in the staff workload at the enrolling HEI when partners withdrew from offering modules initially allocated to them was reported by a lecturer from the enrolling HEI. Lecturers were of the opinion that there were insufficient meetings held between lecturers on the different year levels of the programme- where according to them student and logistical matters could have been discussed. A lecturer from a partner HEI also reported that insufficient CHEC management meetings were held. Lecturers also reported that their contributions in meetings were not valued and that meetings were essentially to inform staff of decisions already taken by management.

The challenges resulting from the administration systems of the three HEIs not being synchronized, was highlighted by lecturers as one of the main reasons why staff at the enrolling HEI is burdened by the additional administrative tasks of modules taught by partner HEIs.

Several lecturers also reported on the challenges which resulted from insufficient resources.

Lecturers mentioned that differences in philosophies and the level of delivery of modules between HEI were problematic for students.

Some lecturers reported that students continued to stick to their racial groups and did not mix in class. A limited number of lecturers mentioned that there were improvements over the years since the establishment of the Common Teaching Platform. They did however raise concerns that no real solutions were found for the existing problems which led to inconsistency in the manner in which problems were solved. The following are extracts from the lecturers' responses:

“our workload increased dramatically when partners withdrew from teaching the modules allocated to them”

“there were no guidelines or penalty spelt out in the MoU for institutions who did not collaborate”

“there is a lack of communication between academics regarding student matters, curricula changes and logistical arrangements”

“partners continually apply their own rules, for example in terms of assessments”

“partner institutions don't use their expertise, they employ part-time lecturers to teach on the CTP”

“people on top level don't experience the real problems on the ground, but they make the decisions and we must just deal with it”

“the CTP has failed to attract more “white” students and those with “A” and “B” school leaving certificates”

“students still do not mix across racial groups”

5.2.4.3.2 Development of categories

Further analysis and interpreting of the units of text led to the development of the following categories:

- i) MoU proved to be a challenge for implementing the CTP;
- ii) Lack of commitment of partner HEIs;
- iii) Communication was poor;
- iv) Meetings were insufficient and were facilitated using a top down approach;
- v) Lack of resources, differing administration systems, expectations of lecturers and underprepared students posed challenges.
- vi) No solutions were found which led to inconsistency in dealing with problems;
- vii) Lack of diversity in student enrolments and mixing of students across racial groups.

5.2.4.3.3 Emerging theme

The following theme emerged from sense-making of the categories:

Due to poor planning decisions, poor communication and the power-coercive approach used by management, the implementation of the CTP failed to address its main objectives namely transformation, partnership building, sharing of resources and expertise and commitment of all partners.

5.2.4.4 Product Determination Phase

Product evaluation was conducted to determine what the unresolved challenges were and whether the Common Teaching Platform was successful.

5.2.4.4.1 Generation of units

Text units (see figure 6) were generated from coding the participants' responses:

Lecturers reported on, amongst others, not having sufficient lecturers, clinical supervisors and administrative staff, resources for teaching and learning including additional skills laboratories, additional clinical sites, and office space for lecturers from the partner HEIs.

Some lecturers also reported that library facilities at the enrolling HEI were inadequate. A lecturer from the enrolling HEI felt that the books on the shelves were few and old.

Regarding the successfulness of the CTP, some lecturers mentioned that the collaboration was successful while others felt that it was not successful. Others still felt that there was room for improvement. A lecturer from a partner HEI was of the opinion that the enrolling HEI, rather than them, had the expertise to offer the module presented by the partner HEI. Lecturers felt that the CTP failed in terms of the goal of sharing resources and expertise between the three HEIs.

The following are extracts from the data:

“expertise on the Common Teaching Platform is not being shared as planned”

“sharing of institutional resources across the three HEI has not happened”

“it does not warrant the word collaboration and partnership because the responsibility still lies with the enrolling institution”

“the partners are more like guest lecturers”

“students have not experienced the ethos and the student life of the partner institutions”

“the collaboration needs urgent review”

5.2.4.4.2 Development of categories

Interpretation of the units of text generated the Development of categories following categories:

- i) Insufficient resources and lack of sharing of resources across HEIs;
- ii) Limited participation by partner HEIs prevented the development of a sense of partnership;
- iii) Enrolling HEI would have been successful without the contribution of one partner HEI.

5.2.4.4.3 Emerging theme

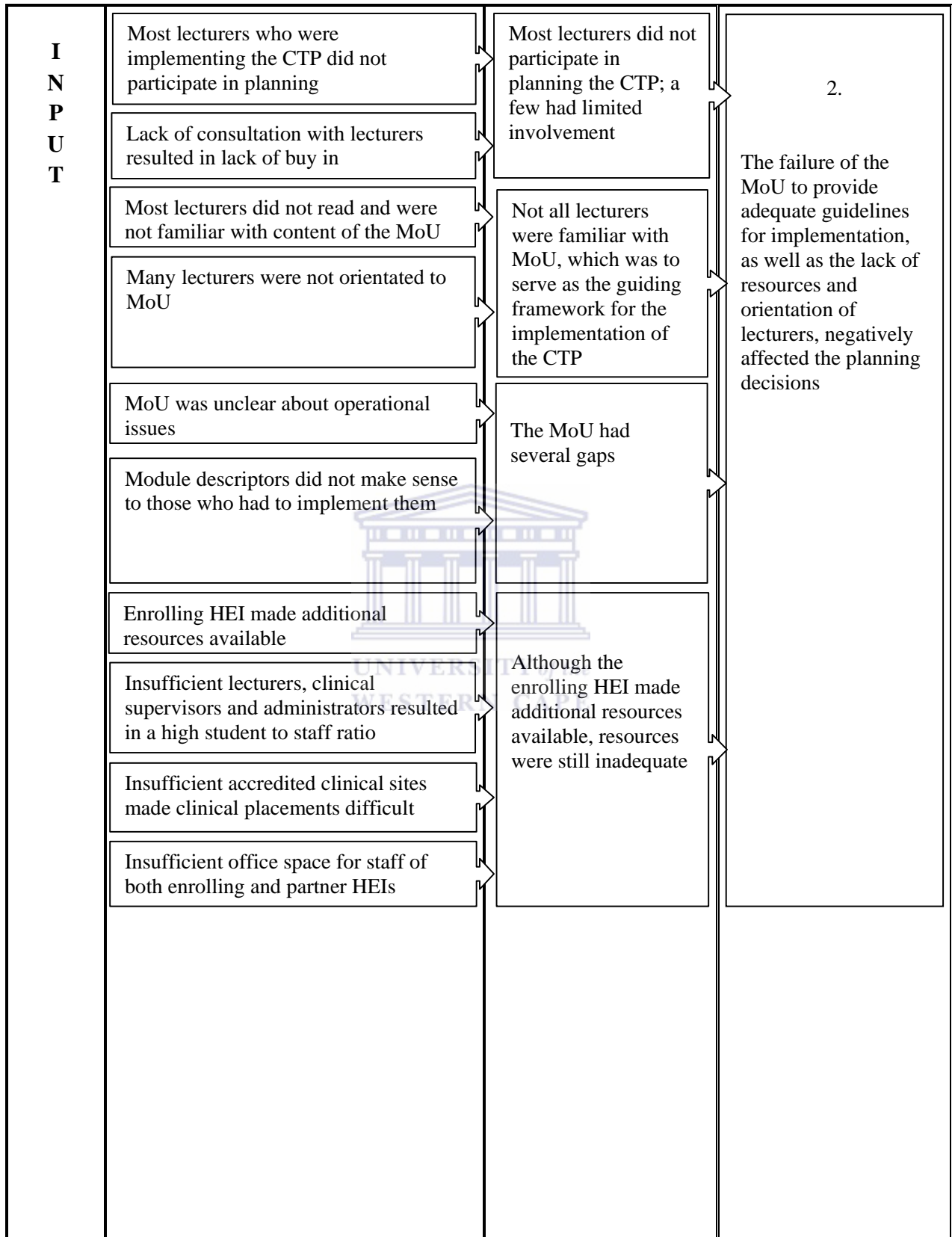
The following theme emerged from sense-making of the categories:

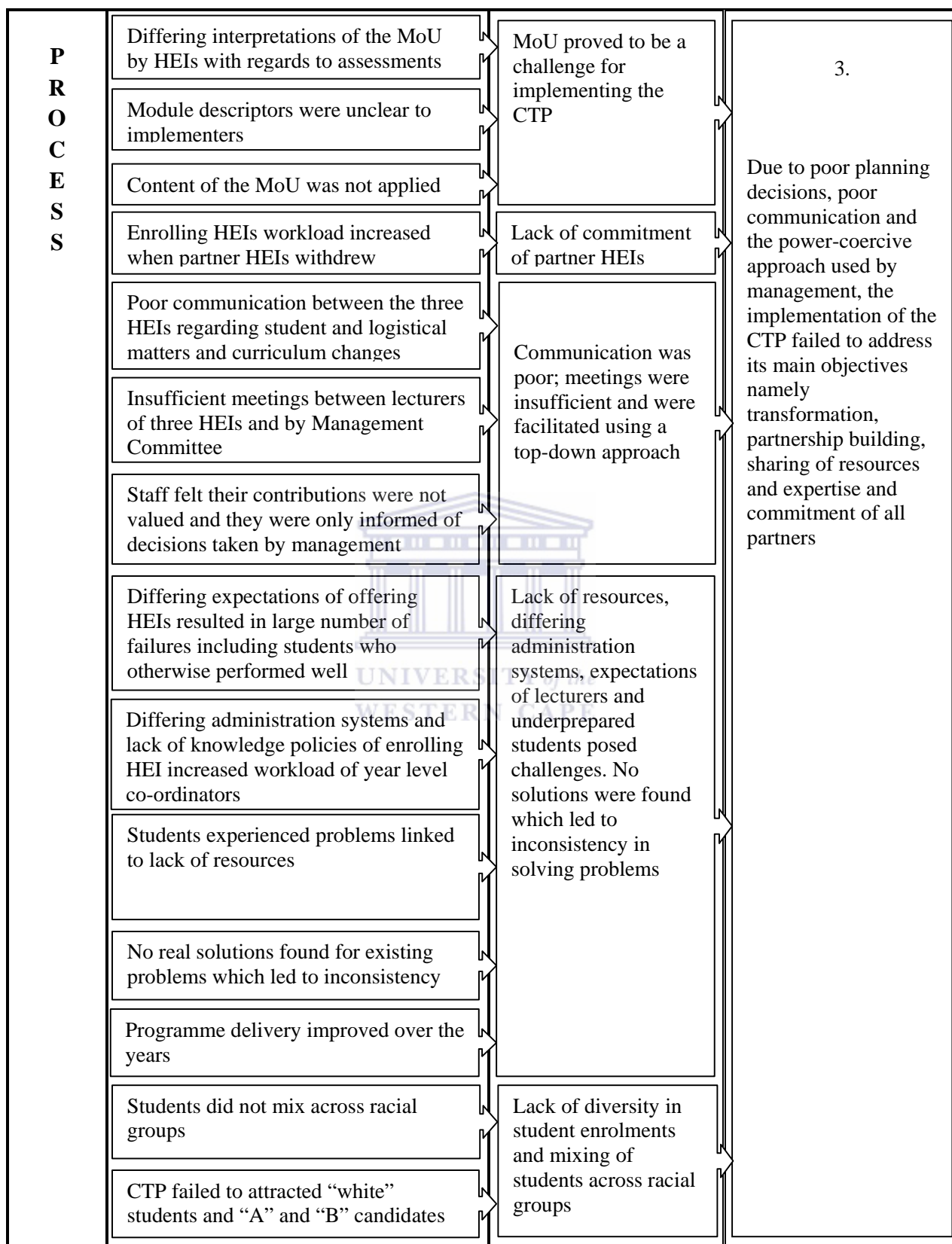
Achieving the goals for the collaboration on the CTP were stifled by inadequate resources, limited participation by partner HEIs and a lack of sharing of resources and expertise.

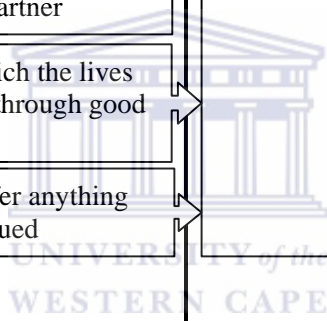
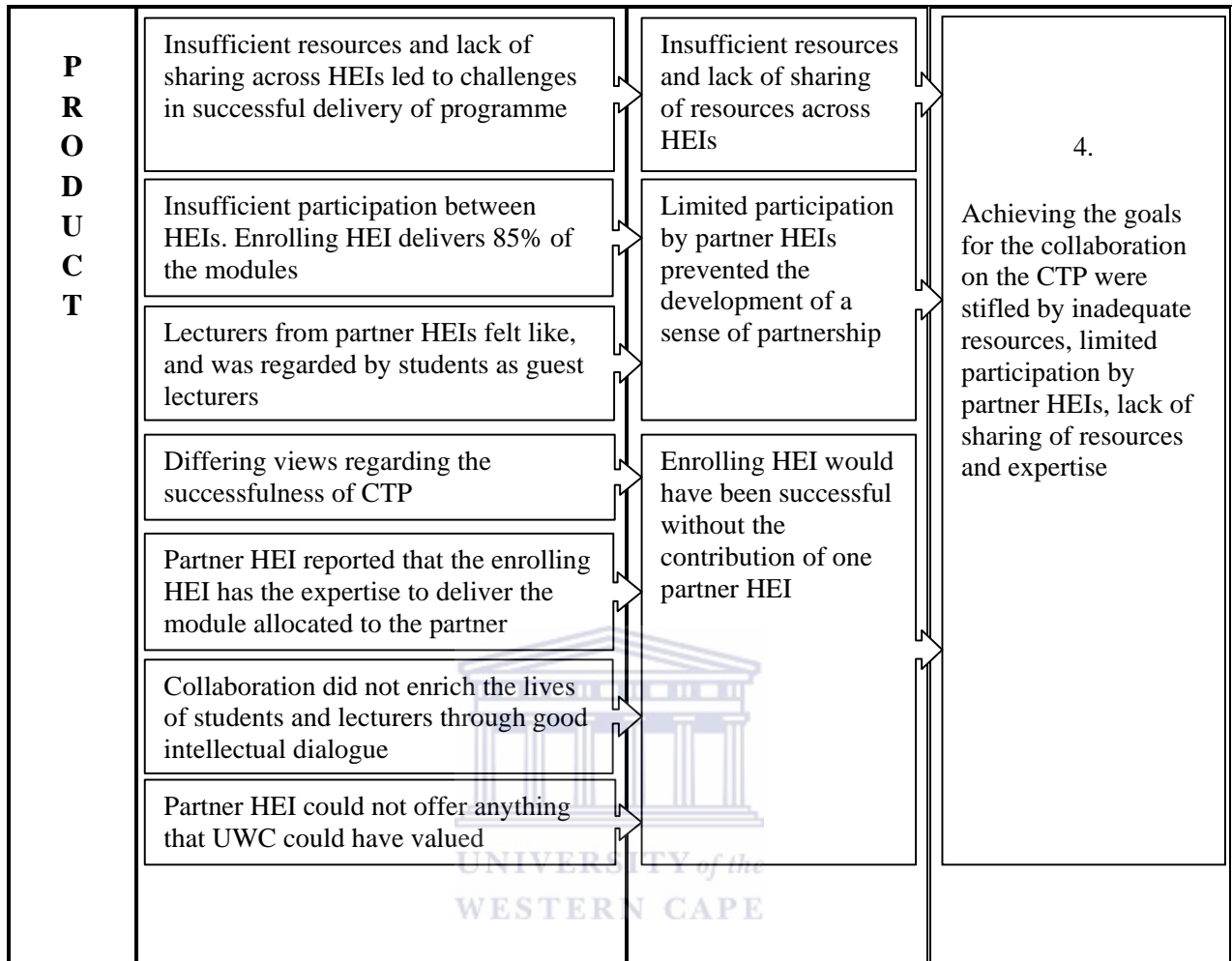


FIGURE 6: SUMMARY OF THE RESULTS FROM LECTURERS

PHASE	UNITS	CATEGORIES	THEMES
C O N T E X T	Impartial about the Minister's announcement	Mixed feelings about the Minister's decision: some had reservations about the practicalities, others were optimistic	1. The environment at the time was not conducive for the implementation of the CTP in terms of the political milieu and readiness of the HEIs, staff and students for change
	Some were optimistic about the decision while others had concerns about the possible challenges		
	Senior staff of a partner HEI resigned from their jobs	Mixed responses about beliefs in the goals and vision of the CTP: some felt it made sense in view of possible benefits, while other did not believe in the goals and vision based on the possible challenges	
	Lecturers were not familiar with the goals and vision of the CTP		
	Did not believe in the goals and vision because it was impractical		
	Others believe in the goals and vision of the CTP and felt it made sense	In general this group felt that the timing for change was not right	
	Decision came too early after SA's transition from apartheid to democracy		
	Lecturers were not ready for this type of change		
	Conflicting views based on conflict of interest, differing institutional cultures, philosophies, teaching methods and administration systems		
	Some willingness of staff of three HEIs to work together		
	Process of change not well managed. People not thoroughly prepared	Benefits were sharing expertise, institutional resources, and three HEIs manage large number of students	
	Benefit of sharing institutional resources		
	Enrolling HEI had assistance in managing large numbers of students		
Programme enriched through wider range of expertise			





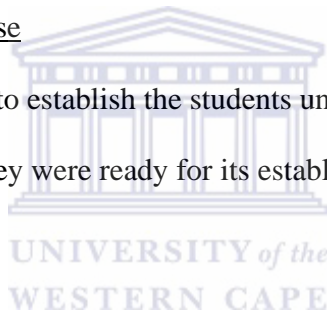


5.2.5 Results of focus group discussions with students

A total of nine focus group discussions were conducted with students on the Common Teaching Platform. Two focus groups each were conducted with students in the first, second and third-year levels. One focus group was conducted with a group of students in the fourth-year level and two focus groups with fourth-year pipeline students. A total of 81 students participated in the focus groups. The interview schedule used in the focus groups was to a large extent the same for the pipeline students and those students registered on the Common Teaching Platform, with a few additional questions for the pipeline students.

5.2.5.1 Context Determination Phase

Context evaluation was conducted to establish the students understanding of the Common Teaching Platform, and whether they were ready for its establishment.



5.2.5.1.1 Generation of units

Several units (see figure 7) were generated from the participants' responses:

Some students understood the CTP to be the pooling of nursing students at one institution, and the standardization of education with a common curriculum. One student understood it to be the merging of the departments of nursing of the three participating HEIs because UWC could not afford additional lecturers. Some students admitted not knowing what the CTP was about.

Some students had positive thoughts and feelings about the CTP and others had negative thoughts and feelings. The positive thoughts as shared by the students included students having broader exposure to the expertise of lecturers. Others were excited that they would meet more

students. Some students reported that they were excited and thought that they would be exposed to the campuses of the partner HEIs.

There were students who reported fear of the unknown. One student who transferred from a partner HEI said that she feared that she would not be accepted at the enrolling HEI. A few students who had negative thoughts and feelings reported that there were potential challenges to collaborating. They mentioned that differing standards and expectations of lecturers, different lecturing styles and the fact that lecturers from the partner HEIs would not have offices on the campus of the enrolling HEI posed potential challenges.

Students identified some benefits of having a CTP. Students felt that they would benefit from being able to access the resources of the partner HEIs. Others reported that the CTP would improve the level of education; there would be a wider range of lecturer expertise; and that the collaboration would remove the stigma attached to UWC students. Some students felt that it would be beneficial to be associated with nationally and internationally recognized universities through the CTP. These are extracts from the students' responses:

“universities amalgamated”

“a common curriculum”

“standardizing teaching between universities”

“UWC could not afford more lecturers”

“increased expertise amongst lecturers”

“broader exposure for students to lecturers and campuses of other universities”

“standardise nursing education”

“possible differences in standards”

“difficulty in contacting lecturers from other universities”

“being partners with US and UCT will remove the stigma from UWC students”

“pooling of resources will improve access for students”

5.2.5.1.2 Development of categories

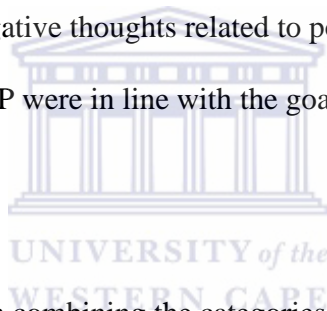
Based on the analysis of the units generated from students’ responses in the focus groups, the following categories emerged:

- i) Mixed views about the CTP;
- ii) Both positive and negative thoughts about the CTP. Positive thoughts related to the benefits of the CTP and negative thoughts related to possible challenges;
- iii) Potential benefits of the CTP were in line with the goals and vision for the collaboration.

5.2.5.1.3 Emerging theme

The following theme emerged from combining the categories and making sense of them:

Not all students were knowledgeable about the collaboration on the CTP. Some students were concerned about possible challenges, while others were optimistic about possible benefits.



5.2.5.2 Input Determination Phase

Input evaluation was conducted to evaluate how students were orientated to the Common Teaching Platform.

5.2.5.2.1 Generation of units

Several text units (see figure 7) were established from reading and coding the responses of the students:

Some students reported that they were informed about the CTP. The means by which they were informed included being informed by the Head of the Department during a special information session; others said that they registered late on the programme and missed the information session but received the information from the student handbook. Some students reported that they were informed when they applied to the various HEIs or during the first-year orientation and others said they found out during their second year. There were students who reported that they found out from former students and friends. There were students who reported that they were not informed beforehand about the CTP. Some extracts from students' responses:

“informed during orientation”

“heard when I applied to do nursing”

“heard from a friend”

“during an information session held by the Head of Department”

“read about it in the student handbook”

“heard from past students”

“we were not informed”

5.2.5.2.2 Development of categories

The units were further analyzed and interpreted and the following category was developed:

- i) Students heard about the CTP from various sources which possibly led to some receiving incorrect information regarding the CTP.

5.2.5.2.3 Emerging theme

The following theme emerged from sense making of the categories:

Although different strategies were used to communicate the CTP to students, a number of students still felt that they had inadequate knowledge about the change.

5.2.5.3 Process Determination Phase

Process evaluation was conducted to establish the students' experiences of the Common Teaching Platform



5.2.5.3.1 Generation of units

Several units (see figure 7) were generated from coding the students' responses:

Students reported on what they enjoyed most on the CTP. A few students reported that they enjoyed being taught by the lecturers of the partner HEIs. Students said that the lecturers were well-prepared for their lectures. There were students who reported that they enjoyed the teaching and learning methods used in the programme. Some students said that they had experienced personal development through social mixing and reported that their interpersonal skills had improved. Students who transferred from a partner HEI reported that the challenges they experienced at the enrolling HEI improved their life-skills because they had to do things for

themselves. Many students reported on the challenges they experienced. Some reported that they did not enjoy group-work and self-directed learning. Other students reported that some lecturers of the partner HEIs treated students badly and displayed a poor attitude towards students.

Students mentioned that they could not consult lecturers from the partner HEI because they did not have offices on the campus of the enrolling HEI. Students reported that communication via the telephone or email was not always successful.

Many students reported that they were disappointed that they did not experience the benefit of using the resources of the partner HEIs. A few students reported on the difficulties they experienced when they tried to access the libraries of the partner HEIs. There were numerous reports by students regarding their dissatisfaction with the delivery of some modules taught by the enrolling HEI, service departments and partner HEIs. Students identified the following modules with which they experienced problems: Mental Health, Pharmacology, Psychology, General Nursing Science, Unit Management, Community Nursing and Midwifery.

Many students reported that they were dissatisfied with the clinical component of the programme. Students referred to the attitude of clinical supervisors, the poor treatment in the clinical settings, that there was a stigma associated with students of the enrolling HEI in the clinical setting. Some students reported that their clinical exposure was insufficient, and that they felt incompetent. Students also reported that the absence of partner institutions' participation in the clinical supervision of students deprived students of exposure to their expertise.

Several students reported on the poor administration system in the department, the Faculty Office and the Student Administration Department of the University. Some students reported on the communication channels at the enrolling HEI. There were students who reported that they had difficulty in communicating their problems beyond the level of the lecturer. However, in most cases their problems were resolved at lecturer-level, according to the students. Other students said that they experienced difficulty in communicating their problems and felt that their problems were not being resolved. Students were also of the opinion that the lecturers tried to keep the students away from the Head of Department.

Most students felt that the B Cur Council was ineffective. They reported that the election procedure was questionable, that the meetings were held when most students were off campus, and that the meeting dates were not well advertised. There were students who agreed that they did get feedback from the student representatives, while others felt that there was no feedback. The B Cur Council, according to students, is not included in the following matters which are important to students: the general selection process; selection process for exchange programme and when the department is taking decisions that will affect students. These are extracts from the students' responses:

“I enjoyed being taught by lecturers from the other institutions”

“Human Biology is one of the most organized departments”

“there is a good relationship between students and lecturers”

“I enjoyed developing good interpersonal skill”

“I enjoyed becoming a more independent student”

“ the challenges at the UWC improved my life-skills”

“group work and group presentations is an unfair method of assessment”

“lecturers from US and UCT are not available for consultation”

“I felt undermined by lecturers from the other institutions”

“staff from the other institutions have a negative attitude towards students”

“midwifery lacks depth and consistency in what is taught to the two groups of students”

“I feel incompetent and ill-prepared with regards to clinical skills”

“there is a stigma associated with UWC students in clinical settings”

“US and UCT are not involved in clinical supervision. Their expertise is not utilised”

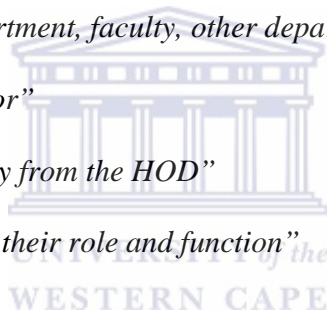
“there is poor administration of marks”

“communication between the department, faculty, other departments and the UWC

Administration Department is poor”

“lecturers try to keep students away from the HOD”

“B Cur Council do not understand their role and function”



5.2.5.3.2 Development of categories

Further analysis and interpreting of the units of text led to the development of the following categories:

- i) There was more about the CTP that students did not enjoy compared to what they did enjoy;
- ii) What students least enjoyed was mainly related to the curriculum and poor administration systems;
- iii) Communication was poor;
- iv) There were opposing views about the functioning and effectiveness of the B Cur Council

and their feedback processes.

5.2.5.3.3 Emerging theme

The following theme emerged from sense making of the categories:

The potential benefits of the CTP were outweighed by students' challenges with the curriculum, administration, poor communication and student representation on the programme.

5.2.5.4 Product Determination Phase

Product evaluation was conducted to determine the students' satisfaction with the Common Teaching Platform



5.2.5.4.1 Generation of units

Text units (see figure 7) were generated from coding the participants' responses:

Many students reported that they were dissatisfied with the quality of their education. Some students felt that they were incompetent in their clinical skills. There were students who reported that they were satisfied with their education. Some students felt that the collaboration on the CTP was effective while others felt that it was not effective. The following are extracts from the data:

“standard of education is good”

“insufficient exposure to staff, resources and campuses of US and UCT”

“lack of IT resources especially for e-learning”

“I feel incompetent as a fourth-year student”

“despite the few problems, it is working well”

“it is not working well”

“communication between the three universities is poor”

5.2.5.4.2 Development of categories

Interpretation of the units of text generated the following categories:

- i) More students were dissatisfied with the quality of education than those who were satisfied;
- ii) Reasons for students’ dissatisfaction were also the reasons why they felt that they were not enjoying maximum benefits and these were linked to unresolved issues;
- iii) There were differences of opinion regarding the effectiveness of the CTP.

5.2.5.4.3 Emerging theme

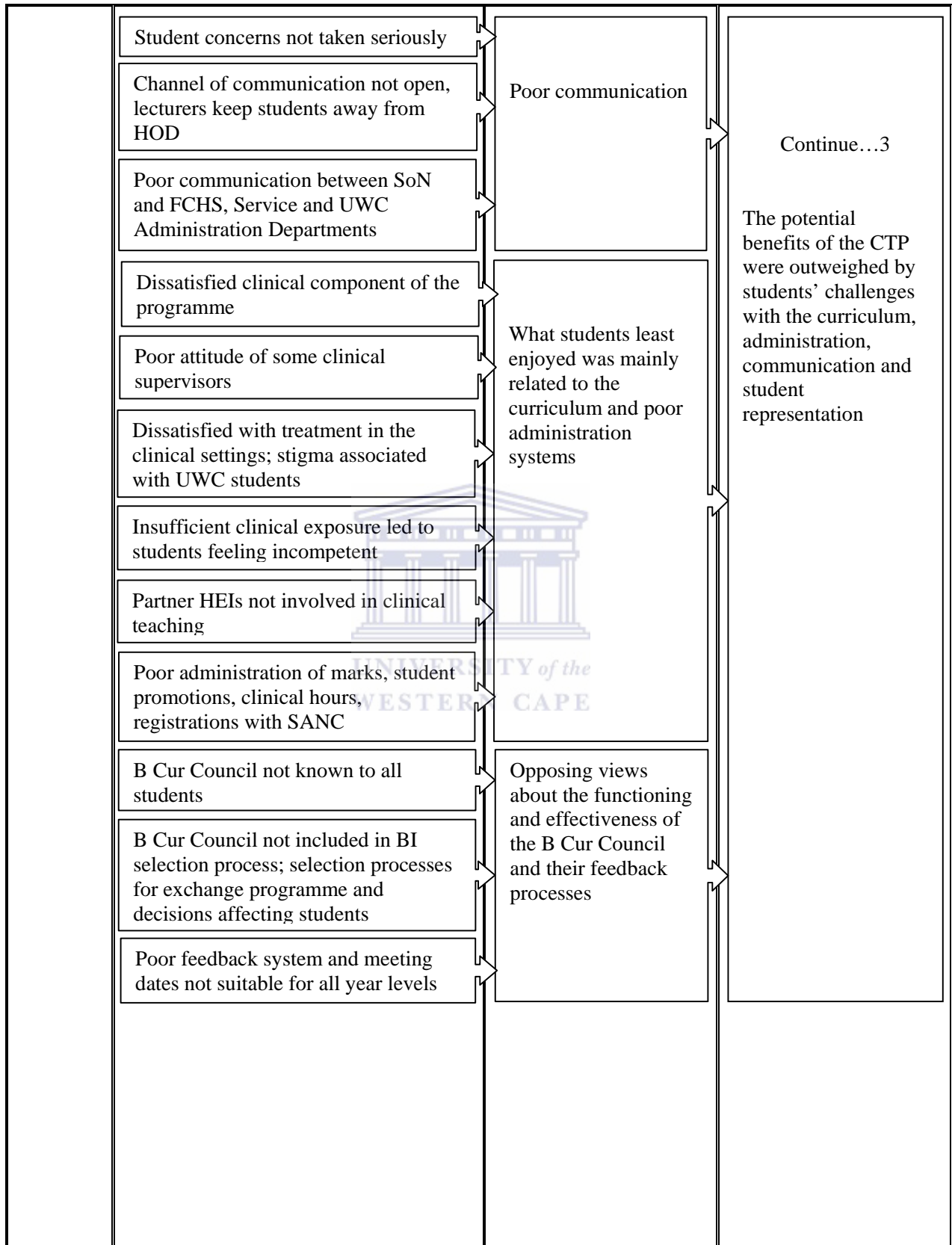
The following theme emerged from sense-making of the categories:

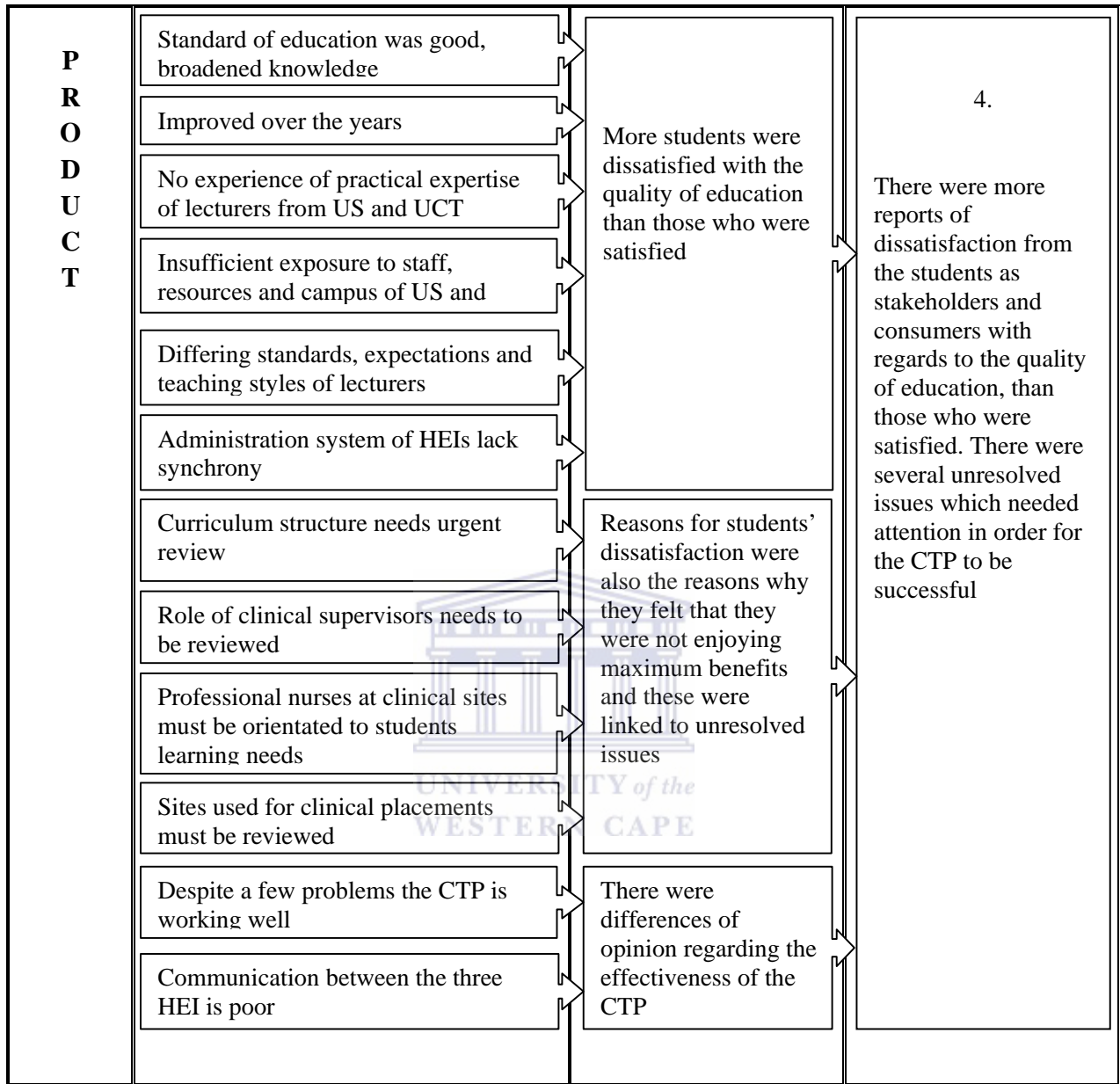
There were more reports of dissatisfaction from the students as stakeholders and consumers with regards to the quality of education, than those who were satisfied. There were several unresolved issues which needed attention in order for the CTP to be successful.

FIGURE 7: SUMMARY OF THE RESULTS FROM STUDENTS

PHASE	UNITS	CATEGORIES	THEMES
<p style="text-align: center;">C O N T E X T</p>	Students are in one pool	<p>Mixed views about the CTP</p>	<p>1.</p> <p>Not all students were knowledgeable about the collaboration on the CTP. Some students were concerned about possible challenges, while others were optimistic about possible benefits</p>
	Education is standardised with one common curriculum		
	Misunderstanding that three departments merged because UWC could not afford additional lecturers		
	CTP means broader exposure to lecturer expertise; students; campuses	<p>Both positive and negative thoughts about the CTP. Positive thoughts related to the benefits of the CTP and negative thoughts related to possible challenges</p>	
	Challenges from separate campuses, distance, differing standards, expectations, lecturing styles, language and assessment methods		
	Fear of non acceptance		
	Additional resources through sharing		
	Improve the quality of nursing and produce good quality nurses	<p>Potential benefits of the CTP were in line with the goals and vision for the collaboration</p>	
	Diversity in student and lecturer profile will be enriching		
	Remove the stigma from and improve self image of UWC students		
Association with nationally and internationally recognized HEIs			

I N P U T	During enquiry to HEIs	Students heard about the CTP from various sources which possibly led to some receiving incorrect information regarding the CTP	2. Although different strategies were used to communicate the CTP to students, a number of students still felt that they had inadequate knowledge about the change
	During orientation		
	At the beginning of the first year		
	During the second year		
	Read in student handbook		
	When transfer from US to UWC		
	During a special information session by the HOD		
	From former students		
	Were never informed		
P R O C E S S	Enjoyed the teaching and learning methods	There was more about the CTP that students did not enjoy compared to what they did enjoy	3. The potential benefits of the CTP were outweighed by students' challenges with the curriculum, administration, communication and student representation
	Enjoyed lecturers of the partner HEI who were well prepared		
	Experienced personal development		
	Challenges at the enrolling HEI improved life skills US students		
	Dissatisfaction with self directed learning and group work		
	Poor attitude and treatment of students by lecturers of partners HEIs		
	No offices for lecturers of the partner HEIs at the enrolling HEI		
	Lack of access to resources at partner HEIs		
	Problems with delivery of specific modules		





5.2.6 Results of Document Review

Documentation was sought from the three HEIs participating on the Common Teaching Platform as well as from the Cape Higher Education Consortium. A total of 157 documents from various sources as described in Table 4, were reviewed.

A review of records kept by the Cape Higher Education Consortium regarding the planning and the design of the Common Teaching Platform was done. These were essentially reports or project documentation compiled by the group of consultants who managed the project.

Formal records of the implementation of the Common Teaching Platform were found in numerous committee documents which included minutes of meetings and reports.

Correspondence at the level of the lecturers who are the primary implementers of the programme was also reviewed. These correspondences, mainly in the form of emails, described the day to day experiences of the lecturers and students at the level of implementation of the Common Teaching Platform. Quality assurance documents provided an overall depiction of the process of delivery of each nursing module on the programme. In addition, the quality assurance documentation included a composite reflective report of the experience of lecturers in facilitating the module. There was however no quality assurance documentation found for modules facilitated by service departments e.g. psychology and pharmacology.

The records reviewed were of a fairly high quality. Most documents were found to be complete and their purpose clear. Documents were dated; they reflected their source and the person or committee to whom it was directed.

5.2.6.1 Context Determination Phase

This phase focused on:

Determining the climate in which the CTP was introduced. This phase also sought evidence from documents to confirm whether the establishment of the CTP was a participative process and whether there was evidence of HEIs readiness for this change.

To a large extent the environmental context (political and education environment), sketched in chapters 1 and 2, was understood through the review of policy documents which provided the directives for nursing education in the Western Cape. This context is therefore not presented again in this section. The research questions and therefore the presentation of the findings of the record review is located in the input, process and product phases as is reflected in Table 4.

The records showed that working groups were formed to manage the process, which is indicative of a participative process and the staffs willingness and readiness for the impending change.

Working groups included academics from all HEIs involved who gave input into amongst other, the curriculum, clinical placements, the development of the MOU and communication.

5.2.6.2 Input Determination Phase

This phase focused on the following:

Determining which models were used for the design and planning of the Common Teaching Platform. The phase further attempted to establish how the Memorandum of Understanding was developed and to establish the decisions regarding resource allocation for the CTP - human resources, physical space, finance, - and sharing of the workload and resources on the CTP was also established.

The document review revealed that there were several models developed during the phase of planning and designing the Common Teaching Platform. These models were developed in collaboration with specific working groups depending on the area of focus (Appendices 13-17). For the purpose of this study only the relevant models are presented, and the related discussion is limited to the focus of the research questions.

i) The Affordability Model

The focus of the input evaluation was not to interrogate the cost analysis of the Common Teaching Platform. It was however important, for the purpose of this study, to understand some of the content of the affordability model in terms of the financial resource input planned for the Common Teaching Platform. References made to the Cape Peninsula University of Technology (CPUT) in the models reflected below should be ignored since the status of (CPUT) on the Common Teaching Platform is not a focus of this study.

According to the documents the affordability model was developed by the Finance and Administration working groups in collaboration with HEIs. The purpose of this model was to create a general understanding of the financial implications of the Common Teaching Platform; to consider various options based on changes in the educational environment including changes in student fees, student numbers and student throughput rates; and to provide an understanding of the financial implications of the Common Teaching Platform for HEIs which will enable them to plan and budget for the next few years. The affordability model (Appendices 14 and 15) was underpinned by several key principles as reflected in Figure 8.

ii) Basis for calculation and allocation of student transport costs

Records indicated that this model was designed to reflect the cost of transporting students registered on the Common Teaching Platform (see appendix 16). The model also differentiated between who would be responsible for the cost of transporting students from their place of residence to the HEIs and back, and between the HEIs and the clinical facilities.

iii) Finalization of the Memorandum of Understanding

This model was a flowchart which depicted the process the MoU went through before it was approved. The model also reflected the timelines set out for this process.

The memorandum of understanding was developed by the MoU working group. The first draft of the MoU underwent a process of approval. The first version of the MoU of 2004 was updated in 2006.

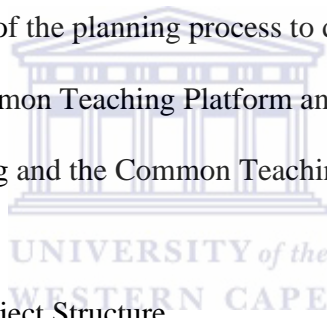
Planning for the establishment of the Common Teaching Platform required representation from all participating institutions. Several working groups were formed to manage issues pertaining to the curriculum, clinical component of the programme and resources amongst other.

The MoU illustrates the organogram for nursing governance and management, terms of reference, reporting lines and meeting procedures of the committees for the regional undergraduate nursing platform. The CHEC Board of Directors has representation from the Deputy Vice Chancellors of the participating institutions. The Nursing Academic Board, comprised of the Deans of Health Science Faculties, the Heads of Nursing Schools or Departments of the participating institutions as well as representation from the Provisional

Government of the Western Cape (PGWC), is responsible for the governance of the platform and reports to the CHEC Board of Directors. The Nursing Management Committee comprised of the Heads of Nursing Schools, programme co-ordinators and a representative from the PGWC, is tasked with the management of the Common Teaching Platform at operational level and reports to the Nursing Academic Board.

The MoU also provided implementation guidelines e.g. student admissions and registration, language, the curriculum, assessment and quality assurance.

The purpose of the Integrated Framework and Memorandum of Understanding was to set out a framework that supports the implementation of the Common Teaching Platform; draw together the recommendations of the planning process to develop a detailed framework for the implementation of the Common Teaching Platform and to serve as a basis for the Memorandum of Understanding and the Common Teaching Platform.



iv) The CHEC Nursing Project Structure

This layered model provided a clear picture of how the project was structured and indicated the roles of each level of the team who was responsible for the design and the development of the Common Teaching Platform (see appendix 13). The Decision Dialogue Process (DDP) was to structure the planning and design process. The DDP method involved the use of teams of people best suited to make the decisions on behalf of the participating HEIs.

The first level of the model reflected the stakeholders intended to be involved in the collaboration; the second level was the CHEC Board of Trustees who were accountable to the Minister for the delivery of the project; the next level was the Nursing Task Team who monitored the working groups; the following level was the working groups who developed

recommendations for the operational aspects of the project; and the final level was the Project Management Team, contracted by the CHEC Board of Directors to manage the project.

v) The Organogram for the Nursing Governance and Management

This model was a flowchart which set out the different levels of governance and management of the Common Teaching Platform (see appendix 17). The model also reflected the relationships between the various levels and the communication channels planned for the Common Teaching Platform. The governance and management ranged from the level of the institutions to the level of the committees responsible for the operational aspects of the Common Teaching Platform.



5.2.6.2.1 Generation of units

Several units (see figure 8) were generated from the document review:

These are a few extracts from the documents:

“the purpose of the model was to create a general understanding of the financial implications of the CTP”

“the affordability model was revenue - driven”

“offering institution will be responsible for all administrative arrangements and costs associated with offering a module”

“the enrolling institution is responsible for all the arrangements and costs relating to the functions of an enrolling institution”

“students are responsible for the cost of transport to and from the lecturer sites”

“the memorandum of understanding was developed by the MoU working group”

“quality assurance resides with the enrolling institution”

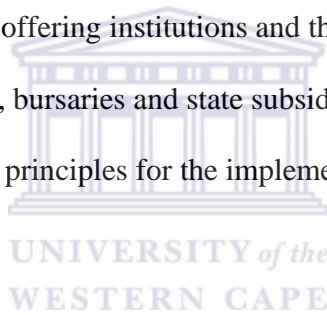
“the Management Committee must meet at least once a term or as required”

“chairing of the Nursing Academic Board must alternate annually between Deans of the two enrolling institutions”

5.2.6.2.2 Development of categories

The units were analyzed for sense-making so that units with similar meanings were combined together. Based on the analysis of the units, the following categories emerged:

- i) The revenue – driven affordability model which stipulated the financial implications in respect of the enrolling and offering institutions and the students was based on revenue generated from student fees, bursaries and state subsidies.
- ii) The MoU provided guiding principles for the implementation of the CTP.



5.2.6.2.3 Emerging theme

The following theme emerged after making sense of the categories:

Specific models were in place to guide the implementation of the Common Teaching Platform.

5.2.6.3 Process Determination Phase

This phase focused on the following:

Determining whether the evidence suggested that there were problems experienced with implementation of the CTP and whether specific problems were highlighted. Understanding how these problems were managed. The phase also sought to establish whether communication between the various stakeholders was open and positive.

5.2.6.3.1 Generation of units

Several units (see figure 8) were generated from the document review:

These are a few extracts from the documents:

“the department does not have sufficient human resources to fully participate on the CTP”

“the clinical supervisors are insufficient for the large number of students”

“institutions withdrew at the last minute from offering three clinically intensive modules”

“lecturers from offering institutions are not always available to consult students”

“there were different interpretations of the assessment rule in the MoU and that of the enrolling HEI”

“the enrolling institution did not consult partners regarding curriculum changes”

“a curriculum review scheduled for 2008 has not been done”

“the student to lecturer ratio is too high”

“partner institutions use contract lecturers to teach on the Common Teaching Platform”

“lecturers struggle to secure suitable teaching venues for the large student groups”

“lecturers from the partner institutions do not understand the policies of the enrolling institution”

“lecturers from the enrolling institution has to carry the administrative workload of lecturers from the partner institutions”

5.2.6.3.2 Development of categories

The units were analyzed for sense-making so that units with similar meanings were combined and the following categories emerged:

- i) The functioning of NAB as a governing committee was not in accordance with the MoU.

- ii) There were insufficient resources available for effective implementation of the CTP.
- iii) Lack of a common understanding of collaboration resulted in poor communication between implementers of the CTP.
- iv) Both students and lecturers experienced challenges with the delivery of the curriculum.

5.2.6.3.3 Emerging theme

The following theme emerged after making sense of the categories:

The MOU guidelines were not implemented as proposed resulting in a lack of proper functioning of the governing committees, poor communication and poor collaboration. Students and lecturers experienced challenges with the delivery of the programme which was in part due to the lack of resources.



5.2.6.4 Product Determination Phase

The product determination phase focused on:

Determining whether participants were satisfied with the collaboration. The phase further sought evidence of reports of complaints, throughput rates and cost implications for the collaboration.

5.2.6.4.1 Generation of units

Several units (see figure 8) were generated from the document review:

These are a few extracts from the documents:

“student throughput rates were not compromised”

“the number of complaints decreased over the years”

“the success of the delivery of the module was due to the support from the year level coordinator”

5.2.6.4.2 Development of categories

The units were analyzed for sense-making so that units with similar meanings were combined and the following categories emerged:

- i) Despite complaints, student’s comments were mainly positive during the evaluation of modules. Evidence shows that their throughput was not compromised by the implementation of the CTP.
- ii) In some instances lecturers developed good working relationships across the CTP.



5.2.6.4.3 Emerging theme

The following theme emerged after making sense of the categories:

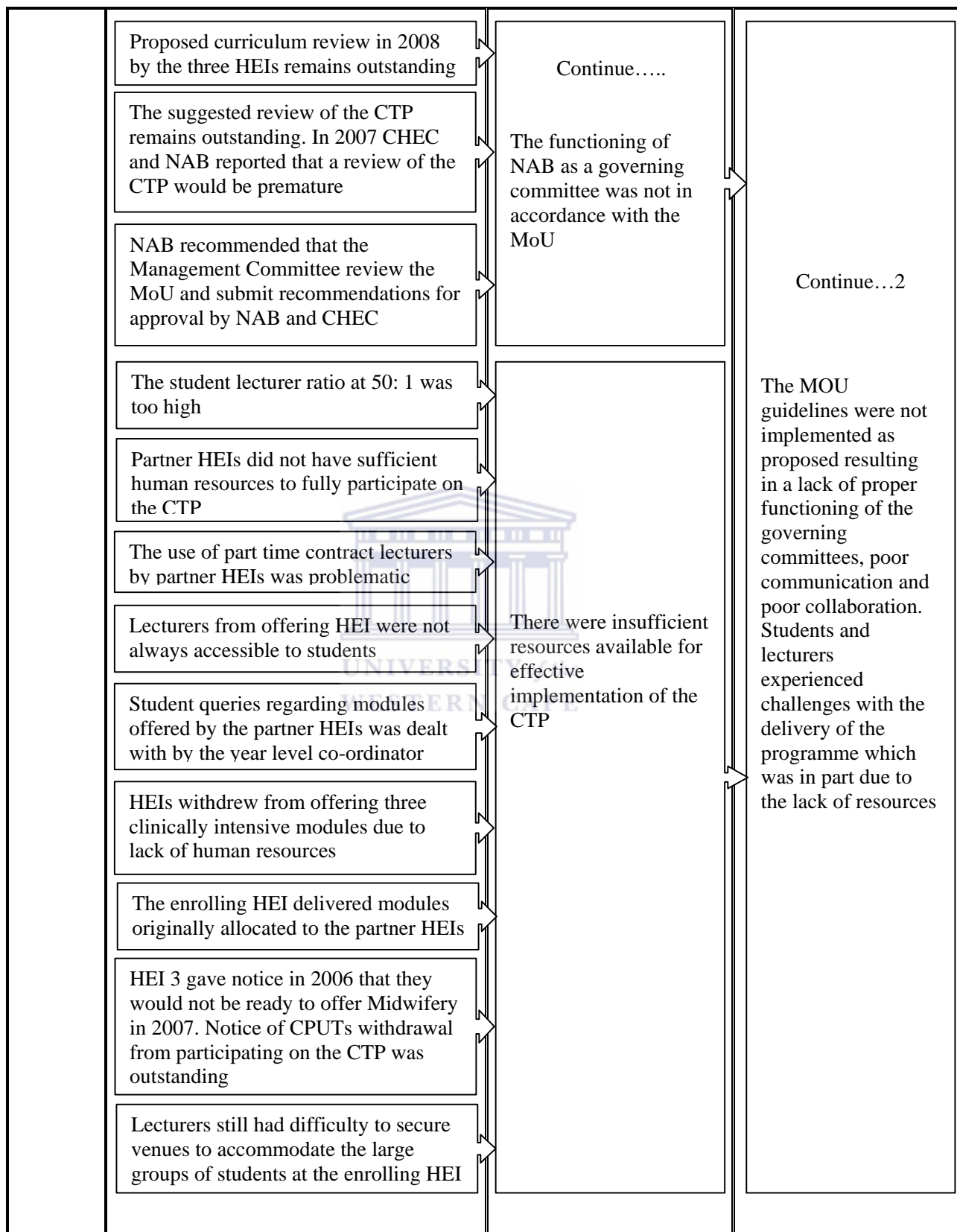
Student throughput rates remained uncompromised by the implementation of the CTP and students continued to evaluate the modules positively despite evidence of student and stakeholder dissatisfaction. Some lecturers experienced good working relationships.

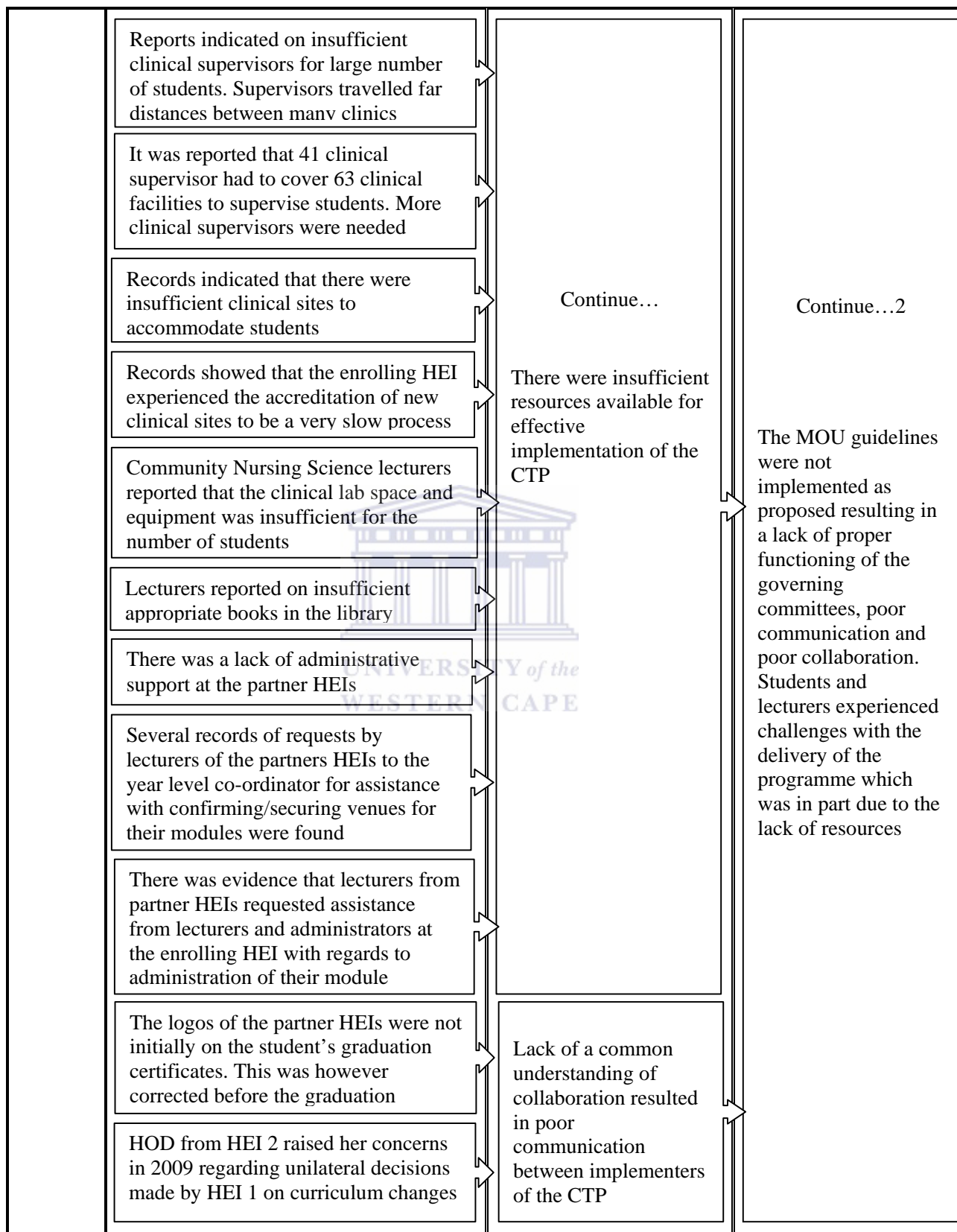
FIGURE 8: SUMMARY OF THE RESULTS FROM THE DOCUMENT REVIEW

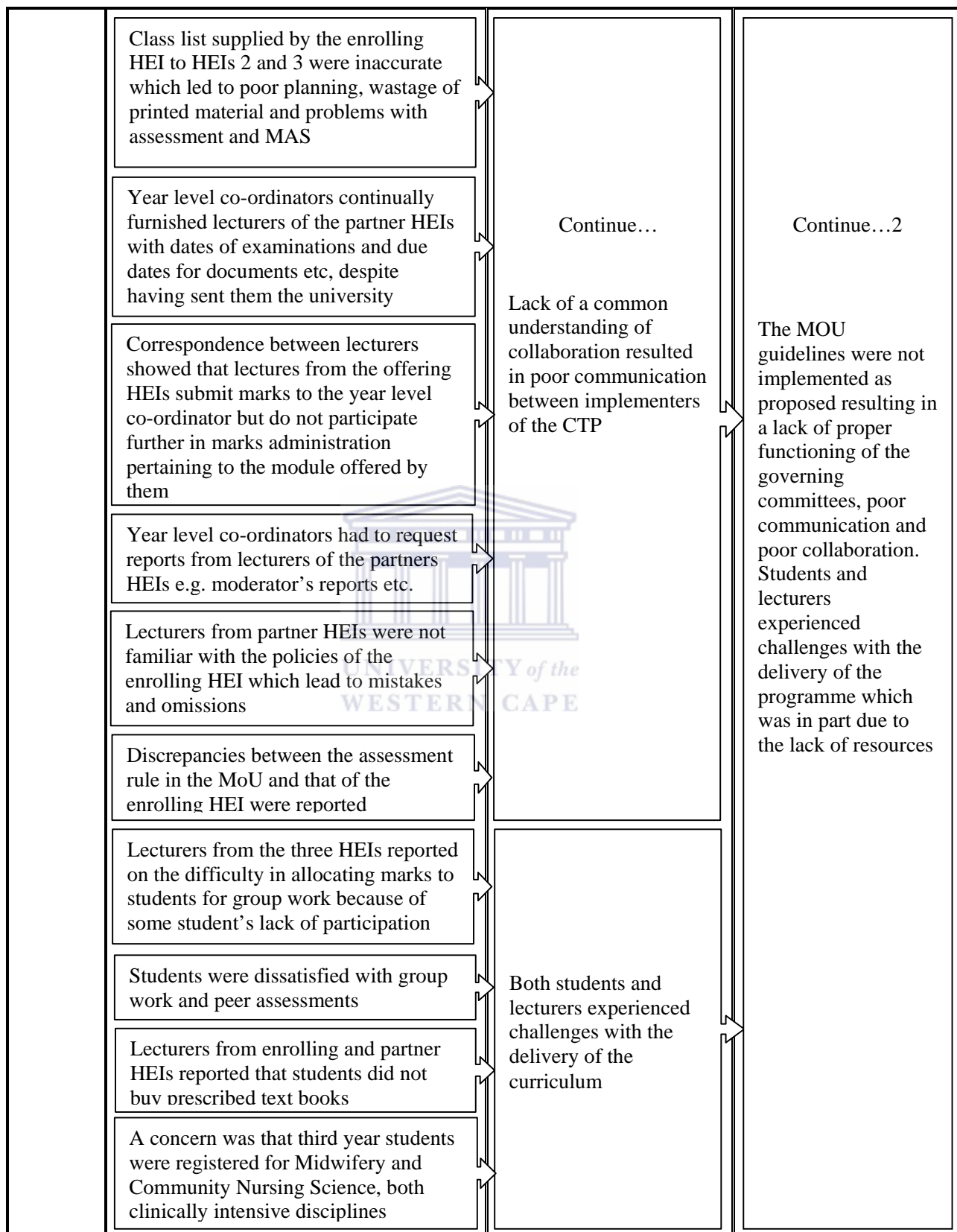
PHASE	UNITS	CATEGORIES	THEMES
<p style="text-align: center;">I N P U T</p>	Is a "revenue driven" model	<p>The revenue – driven affordability model stipulated the financial implications in respect of the enrolling and offering institutions and the students</p> <p>The MoU provided guidelines for the implementation of the CTP</p>	<p>1.</p> <p>Specific models were in place to guide the implementation of the Common Teaching Platform.</p>
	The enrolling HEI is responsible for cost of transporting students to clinical sites, scheduling of examinations and publishing results		
	The cost of transporting students to clinical sites is calculated as an average cost per student per lecturer year		
	The enrolling HEI is responsible for all the arrangements and costs relating to the functions of an enrolling HEI		
	The cost of transporting students resides with the enrolling HEI		
	Offering HEI will be responsible for all administrative arrangements and costs associated with offering a module		
	Offering HEI will determine their cost of providing the module which should result in a breakeven situation		
	The costing of a module may be reviewed		
	Payment of offering HEI for modules taught will be made by enrolling HEI on receipt of revenue through student fees, bursaries, state subsidies etc.		
	Students are responsible for the cost of transport to and from the lecturer sites		
	Facilities must be on par across the sites		
	Teaching facilities must be able to accommodate the student numbers		
	Utilize the most appropriate teaching sites and facilities		

Teaching venues must suitably situated for library and laboratory facilities	<p>Continue...</p> <p>The MoU provided guiding principles for the implementation of the CTP</p>	<p>Continue...1</p> <p>Specific models were in place to guide the implementation of the Common Teaching Platform</p>
Minimize the need to duplicate teaching		
Minimize student transportation		
Chairing of the NAB must alternate annually between Deans of the two enrolling HEIs		
NAB must review the undergraduate curricula		
NAB receives reports from the Management Committee and reports to the CHEC Board of Directors		
The NAB report annually to the CHEC Board of Directors on the assessment of the governance functioning and motivate for changes, if any		
The Management Committee must meet at least once a term or as required		
Quality assurance resides with the enrolling HEI		
The name of the enrolling HEI will appear with the logos of contributing HEIs on the student's graduation certificates		
The offering HEI is the driver and custodian of the module, is responsible for all lecturer and clinical aspects excluding administrative matters and transportation of students		
The offering HEI is responsible to book venues for their modules		
The initial allocation of modules as set out was accepted, and HEIs committed to offer these modules. Withdrawal from offering a module requires notice of one academic year		

	<p>The offering HEI is responsible for allocating staff to a module, including part-time lecturers</p> <p>The MOU does not stipulate a student staff ratio. The MOU advises that these vary according to the nature of the module</p> <p>Assessment is the responsibility of the offering HEI in compliance with the assessment framework of the enrolling HEI</p> <p>Promotion is the responsibility of the enrolling HEI</p> <p>CALICO agreement provides students a mechanism to access libraries across the platform, although it does not provide the full range of services to the students. Borrowing of material is restricted to the enrolling HEI</p>	<p>Continue...</p> <p>The MoU provided guidelines for the implementation of the CTP</p>	<p>Continue... 1</p> <p>Specific models were in place to guide the implementation of the Common Teaching Platform</p>
<p>P</p> <p>R</p> <p>O</p> <p>C</p> <p>E</p> <p>S</p> <p>S</p>	<p>The curriculum was approved by the South African nursing Council only after the programme had begun</p> <p>South African Nursing Council (SANC) accredited additional clinical facilities to accommodate large student numbers from September 2006</p> <p>The last student representation on NAB was in 2006</p> <p>The Chairing of the NAB by the Dean of the enrolling HEI from 2005-2007 was recommended by the NAB due to the uncertainty of CPUT's participation</p> <p>Planned strategic planning workshops did not take place as discussed in the NAB meetings</p> <p>CHEC requested comments from NAB on the high level approach to providing direction for nursing education</p>	<p>The functioning of NAB as a governing committee was not in accordance with the MoU</p>	<p>2.</p> <p>The MOU guidelines were not implemented as proposed resulting in a lack of proper functioning of the governing committees, poor communication and poor collaboration. Students and lecturers experienced challenges with the delivery of the programme which was in part due to the lack of resources</p>







	<p>There were several student queries regarding the Introduction to Mental Health module offered by HEI 3 in 2009. Some students queried their group presentation mark and others requested remarking of exam scripts</p>	<p>Continue.... Both students and lecturers experienced challenges with the delivery of the curriculum</p>	<p>Continue...2</p>	
<p>P R O D U C T</p>	<p>The overall throughput on the programme was not compromised by the CTP. A report of the overall pass rates of Semester 1 2009, per year</p>	<p>Despite complaints, student's comments were mainly positive during the evaluation of modules. Evidence shows that their throughput was not compromised by the implementation of the CTP</p>	<p>3. Student throughput rates remained uncompromised by the implementation of the CTP and students continued to evaluate the modules positively despite evidence of student and stakeholder dissatisfaction. Some lecturers were satisfied</p>	
	<p>Most student evaluations of modules as interpreted by lecturers were found to be more positive than negative. However resources remained a challenge</p>			
	<p>In 2006 students reported dissatisfaction with the presentation and assessment of Introduction to Mental Health, offered by HEI 2. Students with above average scores failed the module. Remedial sessions were conducted by the enrolling HEI, students were reassessed and student marks improved</p>			
	<p>Records of complaint from clinical services were found regarding specific student's professional behavior while on duty</p>			
	<p>Records indicated a decrease in the number of complaints by students over the years</p>			
	<p>A lecturer from a partner HEI reported that the success of the delivery of their module was in part due to the assistance of the year level co-ordinator at the enrolling HEI</p>			<p>In some instances lecturers developed good working relationships across the CTP</p>
	<p>Lecturers from partners HEIs reported that they had good working relationships with two of the year level co-ordinator at the enrolling HEI</p>			

5.3 DISCUSSION OF FINDINGS

The following section is a discussion of the findings across participant groups, according to each component of Stufflebeam's evaluation model: Context, Input, Process and Product. In presenting the discussion for each phase, the themes from each participant group was carefully cross-referenced against each other to identify possible horizontal and vertical themes. The themes were also referenced against the results of the document review.

5.3.1 Context Evaluation

The purpose of this phase was to evaluate the context for the establishment of the Common Teaching Platform.



The national context for restructuring nursing education and establishing the Common Teaching Platform was rooted in the socio-political, economic and educational environment at that time as discussed in chapter 2. The purpose of the context evaluation was therefore to understand these circumstances. In addition, other contextual variables associated with the organisation and people's readiness for change, as is understood within the aforementioned socio-political, economic and educational environment, were evaluated.

FIGURE 9: THEMES: CONTEXT EVALUATION

SOURCE	THEMES
<p>CEOs /DVCs</p>	<p><u>Vision</u>: Transformation of nursing education in the region was in line with the national transformation agenda. <u>Goal</u>: The CTP would ensure the production of adequate good quality nurse graduates <u>Rationale</u>: It was to strengthen UWC and keep US and UCT involved in undergraduate nursing. Fundamentally however, HEIs were not ready to collaborate and CPUTs withdrawal meant the end to the idea of a single CTP.</p>
<p>Deans</p>	<p>The environment was not conducive to regional collaboration on a Common teaching platform, since there was no adequate understanding between partners, of the meaning of collaboration although in general the overall goals of CTP were shared.</p>
<p>HODs</p>	<p>Senior management used a top-down approach to motivate staff to participate in their mandate to collaborate. HODs had reservations about the CTP based on potential operational problems, and staff and students from a partner HEI were not adequately prepared for change.</p>
<p>Lecturers</p>	<p>The environment at the time was not conducive for the implementation of the CTP in terms of the political milieu and readiness of the HEIs, staff and students for change.</p>
<p>Students</p>	<p>Not all students were knowledgeable about the collaboration on the CTP. Some students were concerned about possible challenges, while others were optimistic about possible benefits.</p>

FIGURE 10: CROSS REFERENCING AND INTEGRATION OF CONTEXT THEMES

CONTEXT EVALUATION	THEMES	SOURCE
VERTICAL THEMES	i) Environment was not conducive for implementation of the CTP	DVC / CEO, Deans, HODs, Lecturers, Students
	ii) The goal of the CTP was to address the shortage of nurses	DVC / CEO, Deans
	ii) A top-down approach and potential challenges of the CTP	HODS, Students
HORIZONTAL THEME	i) The establishment of the CTP was to strengthen UWC through collaboration which was in line with national transformation	DVC /CEO

5.3.1.1 Discussion of the Context Evaluation

The approach used in this phase was to review all the themes which emerged from each participant group and to cross-reference and integrate themes. This resulted in the emergence of vertical themes which cut across all participant groups, as well as horizontal themes which were exclusive to specific participant groups. The horizontal themes were not necessarily the result of divergent responses only, but can be attributed to the differences in the questions posed to each participant group for the evaluation of the context (see table 3). The themes were then evaluated against the original rationale, purpose, goals and vision of the Common Teaching Platform as evinced in relevant documents. The following documents were useful during this phase: policy documents, the CHEC MoU; discussion papers such as “*A practical approach to systemic regional collaboration in Western Cape higher education*”. The findings were cross-referenced with the literature for an integrated discussion. The vertical themes are discussed first, followed by a discussion of the horizontal themes.

5.3.1.1.1 Environment's readiness for collaboration on a Common Teaching Platform

There was a general common understanding between all the participant groups – DVCs, CEOs, Deans, HODs, lecturers and students - that the environment at the time was not conducive for the implementation of the CTP. The various participant groups provided different reasons why they felt that the environment was not ready for the collaboration. These ranged from the country's political environment and its impact on people's readiness for change, the willingness of the HEIs and the lack of good management of the change process.

One of the DVCs who highlighted that the participating HEIs were not ready for change reported, "*none of us at CHEC (DVCs of HEIs and CEOs of CHEC) managed to overcome the wish of universities to do their own thing...it was difficult to move people away from protecting their own historic heritage.*" The DVC further commented that there was a constant tension because of the perception that staff at one institution wanted to teach the prestigious bits and they wanted people at other institution to teach the routine bits. "*We are not far away enough from the apartheid years for this stuff not to be read in a very obvious way about who gets the dirty work...there was this issue of the disparity of the status*" according to the DVC. The disparity of status between HEIs, alluded to by the DVC, has been widely described by authors such as Bunting (2002), Leatt & Pretorius (2004), Ilorah (2006) and Odhav (2009) in terms of HEIs competitiveness, exclusivity and funding.

Lecturers shared the sentiment of the DVCs that HEIs were not ready for the collaboration on the CTP in terms of their differing philosophies and conflict of interest; staff and students' readiness and the lack of resources for the implementation of the CTP. The conflict of interest referred to by the lecturers had to do with the HEIs conflict regarding their participation on the CTP for

nursing versus their focus on programmes such as medicine - which according to Ilorah (2006) and Odhav (2009) gave the partner HEIs an elitist status. One of the Deans also alluded to the fact that no changes were implemented at their institutions since the implementation of the Common Teaching Platform, and that issues regarding the Common Teaching Platform did not serve on any executive committees of their institution. It is however debatable whether partner HEIs experienced conflict of interest in terms of programme delivery, with more attention to medicine as their niche area, given that the Dean of one of the partner HEIs reported that it was no secret that both partner HEIs wanted to reopen their undergraduate programmes.

One of the CEOs also commented and cautioned on the tensions between HEIs, as alluded to by the DVC, and said: *“when it comes to universities there is a tension between collaboration and competition...but if we can look at ourselves as part of the system and the public good role of universities....then we will begin to see the potential benefits of collaboration”*. This refers to one of the most important concepts in Systems Theory; the notion of interdependence between systems (or subsystems), because systems rarely exist in isolation. The CEOs comment points to the HEIs being subsystems which should work together as part of the higher education system.

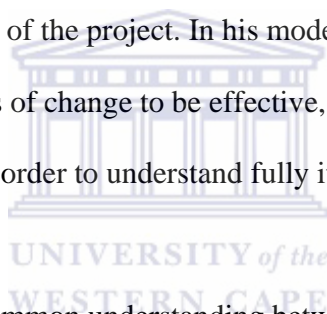
The challenges emerging from attempts at merging HEIs with different cultures, philosophies, goals, vision, vulnerabilities, disparities in status and the need to preserve autonomy and uniqueness was identified by authors such as Hay, Fourie & Hay (2001) and Molzahn & Purkis (2004). They recognized that in the transformation of higher education in South Africa, HEIs were not given a choice of merger partners and they were not sufficiently prepared for the merger and collaboration process, resulting in clashes of institutional cultures. A challenge for

successful transformation, however, is embedded in the need for HEIs to revisit and renew their mission, vision and goals which will enable them to serve the new social order, in line with the national transformation goals. Moving into mergers and collaborations without any significant changes to the HEI would result in clashes, as HEIs would remain the “highly competitive silos” referred to by Leatt & Pretorius (2004).

At the level of the individual, the lecturers shared the sentiment of the DVCs and the HODs that people were not ready for change. Lecturers felt that political transformation in South Africa was relatively young and that people needed time to adjust. There seemed to be a lack of understanding of the need for collaboration, as one of the HODs suggested that people did not understand the transformation in the context of rebuilding the country. An HOD from a partner HEI stated that senior staff resigned because they did not believe in the change and did not want to be part of it. Roger (1995) argues that it is crucial to understand the purpose of the change for it to be successful. Furthermore Hay, Fourie & Hay (2001), argues that in institutional changes such as mergers, the organisational goals must be regarded as more important than individual needs. It is, however, challenging when the beliefs of staff regarding the change are not aligned with that of the organisation. This sometimes results in differences in the levels of commitment to the change process between the senior management of the organization and the rest of the staff. This idea is supported by the report of the DVCs, who expounded on their assertion that HEIs were not ready for change in their reference to the existing goodwill of management, and less political will at the level of Heads of Departments. This idea is in concurrence with the characteristics of institutionally-driven collaborations, as described by Leatt (2003).

Lecturers and students’ reports draw attention to the fact that the process of change was not well-

managed, which resulted in staff and students not being prepared and ready for the change. Similarly, in a survey conducted by Wyngaard & Kapp (2004), participants viewed the process of facilitation of mergers as lacking in prior planning, scientific and logical thinking. Baer (2000), in Connolly, Jones & Jones (2007), highlighted that managing people is a challenge because in collaborations people are who are unfamiliar with each other are expected to work together. Not all the students were knowledgeable about the collaboration on the CTP. The lack of knowledge was a possible precursor to students' negative experience of the CTP. The same applied to the lecturers who reported that they were not orientated to the collaboration and the CTP. Successful change, according to Rogers (1995), depends on the stakeholders' understanding and their acceptance of the project. In his model of change management, Rogers (1995) suggests that for the process of change to be effective, individuals firstly needed to gain knowledge about the innovation in order to understand fully its purpose.



The Deans felt that there was no common understanding between the partners regarding the meaning of collaboration. This is the reason why the Deans felt that the environment was not ready for the collaboration. One of the Deans reported that there was always tension and it was expressed in a derogative manner. She reported that despite the arrangement being new to everyone, every mistake was blown out of proportion by colleagues. Mattessich & Monsey (1992) in Connolly, Jones & Jones (2007), cautions that effective collaboration is dependant on mutual respect, trust and the ability to compromise. Mc Keown (2002), on the other hand, suggests that uncertainty about the future causes anxiety which results in negative behaviours which may obstruct the achievement of the goal. This uncertainty might be another reason why staff of the partner HEI resigned their jobs.

The tensions amongst the Deans might indicate that they did not go into the collaboration as partners who are jointly accountable for the success of the collaboration. Since one of the goals of the Common Teaching Platform was to use the collective expertise of colleagues, in essence it is understood to include the collective expertise in the management of the process of collaboration, which Moore (2006) describes as cumulative wisdom which resides within the collective. To ensure that change occurs more smoothly, Kavanagh & Ashkanasy (2006), in Reddy (2007), suggests that leaders should be appropriately trained in transformation processes to enable them to create a new vision for the organization.

The lack of integration of administrative systems was another reason why HEIs were not ready for change, according to the DVCs. Some of the challenges, experienced with the lack of integration of the administrative systems of HEIs on the CTP, were shared by the HODs and lecturers. References to these challenges were found in many of the reviewed records such as minutes of meetings, correspondence between lecturers, and lecturers' reflective reports. HODs and lecturers referred to the difficulties which lecturers of the partner HEIs experienced in accessing the administrative system of the enrolling HEI, such as e-learning and the marks administration systems, and the fact that the academic terms of the three HEIs did not coincide, amongst others. This resulted in an increased workload for the co-ordinators of the year levels. Studies conducted by Connolly, Jones & Jones (2007) and Cragg et al. (2003) in the United Kingdom and Canada respectively, found that administrative issues can become challenging if the logistics are not worked out before hand.

5.3.1.1.2 Response to shortage of nurses in the province as rationale for change

The DVCs and the Deans were in agreement, the overall goal of the Common Teaching Platform was to remedy the shortage of approximately 1000 nurses of all categories within the province. This type of partnership is also found internationally, such as the collaboration in the Oregon Consortium for Nursing Education (OCNE) which was formalised in 2006 in response to the country's critical nurse shortage and their 2001 Strategic Plan (Update on Progress, 2007). The MoU and other relevant documents were reviewed to confirm the views of the DVCs. The CHEC Board of Directors believed, according to the MoU, that a CTP would draw on the strengths of all participating HEIs to produce sufficient, appropriately qualified, registered nurses to address the shortage in the province (CHEC, 2006). The MoU further stated that the PGWC was committed to provide bursaries for nurse training to improve the human resource capacity to meet the objectives of the 2010 Health Care Plan. In line with the 2010 Health Care Plan, the government provided free primary health care services to children less than 6 years old and also to pregnant and lactating women since 1994. An additional 1600 clinics were built which resulted in a marked increase in people's access to PHC services. This required a shift in both resource allocations from secondary and tertiary health care settings, to the primary health care setting and acceleration in the production of nurses of all categories. One of the aims of the Strategic Plan 2009/2010 is therefore to improve human resource planning, development and management to improve health care service delivery (Department of Health, 2009).

There were however concerns, raised by participants, about whether the Common Teaching Platform was in fact addressing the shortage of nurses in the province. The Deans felt that the CTP was not graduating sufficient nurses to alleviate the shortage of professional nurses in the

province. They felt that it made more sense to allow the partner HEIs to reopen their undergraduate programmes, which would result in a larger undergraduate student intake between the HEIs in future. One of the DVC, however, cautioned that “*with the Common Teaching Platform there must be a limit to the extent that you can scale it up at one institution before it becomes too big and too risky for that university to carry*”. He is referring here to the current increased enrolment at UWC and the risk of not having the support of the partner HEIs if they reopened their undergraduate programmes. Another DVC suggested that in retrospect, human resources needs might have been better met by all four of the institutions. The views of the DVCs indicate that there was in fact a belief that there were limits to the capacity of the CTP to generate sufficient, good quality graduates.



5.3.1.1.3 The approach to managing change

A top-down management style manifested itself during various stages during the establishment and implementation of the CTP. This evinces the Power-Coercive strategy as described by Shapiro (2005), which refers to the use of power by authority and the use of policy and laws to bring about change. In evaluating the context in which the CTP was established, the HODs reported that the goals and vision of the CTP were forced on them by senior management. During the input evaluation it was established that the DVCs and CEOs of CHEC as well as the project management team failed to consult widely enough, which resulted in the underestimation of clinical training costs and the lack of inclusion of those staff members who were responsible for implementing the CTP. Lecturers felt that their opinions were not valued during the process of implementation of the CTP, and that management only informed them of decisions which were already taken.

At the level of the HODs it was reported that they felt forced to carry out the mandate of senior management, and that a top-down approach was used on them to motivate staff to participate in the collaboration.

HODs also felt that the goals and vision of the CTP were forced on them, which they had to accept. Senior management of the HEIs, according to them, was more accepting of the goals and visions of the CTP. The DVCs were also of the opinion that senior management was more willing to participate, but there was less political will at the level of the HODs. The views of the HODs and the DVCs support the idea that the CTP was an institutionally-driven collaboration, which is characterized by the willingness of the senior leadership of institutions to collaborate but with staff being less willing at the lower levels.

Hay, Fourie & Hay (2001) argued that success in merging, and in this case collaboration, is dependant on a shared vision and strong commitment to the process. It is not viable to commit to a process without belief in- and a common vision for the change.

As alluded to by the DVCs, there was less political will to collaborate at the level of the HODs which accounts for what appeared to be negative thoughts and feelings about the change. What was shared by the HODs were in fact not negative feelings but should be interpreted as their concerns regarding the reality of operationalizing the CTP. It points to the HODs being realistic about possible challenges rather than being philosophical about the change. The thoughts and feelings of the HODs, who were the drivers in the implementation of change, who dealt with the day-to-day issues of the CTP and who engaged with students and staff at an operational level, could have negatively impacted on the outcome of change. In Rogers' (1995) stages in managing the process of change, he advises that change agents should communicate and articulate the

vision and plan to staff. Managers, as change agents, require a positive attitude born out of a belief in the goal and vision, to articulate the vision and plan to staff. They must also understand staff perceptions, such as negative thoughts and feelings, because it will influence their management of change (Kavanagh & Ashkanasy (2006) in Reddy (2007)). Staff who depend on management as role models for guidance, would be influenced by what they perceive as a negative attitude of the HODs. Kavanagh & Ashkanasy (2006) in Reddy (2007) postulate that successful change is driven by a strong leader, who articulates the institutions vision, is empowering, contemporary and futuristic. This was not possible as it was mentioned earlier; the HODs felt that the goals and vision of the CTP were imposed on them by senior management.

Some of the challenges highlighted by the HODs, which were responsible for their feelings, were with regards to the differing institutional cultures. One of the HODs expressed the feeling that *“it was like a forced marriage. If it’s forced, it won’t work”*. This comment also signifies a top-down approach. Authors such as Hay, Fourie & Hay (2001) and Molzahn & Purkis (2004) identified that differing organizational cultures and philosophies are a challenge for merger and collaboration attempts. Hay, Fourie & Hay (2001) cautioned that merging should not be viewed as a marriage between equal partners, alluding to the predictable differences in institutional cultures and philosophies. Wyngaard & Kapp (2004) recognized that in the context of mergers in higher education in South Africa, institutions had no choice in regard to merger partners, and institutions were not prepared for the merger process. HODs would have been prepared for this if they were trained in managing the transformation process as suggested by Kavanagh & Ashkanasy (2006) in Reddy (2007).

Although many students were excited about the possible positive impact of the collaboration on the CTP, other students’ highlighted possible challenges resulting from the collaboration. One

student reflected on her fear of the unknown: *“I can also say that I had fear of the unknown because I did not know what they would expect of us. And I had that feeling or that belief that this university is lower. It changed my mind when they came here and they taught us because I realised that we are the same and the standard of this university is the same as the others”*.

Fear, according to Mc Keown (2002), is a strong emotion which may become destructive to change. However, this student’s positive experience in the end confirms the notion of King Whitney Jnr, as cited in Ringel (2001), that to those who are fearful, change may be threatening because things may get worse, to the hopeful it is encouraging because things may get better and to the confident it is an inspiring challenge to make things better.

5.3.1.1.4 Transformation of nursing education in the Western Cape

The transformation of nursing education in the region and the establishment of the CTP were in line with the national transformation agenda, according to the CEOs and DVCs. One of the DVCs stated that the Minister of Education announced in 2002, that UWC and CPUT would be the only enrolling institutions for undergraduate nursing in the Western Cape. These views were confirmed in several documents which were reviewed and discussed in chapter 2, including policy documents such as the *National Plan for Higher Education*; and *Transformation and Restructuring: A New Institutional Landscape for Higher Education* released by the Department of Education in 2001 and 2002 respectively.

The DVC explained that the establishment of the CTP *“wasn’t a rejection of the Minister’s proposal; it was more of a development that was negotiated with the Minister...”*. Another DVC reported that the rationale for establishing the CTP was to strengthen UWC and keep US and

UCT involved in undergraduate nursing. A CEO shared this sentiment and reported that the counter-proposal of CHEC was aimed at, amongst other, strengthening the Health Science Faculty at UWC. These ideas are in line with the national goals for academic programme collaboration, as part of transforming and restructuring the education system in South Africa, which aims to combine expertise, efforts and resources of separate institutions in the delivery of programmes (CHEC, 2002). As stated in the discussion paper - *A practical approach to systemic regional collaboration in Western Cape Higher Education* - a collective, regional response through collaboration is a more forceful approach than institutions acting in isolation (CHEC, 2002).

Jansen (2003) alluded to these adaptations to the Minister's announcement of the restructuring decisions, when he explained that the outcome of mergers was a product of a complex interplay between governmental macro-politics and institutional micro-politics. Jansen further reported that some mergers unfolded differently to what was planned.

Several arguments or questions may arise from attempts to understand the rationale and purpose of regional collaboration for nursing education in the Western Cape. These arguments have to do with the national transformation agenda, the strategic health plan and the shortage of nurses in the Western Cape Province. The rationale for national transformation of the higher education system was to address racial fragmentation and inequities within the higher education system, to increase student access to a wider range of programmes, to reduce duplication of programmes across institutions, to strengthen programmes, to ensure operational efficiency and effectiveness of institutions and programmes, to improve the utilization of resources and to strengthen institutional governance or management (Department of Education, 1997; CHE, 2000).

Understanding the Minister's decision to have only be two enrolling HEIs for nursing education

in the province, within the context of the Strategic Plan for Health and the shortage of nurses in the province and the country as a whole, validates the concern of the DVC who said that “...it was quite strange for the National Department of Education to pick on Nursing for regional rationalization, because normally what you would do is that you pick on subjects where enrolments are down”. While the rationalization of nursing in the province has potential to address some of the transformation issues including equity, racial fragmentation and programme duplication, it does not address the existing shortage of nurses or support the 2010 Health Care Plan in terms of improving human resource capacity and the acceleration of the production of nurses to improve service delivery. Given the existing resources in the province, the question is how best can the issues of transformation be addressed while the production of nurses is accelerated to improve service delivery, without compromising the quality of nurse training?

5.3.1.1.5 Summary

The evaluation of the context for the establishment of the Common Teaching Platform evinced a lack of the following key concepts for effective collaboration:

- i) Partnership
- ii) Capacity building
- iii) Process
- iv) Interdependency

5.3.2 Input Evaluation

The purpose of this phase was to evaluate the planning, design and development of the Common Teaching Platform.

It was anticipated that evaluation of these processes would clarify input at the level of participation, the development of the MoU, and planning and sharing of resources.

FIGURE 11: THEMES: INPUT EVALUATION

SOURCE	THEMES
CEOs /DVCs	The top-down approach adopted during the development of the CTP model resulted in lack of involvement of important stakeholders, especially those who were to be involved with the implementation. This led to a serious under estimation of the clinical teaching cost.
Deans	Due to lack of understanding of collaboration, the planning for effective and equitable sharing of both classroom and clinical resources was not done.
HODs	The CTP could not function effectively without the necessary resources, a well-developed MoU and staff who were adequately orientated in regard to the MoU which would serve as a guideline for the implementation of the CTP.
Lecturers	The failure of the MoU to provide adequate guidelines for implementation, as well as the lack of resources and orientation of lecturers, negatively affected the planning decisions.
Students	Although different strategies were used to communicate the CTP to students, a number of students still felt that they had inadequate knowledge about the change.
Records	Specific models were in place to guide the implementation of the Common Teaching Platform.

FIGURE 12: CROSS REFERENCING AND INTEGRATION OF INPUT THEMES

INPUT EVALUATION	THEMES	SOURCE
VERTICAL THEMES	i) Resource planning was inadequate	DVC / CEO, Deans, HODs, Lecturers,
	ii) MoU was not a good enough framework to guide implementation	HODs, Lecturers
	iii) Lack of orientation of staff and students	HODs, Lecturers, Students
HORIZONTAL THEME	i) Top down approach in the development of CTP model	DVC /CEO
	ii) There were specific models in place to guide the implementation of the CTP	Records

5.3.2.1 Discussion of the Input Evaluation

During this phase all the themes which emerged from each participant group were reviewed. Themes were cross-referenced with each other and integrated where possible, resulting in the emergence of vertical themes which cut across all participant groups, as well as one horizontal theme which was exclusive to the DVCs/CEOs. The themes were then evaluated against the original input plans for planning, designing and developing the Common Teaching Platform. The following documents were reviewed and used for this purpose: the CHEC MoU, CHEC project documentation and discussion papers prepared for CHEC, minutes of meetings and lecturers' reflexive reports. The findings were also cross-referenced with the literature for an integrated discussion. The vertical themes are discussed first, followed by a discussion of the horizontal themes.

5.3.2.1.1 Resource planning

The Deans, HODs and lecturers all shared the view that resources for the implementation of the

CTP were inadequate, and that sharing of institutional resources across the CTP was not well-planned. There was consensus in regard to resource constraints such as human resources - including lecturers, clinical supervisors, and administrators; insufficient skills laboratories and equipment; insufficient and inadequate lecture venues and teaching aids and clinical learning sites.

In regard to the availability of resources there were contrasting views between Deans and between the Dean and the HOD of a partner HEI. The Dean of the enrolling HEI reported that the enrolling HEI did not have the space, manpower and resources to deal with the CTP. A Dean from a partner HEI, on the other hand, reported that there was a great deal of wasted space in terms of lecture rooms and skills laboratories at their HEI. The HOD from the same partner HEI however reported that their department, like the department at the enrolling HEI, was also challenged by having to compete with other departments for access to these resources. The reality of resource constraints is evident in these reports by the Deans and the HOD.

The record review established that the MoU provided limited guidance about the sharing of resources. The MoU states, for example, that the offering HEI is responsible for the booking of venues for their modules and that the maintenance of the facility is the responsibility of the HEI who owns the facility. The MoU further states that the offering HEI is responsible for equipping and maintaining the skills laboratories that are required and for the clinical supervision relevant to the modules offered by them. The MoU further stipulates that the offering HEI is free to negotiate across the platform for the use of lecture venues and clinical skills laboratories. It is clear that the MoU does not provide clear direction in terms of the sharing of resources, but encourages negotiations between HEIs across the platform. Review of the CHEC project documentation, which details the planning phase and highlights the principles on which the MoU

is based, stipulates that the extent to which resources are shared across institutions was dependent on the participating HEIs. It is therefore evident that there was no binding commitment regarding the sharing of resources across the platform. Instead, sharing of resources required discussion and negotiation between HODs, Deans, and between the Deans and their DVCs, given that institutional resources are also shared across programmes within the HEI. It also required negotiation and reorganization between departments within HEIs, to ensure that resources were released for, and / or shared with the CTP. Within the context of the transformation agenda however, collaborations which is one of the restructuring forms, were established to ensure that resource distribution was rectified across educational institutions. This is a principle which should have been the driving force in ensuring that resources are in fact shared across HEIs. A discussion paper: *A practical approach to systemic regional collaboration in Western Cape higher education*, states that CHEC envisaged that HEIs would commit resources including human resources, knowledge, expertise, time and funds required to implement and manage regional collaboration (CHEC, 2002). HEIs co-operation in this regard is still lacking.

Despite the report by the HOD of the enrolling HEI, that their department was supported by the management of the HEI in securing additional resources for the CTP, these were still found to be inadequate. Lecturers reported that not enough lecturers were available to participate on the CTP, which resulted in high student-to-lecturer ratios. Lecturers also reported that the number of clinical supervisors and administrative staff, which was needed to manage the large number of students, was underestimated which resulted in an increased workload for these categories of staff. Resources for teaching and learning including additional skills laboratories and additional

clinical sites were also found to be inadequate. Lecturers also reported that library facilities at the enrolling institution were inadequate. The lecturers said that the books on the shelves were few and old.

The review of documentation found several reports by HODs and lecturers about their challenges with regard to the lack of resources.

5.3.2.1.2 The MoU as a guiding framework for implementation of the CTP

HODs reported on the different degrees of staff orientation to the MoU at each HEI. The HODs indicated that none of them participated in the development of the MoU. This resulted in differing interpretations of the MoU, which caused tensions between staff and led to mistakes and omissions during the implementation of the CTP.

Ensuring that the HODs had a clear, common and unambiguous understanding of the MoU as the guiding framework for the implementation of the Common Teaching Platform was necessary for effective management of the implementation of the CTP. It was also necessary to allow HODs time to communicate the MoU to the rest of the staff, who had also reported that they had not been involved in the development of the MoU. The implementation of the CTP must be understood in the context of all other day-to-day activities and changes which Nursing Departments were faced with at that stage. The following is an indication of some of the important issues which coincided with the implementation of the CTP and which required the attention of the HODs: at that time and for the following few years, UWC and US continued to deliver their “old” programmes until they were phased out; all the HEIs were still delivering their postgraduate programmes; departments were faced with directives for programme adjustments from the South Africa Nursing Council, South African Qualifications Authority, National

Qualifications Framework, 2010 Health Plan and the HEI; staff were adjusting to the notion of collaboration on the CTP, and as discussed earlier are adjusting to the political transformation of the country as a whole. In this regard, Wyngaard & Kapp (2004) suggest that for successful change, the range and magnitude of change which individuals are expected to cope with must be considered. These authors also highlighted the importance of the correct timing of mergers in relation to other processes facing HEIs, which otherwise could impact on their readiness to merge or collaborate.

There were several reasons provided by HODs and lecturers on why they felt that the MoU was not a good enough guideline. Lecturers reported that it lacked the detail of operational issues and therefore lent itself to differing interpretations of its content by staff of the three HEIs. These differing interpretations of the MoU was related to the fact that in some instances the content of the MoU was not indisputable. One of the HODs reported that *“Because the MOU said you (offering institution) are the custodian and the driver of the module, so people brought their own institutional policies and procedures which clashed with the enrolling institutions policies and procedures”*. She added that *“people chose to read it the way they wanted it to read, not the way it was written. It was about how you interpreted the MOU”*. Another instance where the MoU was found to be lacking, as discussed earlier, was in terms of providing direction for the sharing of institutional resources. The record review revealed that the Nursing Academic Board (NAB) elected a committee, from within the Management Committee, to review the MoU and make suggestions to NAB who would then communicate these to the CHEC Board of Directors for approval. This review report, according to the minutes of NAB, was still outstanding.

The review of records also brought to light the fact that the MoU was in draft form when the CTP commenced in 2005. The draft MoU was used as a guideline while still being developed. The final MoU became available in January 2006, the year in which the partner HEIs started to participate on the CTP. This meant that the final MoU was not available for advanced planning for 2006 and that the CTP in fact commenced on a very loose foundation.

Other challenges were in connection with the enforcement of the MoU, which accounted for many of the disputes between HEIs. The discussion paper: *A practical approach to systemic regional collaboration in Western Cape higher education*, provided insight into understanding these challenges. According to the principles of regional governance, regional collaboration is based on the HEIs willingness to collaborate thus HEIs participating in the regional collaboration remain autonomous and are not subordinate to the regional structure, such as CHEC in the case of the CTP. Another principle is that governance of the regional collaboration cannot impose binding decisions on HEIs who are autonomous. Therefore regional governance such as CHEC can facilitate the development of binding agreements between HEIs, to which HEIs must commit. To ensure that the regional governance structure, which is a non-statutory body, is legitimate in the eyes of the participating HEIs, each HEI must have institutional representation on the governance structures which are the DVCs in the case of the CTP. Collaborations developed on such non-binding principles function on commitment and integrity of participating HEIs. Lack of commitment and integrity result in situations as described by one of the HODs: *“when it suited them they would move in and out of the agreement, or the understanding of the MOU.”*

5.3.2.1.3 Lack of staff and student orientation

Lecturers' and students' reports draw attention to the fact that the process of change was not well-managed, which resulted in staff and students not being adequately prepared and ready for the change. Similarly, in a survey conducted by Wyngaard & Kapp (2004), participants viewed the process of facilitation of mergers as lacking in prior planning, and scientific and logical thinking.

Not all students were knowledgeable about the collaboration on the CTP. Some students claimed that they were not informed about the CTP. There were a few contradictions regarding those who were informed and those who were not informed about the CTP. Some students reported of being informed about the CTP by the HOD during a special information session, others said that they registered late on the programme and missed the information session but received the information from the student handbook, while those who claimed that they were not informed said that they received neither. The availability of the student handbooks and the fact that students sometimes register for the programme after orientation is confirmed by this students response, *"I didn't participate in the orientation programme because I came late to this institution, when classes had already started. I read (about it) in that School of Nursing book that has everything. So yes, I can say that I was informed because they gave me pamphlets and then I read it"*.

Since clear communication of the vision is crucial for successful implementation of change, it was important that students, as stakeholders, should have a clear understanding of the Common Teaching Platform. Reddy (2007) found in his study of mergers, that over a quarter of the

participants were officially informed by the Head of Department about the impending merger. Majority, however, heard about it incidentally by word of mouth. As mentioned earlier, the lack of knowledge of the CTP was a possible precursor to students' negative experience of the CTP.

The same applied to the lecturers who indicated that they were not orientated to the CTP and the MoU, or that they had not read the MoU. The HOD of the enrolling HEI indicated that several new staff members were employed to manage the increased student intake. These staff members also reported that they were not orientated to the MoU. In this regard, Lund et al. (1998) advises that repetition of efforts is required for the orientation and mentoring of new staff. The lack of staff orientation to the MoU, according to the HODs, impacted on the implementation of the CTP because there was lack of a common understanding of the content of the MoU. The oversight of the HOD to orientate staff to the MoU can be understood, given the many challenges and the implementation pressures experienced by the HOD's. However, successful change, according to Rogers (1995), depends on the stakeholders understanding and their acceptance of the project, as referred to earlier. In his model of change management, Rogers (1995) suggests that for the process of change to be effective, individuals firstly need to gain knowledge about the innovation in order to fully understand its purpose.

It is apparent from the reports that the lecturers from all three HEIs, who did not engage with the content of the MoU and who were not orientated to the MoU, were implementing the CTP without knowledge of the guidelines. This may be one of the contributing factors for the misunderstandings and tensions, in some instances, between staff of the three HEIs.

Another important aspect to consider in this regard is in terms of the lecturers' orientation to the teaching and learning methods used in the programme. Not only should they be familiar with the teaching and learning methods but should be guided in terms of creating an environment conducive for successful application of the teaching and learning methods.

Stemming from a report of a lecturer who said that "*we are thrown in the deep end...we don't really know what is expected of us*", the question can be asked whether new lecturers are taken through a period of induction and orientation within the institution and the department. The multiple layers at which staff were expected to change with the implementation of the Common Teaching Platform must be acknowledged at this point. The implementation of the Common Teaching Platform brought about a need for change not only in terms of collaboration issues but, amongst others, also in terms of new teaching philosophies. It is important to note, that the new lecturers come with their own experience of education, based on their background and previous exposure. It is important that the expectations must be spelt out to new lecturers so that they can make a conscious transition from their old way of functioning to what is expected in the new situation. If not, they will continue to do what they know best. Given that the adoption of new teaching and learning methods was necessitated by the increase in student numbers amongst other factors, it is also important that lecturers who were in the department before the implementation of the Common Teaching Platform are orientated and supported through the period of transition from the more traditional way of teaching to the new methods adopted for the programme. Lack of support and direction make it easy for lecturers to fall back into their old way of functioning. There is a need for workshops to be conducted across the Common Teaching Platform, in terms of reviewing the teaching and learning methods, to ensure overall improvement and a degree of standardization of practice without compromising lecturer

freedom. This is one area, amongst the numerous other programme review issues, which requires attention.

5.3.2.1.4 A top-down approach excluded important stakeholders

DVCs and CEOs reported that the CTP model was planned and developed by the team of DVCs and the CEO of CHEC, the Nursing Task Team and several working groups with the guidance of the project managers. This was confirmed in the MoU, which illustrates the structure and the functions of the CHEC Nursing Project Team.

The DVCs highlighted two gaps in the planning which consequently had serious implications for the implementation of the CTP. These refer to the cost of clinical placements and the accreditation of clinical sites for the placement of students for clinical learning. Reference to these two gaps was found in the reviewed documents. These resources require the input of stakeholders, viz. the health services through the Department of Health and the South African Nursing Council (SANC).

According to one of the DVCs, *“one of the biggest problems was funding and putting in place the provision of practice sites for clinical training”*. He suggested that the negotiation should have taken on a different sequence, *“...starting off with a conversation with the provincial health authority across the whole platform of primary, secondary and tertiary care. How many teaching beds can you offer in your hospital system for training related to the Common Teaching Platform?”* He added, *“It is a dual mandate...a partnership between four universities and the Provincial health authority must provide the clinical facilities”*. While the Department of Health was required to give permission for the use of the clinical sites for student placements, all

clinical sites had to be accredited by SANC, which is understood to be a time consuming process, before students could be placed for clinical learning.

The reviewed documents confirmed that SANC conducted site visits for the accreditation of clinical sites in September 2006. Reports show that by May 2007 SANCs final approval of the clinical sites had not yet been received. Confirmation of SANCs accreditation of 17 additional clinical sites was reported in August 2007. Since the CTP commenced in 2005, it meant that 2007 was the third year of the implementation of the CTP. At this time, according to records, there were a total of 1104 students registered on the CTP. This large number of students all required clinical learning opportunities, with the third-year level being the most resource intensive because of the clinical nature of community nursing science and midwifery disciplines offered in that year. It becomes clear why the minutes of meetings and reflexive reports were fraught with complaints from the HODs and the lecturers regarding the lack of clinical sites for student placement challenges, and insufficient clinical supervisors to accompany the large number of students.

In addition to the two gaps in the planning of the CTP, highlighted by the DVC, the document review brought to light two further gaps which resulted from the lack of wider consultation during the planning of the CTP. The first was related to the role of the Department of Health in the mentoring of students in their clinical facilities. It was crucial to have had entered into negotiations with the Provincial Government during the planning of the CTP and to have confirmed their commitment in support of the students, given the shortage of clinical supervisors. The premise for such discussions would be based on the fact that students spend many hours in the clinical placements providing valuable service, as students have as yet not been afforded supernumerary status in the clinical settings. A second argument is that PGWC

becomes the largest employing body of graduates from the Common Teaching Platform. Their role in preparing students for their professional role will serve in the best interest of PGWC, as the potential employing body, and the public at large. The document review highlighted that some initial discussions in this regard took place in 2006 but PGWC did not make any commitments.

The second gap brought to light through the review of records, relates to the approval of the curriculum by SANC. None of the participants reported this as a challenge for the implementation of the CTP. The records reveal that the curriculum was approved in April 2006, more than a year after the CTP had commenced. This indicates that the CTP in fact was implemented without an approved curriculum. The process of approval of the curriculum and the accreditation of clinical sites by SANC proved to be lengthy processes which were not catered for in the planning phase. This problem was exacerbated by the lack of the involvement of SANC, who otherwise could have provided proper direction in the process. The documents highlighted that the process of approval of the curriculum by SANC was protracted when the submission of the curriculum, as a CHEC curriculum, was rejected on the basis that SANC does not deal with CHEC since they did not have any legal status in higher education. This is in line with the views expressed in a discussion document which states that CHEC, as regional governance of the collaboration, has no statutory authority (CHEC 2002).

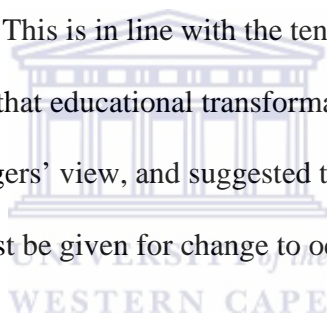
The curriculum was therefore approved in April 2006 as a revised curriculum of the University of the Western Cape, according to a letter of approval from SANC. The approval letter also stipulated that the approval is exclusive of other nursing education institutions who are members of CHEC. Debates ensued in the CHEC Management and Nursing Academic Board meetings,

according to the records, on whether to use the old curriculum while waiting for SANCs approval of the new curriculum. The delay of SANC in the approval of both the clinical sites and the curriculum led to tension between the three HEIs. While UWC might have received permission from SANC to use the curriculum in its unapproved state, it is important to note that this is not a normal sequence of events and it must be documented as it serves as a caution for other programmes that wish to follow a similar route.

Lack of consultation of the stakeholders confirms that a top-down approach was applied by senior management in the planning of the CTP, as was alluded to by the HODs. As mentioned earlier, the HODs also reported that the goals and vision of the CTP were imposed on them and that they had to implement a project mandated by the top management of the HEIs. Rogers (1995) suggests that success of the implementation of strategic change is dependent on the articulation of a shared vision and which is reached through a combination of top-down and bottom-up interaction.

It is clear that educational transformation by its very nature involves significant system-wide change and involvement, which is complex, multifaceted, policy driven and time consuming, as stated by Van der Westhuizen (2007). One of the CEOs of CHEC reported that *“there is a view that through collaboration we can strengthen ourselves as a region and as a country. If you have any system, whether it’s a regional or a national system, if you have weakened institutions within it the whole is weakened. And if you have strong institutions, the whole is strengthened”*. This idea is in concurrence with systems theory which accounts for links between different systems within society, for example the Department of Education and the Department of Health; and

links between subsystems within a single system, for example HEIs as subsystems of the higher education system. Since systems rarely operate in isolation, it is important that when transformation occurs within one system within society, due attention must be paid to its impact across related systems and to ensure that the articulation between the subsystems of the system is not disrupted through the transformation. Some of the tension which arose between HEIs were externally influenced, which can be understood within the context of systems theory. An example is the tension between HEIs caused by SANCs delay in accrediting the clinical sites and the curriculum. Rogers (1995) cautions managers that in cases, like the CTP, where the decision to implement change comes from the organization and not the individual, the process is more complex and should not be rushed. This is in line with the tenets of systems theory and Van der Westhuizen (2007), who postulate that educational transformation is complex. Strydom, (1999) in Fourie & Hay (2001) shared Rogers' view, and suggested that for mergers and collaborations to be successful sufficient time must be given for change to occur.



The impact of the poor planning, lack of involvement of stakeholders and the consequent underestimation of the cost of clinical training translated into additional cost being incurred to the enrolling HEI. According to one of the DVCs, a basic example of underestimated costs would be the financial impact resulting from failure to establish the number of clinical sites needed for the increased student intake and the distance between them, in relation to the calculation of human resource needs and transport costs.

The fact that clinical sites were insufficient to cope with the large student numbers, because the accreditation of additional clinical facilities was not completed before the implementation of the CTP, was raised by all participants in the study and was documented in the records. As was

suggested by the DVC, the negotiation for clinical sites within the framework of planning the CTP, should have taken on a different sequence. It is particularly important when dealing with programmes which have intensive clinical components and set requirements from their statutory and accrediting bodies, such as SANC, to ensure that both the theoretical and clinical components of the programme are in place before the programme commences. It is important to reaffirm the complexity of change and transformation, as it requires change agents to display integrative thinking which enables them to see the bigger picture while dealing with the smaller parts (Rogers, 1995).

5.3.2.1.5 Summary

The input evaluation highlighted the challenges related to the following two key concepts which are essential for effective collaboration:

- i) Sharing
- ii) Process



5.3.3 Process Evaluation

The purpose of this phase was to evaluate how the Common Teaching Platform was being implemented and to establish how the Common Teaching Platform was performing.

FIGURE 13: THEMES: PROCESS EVALUATION

SOURCE	THEMES
CEOs /DVCs	Poor planning and poor communication between the various committees led to problems which included inter alia the under-estimation of the cost of the CTP, the withdrawal from the agreement by one partner institution and lack of resources which were not resolved timeously resulted in the enrolling institution carrying the additional financial burden thereof.
Deans	There was no proper collaboration in the sense of treating each other as equal partners; as a result there were inconsistencies in the manner which problems were addressed.
HODs	The MoU was not a good enough guideline to operationalize the CTP. The enrolling HEI was forced by circumstances, to deliver the bulk and most expensive modules. Students / lecturer interaction was negatively impacted by lack of office space. Functioning of committees governing the CTP was problematic which led to implementation problems not being addressed timeously.
Lecturers	Due to poor planning decisions, poor communication and the power-coercive approach used by management, the implementation of the CTP failed to address its main objectives namely transformation, partnership building, sharing of resources and expertise and commitment of all partners.
Students	The potential benefits of the CTP were outweighed by students' challenges with the curriculum, administration, lack of resources and communication and student representation.
Records	The MOU guidelines were not implemented as proposed resulting in a lack of proper functioning of the governing committees, poor communication and poor collaboration. Students and lecturers experienced challenges with the delivery of the programme which was in part due to the lack of resources.

FIGURE 14: CROSS REFERENCING AND INTEGRATION OF PROCESS THEMES

PROCESS EVALUATION	THEMES	SOURCE
VERTICAL THEMES	i) Poor communication between committees and HEIs resulted in problems not being adequately resolved	DVC / CEO, Deans, HODs, Lecturers, Students , Records
	ii) MoU was not an adequate guideline to operationalize CTP	HODs, Lecturers
	iii) Withdrawal of one enrolling HEI meant de-valuing of the goal of a single platform and the lack of commitment forced enrolling HEI to deliver the bulk and most expensive modules	DVC/CEO, HODs, lecturers
	iv) Enrolling HEI experienced the financial burden due to underestimated costs of resources however resources were inadequate to implement CTP	DVC /CEO, Deans, HODs, Lecturers, students
	v) Challenges with delivery of curriculum	HODs, Lecturers, Students, Records
HORIZONTAL THEME	i) Top down approach to implementation of CTP	Lecturers
	ii)The MoU guidelines were not implemented as proposed	Records

5.3.3.1 Discussion of the Process Evaluation

In presenting the discussion for this phase, the themes which emerged from each participant group were carefully cross-referenced against each other to detect the presence of horizontal and vertical themes. The themes were also referenced against the results from the review of the following documents: the CHEC MoU; CHEC project documentation; discussion papers prepared for CHEC, minutes of meetings and lecturers' correspondence, quality assurance documents and reflexive reports. The findings were also cross-referenced with the literature for an integrated discussion.

The vertical themes are discussed first, followed by a discussion of the horizontal themes.

5.3.3.1.1 Poor communication and functioning of committees

DVCs, Deans, CEOs, HODs, lecturers and students all raised their concern with regard to communication between committees governing the CTP, between lecturers of the three HEIs and between lecturers and the students. According to these participants, poor communication resulted in problems not being solved adequately and timeously. There were concerns at each level - CHEC Board, NAB and the Management Committee - regarding the lack of information flow between committees. It appeared that each level of governance and management was waiting for the other to make decisions regarding the CTP. One example was given by the CEO of CHEC, who reported that the collaboration on the CTP is not cast in stone and that CHEC had no vested interest in maintaining the status quo. According to the CEO, the CHEC Board of Directors requested NAB to make recommendations regarding the way forward for nursing education in the region if the CTP no longer served the needs in the region, and if there was a cogent argument to do things differently. This had not been received, according to the CEO. NAB responded to this request in August 2007, according to the findings of a document review. NAB suggested that a response from NAB might overlap responses from HEIs. NAB suggested that a strategic planning workshop be held between NAB and the CHEC Board of Directors. The suggestion of possible overlap of the responses of NAB and the HEIs for CHEC regarding the way forward for nursing education in the region highlights yet another challenge with communication which was alluded to by the Deans. According to the Deans there is some overlap between NAB and the Health Deans Forum. All the Deans who serve on NAB also serve on the Health Deans Forum. A further concern was that the discussions of NAB did not feed into

any of the university structures and as a result important issues remaining uncommunicated to the university management. According to the discussion paper prepared for CHEC, one of the guiding principles of regional collaboration is that regional governance must communicate with institutional governance. There was however institutional issues which could have been dealt with within the HEIs if members of CTP committees served on appropriate institutional structures, through which these issues could have been communicated. This would have ensured articulation at more than one level.

Several comments were made at the level of the Deans, HODs and lecturers regarding the poor functioning and communication between committees serving the CTP. Two Deans reported on the effectiveness of the NAB meetings. One Dean reported that *“they now like a ritual, without a purpose...So in a sense it’s one of those times you get together share...ideas and then you go away. In between there’s very little that is going on”*. Another Dean reported that *“...there was a sense of frustration that you (are) not solving the problems”*.

The review of the MoU revealed that the composition, functions, powers, reporting lines and meeting procedures are spelt out in the document. The functions of NAB specifically included several critical quality assurance activities, such as monitoring the implementation of the MoU and reviewing the curriculum, which according to participants were not done. Furthermore, the MoU’s presented organogram provides the structure for the communication channels between committees. These structures should have facilitated the smoother and more efficient functioning of the committees and the ability to resolve problems.

Several authors including Cragg et al. (2003); Wyngaard & Kapp (2004); Reddy (2007) and Mattessich & Monsey (1992) in Connolly, Jones & Jones (2007) found that in the majority of

merger and collaboration cases, communication was poor. Mattessich & Monsey (1992) in Connolly, Jones & Jones (2007) emphasize that formal and informal communication between institutions must be promoted. Holbeche (1999), in Reddy (2007), further argues that good communication skills between change managers improve motivation, commitment and trust in staff.

Another concern highlighted by a Dean from a partner HEI was in regard to the annual rotation of the chairpersonship of NAB, which according to the Dean was not done according to the guidelines of the MoU. The MoU was reviewed and it stipulated that the chairpersonship of the NAB must be rotated annually between the Deans of the two enrolling HEIs (UWC and CPUT). A review of the minutes of meetings of the Nursing Academic Board since 2005 revealed that the Dean of the enrolling HEI (UWC) was the chairperson of NAB in 2005. Subsequent minutes indicated that NAB decided that the same Dean continue as chairperson in 2006 and 2007, because the position of CPUT on the CTP was not clarified at the time. It was also documented that the chairperson of NAB announced in 2007 that she would not be available to chair NAB in 2008. No further reference of the changing of chairperson for NAB was found in the minutes subsequent to the decision for 2008.

There were also concerns regarding the scheduling and attendance of meetings on the CTP. Contradicting views existed regarding the CHEC Management Committee meetings. One HOD reported the non-attendance of meetings by the committee members. Another HOD, on the contrary, reported that there was a lack in the scheduling of meetings. The document review confirmed a reduction in the number of Management Committee meetings since 2008. The

review of the MoU found the proviso that NAB should meet at least once per semester or more often if necessary, and the CHEC management should meet at least once per term.

Opposing views amongst lecturers of the three HEIs also surfaced with regards to the scheduling of meetings. While a lecturer from the enrolling HEI reported that she has meetings with lecturers from the partner HEI, the lecturer from the partner HEI reported that communication is done via e-mail and added: *“I have never yet attended a formal marks meeting....So it’s almost as if I teach as a visiting lecturer, which I do. ...I complete the forms, set the exams, I mark the exams, send it and everything else is managed there (at the enrolling institution).* The review of records failed to locate minutes of meetings between lecturers on the CTP. Successful collaboration, according to Molzahn & Purkin (2004), requires regular face-to-face contact amongst staff.

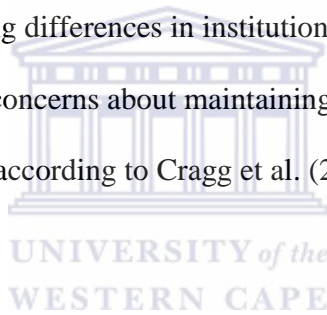
Students also felt that communication was poor. Some students felt they were unable to communicate their problems to the Head of Department, and felt that their problems were not being resolved. Students were also of the opinion that the lecturers tried to keep the students away from the Head of Department. Communication has been identified as crucial for change to be implemented effectively. If students’ concerns are not raised and paid attention to, potential for improvement of the programme is lost, since students are viewed as important stakeholders in the programme. Students also felt that the B Cur Council did not function effectively and did not assist with resolving the challenges students were experiencing.

5.3.3.1.2 Usefulness of the MoU as a guideline for implementation of the CTP

The HOD and the lecturers highlighted that the MoU was not an adequate guide for the

implementation of the CTP, which resulted in differing interpretations of its content. This led, in some instances, to serious mistakes and omissions by the partner HEIs. Records confirmed these challenges. Proper implementation of the MoU was also negatively affected by the lack of orientation of lecturers to the MoUs content, as discussed earlier.

Several challenges, many resulting from misinterpretation of the MoU, were experienced during the implementation of the CTP. The challenges highlighted by the lecturers and students were related to the differences in the application of assessment policies and rules by the partners, differences in philosophies and the level of delivery of modules by the partners HEIs and the lack of quality assurance measures. These challenges, however, are not characteristic of the CTP only, as similar challenges including differences in institutional values, cultures, philosophies and approaches used by staff, and concerns about maintaining program quality, were reported by Cragg et al. (2003). These factors, according to Cragg et al. (2003), were the cause of failure of collaboration attempts in the past.



The review of the MoU found that the assessment guidelines were spelt out. In 2006 the CHEC Management Committee reported to NAB that lecturers were experiencing difficulty in the interpreting the assessment rules. After consultation, according to the minutes of the meeting, an adjustment was made to the wording of the said rules to ensure clarity. However, according to the reports from lecturers and HODs, the problem persisted. The review of documents brought to light a provision in the MoU for recommendations from the Management Committee to be submitted to NAB who has the power to submit proposals for MoU amendments to the CHEC Board of Directors, where difficulties with regards to the implementation of the MoU were identified. No submissions of proposals for amendment of the MoU were received by CHEC.

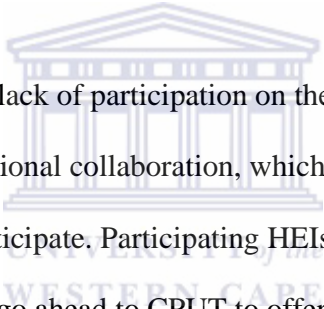
Another finding from the review of the MoU was with regards to the supervision of the process of implementation of the MoU. According to the MoU, the working groups established by the Nursing Task Teams (NTT) would have been in the best position to supervise the implementation of the MoU (CHEC, 2006). No evidence was found in the records and no mention was made by the participants that this in fact took place. Since many of the staff who were implementing CTP did not participate in the planning phase, supervision by members of the working groups and the NTT would have resulted in a smoother process of implementation. It is clear therefore that this omission could account for the numerous problems experienced with the interpretation of the MoU by staff of the participating HEIs.

5.3.3.1.3 Lack of commitment to regional collaboration

The DVC's and CEOs raised their concern regarding the Cape Peninsula University of Technology's non-participation on the CTP. One of the DVCs commented that CPUT's decision to offer a B Tech Degree similar to the Baccalaureus Curationis (B Cur) Degree, which was not the intention for the CTP, meant the end of a common, single platform for nursing education in the region. This also meant devaluing of the original goal of a Common Teaching Platform. A common goal and vision for nursing education in the region was lost.

A CEO of CHEC shared this sentiment when reporting on CPUT's non-participation on the CTP, *"....conditions have changed somewhat because at the time CPUT was engaged in the non-degree entry level work and that's all changed in terms of the Qualifications Framework but while the platform exists it is a concern that CPUT isn't engaging with it....It raises questions about the Platform in the context of now CPUT wants to do degree level work as well"*. Another

concern which arose was that CPUTs decision would place the province in a challenging position in terms of ensuring that nurses are trained in a variety of categories other than degree nurses. Another CEO was of the opinion that there could not only be degree level nurses produced by the three HEIs and CPUT. There was a need for diversity in the nursing workforce. One of the DVCs was of a similar opinion and stated: *“The idea was that there would be....UWC offering the four-year Bachelor’s degree, the B Cur and then....CPUT, as it had then become known, would offer the diploma. However, that was seen to be a lesser qualification. The vision was what the nursing workforce needed a range of qualifications including people who essentially had two-year qualifications and people who had four-year qualifications...”*



The issue of CPUTs withdrawal or lack of participation on the CTP as reported above undermines the whole notion of regional collaboration, which in essence decreases the motivation of the other HEIs to participate. Participating HEIs could interpret the lack of control over CPUTs non-participation as a go ahead to CPUT to offer their own four-year programme similar to the B Cur programme offered on the CTP. It then begs the question – how can the universities of Stellenbosch and Cape Town be prevented from offering a four year programme? The review of documents including the minutes of committee meetings, the CHEC undergraduate nursing project documentation and a discussion paper prepared for CHEC - A practical approach to systemic regional collaboration in Western Cape higher education - provided some insight into CPUTs participation on the CTP. The discussions regarding CPUTs position on the CTP extended wider than collaboration with the three HEIs. It involves the Provincial Government of the Western Cape (PGWC), South African Nursing Council, the Western Cape College of Nursing and the HEIs participating on the CTP. According to the

documents reviewed, WCCN was established in terms of a Memorandum of Agreement signed with the PGWC, UWC, US and UCT in 1999. SANC approved the three HEIs as the moderators of WCCN and the three HEIs took responsibility for the quality assurance of WCCN programmes. With the restructuring of the higher education sector, the PGWC requested CPUT to become the administrators of WCCN. An Agency Agreement was signed in October 2005 between the Provincial Government of the Western Cape and the Cape Peninsula University of Technology. The agreement meant that CPUT would assume responsibility for the institutional and operational management of the Western Cape College of Nursing. Confusion existed regarding the legality of the signing of a new agreement between PGWC and CPUT - while the previous agreement was not terminated between PGWC, WCCN and the three HEIs, to which WCCN was affiliated. SANC also needed to agree on relinquishing the affiliation between the three HEIs and WCCN before management of WCCN could be taken over by CPUT. CPUT then pulled out of the CTP to offer a separate programme which led to a B Tech Degree. The programme offered by CPUT closely resembled the B Cur programme, resulting in the end of the single CTP as referred to earlier. This also affected CHECs attempt at ensuring some diversity in the nursing workforce by training both diploma and degree nurses through the CTP.

The extent to which HEIs contributed on the CTP was addressed by a Dean of a partner HEI, who reported that partner HEIs could have made a bigger contribution to the collaboration. One Dean reported that it seemed as through one HEI was in charge, and the others toed the line. According to the Organogram of the CTP (see appendix 17), governance of the CTP resides with the Nursing Academic Board, of which the Deans and HODs of the participating HEIs are members; strengthening the notion that collaboration implies partnership and team-work.

According to a Dean from a partner HEI there was no true collaboration since nothing at her HEI had changed to accommodate the CTP. A question that was asked by one of the DVCs which relates to the Dean's statement was, how high on the agenda of the HEIs, especially those with medical faculties, is nursing? The answer to this question would probably provide insight in HEIs commitment to the process. According to CHEC (2002), effective collaboration requires HEIs to commit to sustained programme collaboration which involved several collaborative initiatives over a long period of time. CHEC further suggests that at times HEIs would have to give up their own interests in favour of the interest of the collaboration. In light of the Dean's response, the purpose of collaborations was to ensure that while HEIs remained separate, they combined their expertise and resources in the delivery of programmes. Ringel (2001) argues that change can only come about if the status quo is challenged. Ringel further suggests that assuming that the present trends will continue and neglecting opportunities offered by change are common obstacles to adapting to change. The national transformation goals require of higher education institutions to review their practices and adapt to the needs of a transformed society.

Lack of control over participation was also highlighted as challenge by one of the HODs who reported that at the last minute, two HEIs withdrew from teaching modules allocated to them. A review of documents indicated that one of the mentioned HEIs reported in 2006, that due to the lack of human resources they would only be ready to deliver the modules allocated to them in 2008. This HEI practiced within the guideline of the MoU which stipulates that notice of withdrawal from offering modules should be submitted at least one academic year in advance. However, the HEI did not offer the resource intensive modules as promised in 2008.

The second HEIs position on the Common Teaching Platform, according to the findings of the document review, was unclear from the beginning. These labour and resource intensive modules were still being delivered by the enrolling HEI. The review of records confirmed that the MoU does not bind HEIs to commitments to deliver allocated modules. Keeping to commitments depends on the integrity of the participants. The document review also confirmed the distribution of the delivery of the modules between HEIs. The report of the HOD that the enrolling HEI is delivering 85% of the modules was confirmed by the document review. An HOD from a partner HEI reported that their department could only offer the 10 credit module allocated to them due to human resource constraints while the HOD from the another partner HEI reported that they could in fact deliver more modules. It appeared as though participation in the delivery of modules moved away from the initial intention for the Common Teaching Platform. Reports by the HOD indicated that the delivery of modules was based on the availability of resources and no longer on the sharing of expertise. A lecturer from a partner HEI alluded to this when she shared her sentiment, that the enrolling HEI would be able to deliver the module currently offered by their HEI since staff at their HEI were not the experts in that field or subject.

5.3.3.1.4 The impact of inadequate resource planning

The impact of the additional cost of the CTP to the institution due to the poor planning for resources was highlighted by the DVC and the Dean of the enrolling HEI. The HOD at the enrolling HEI confirmed the reports of the DVC and Dean, and mentioned that support was given by the enrolling HEI to ensure that human and other resources were put in place for the implementation of the CTP. On review of documents to gain an understanding of the affordability model, it was found that the affordability model was revenue-based. One of the

principles of this model, according to the documents, is that payment to the offering HEIs for the delivery of modules was dependant on the income the enrolling HEI received for the programme. The source of income included student fees, subsidies and other forms of income (see appendix 14). The amount paid to the offering HEIs per module, according to the documents was revenue-based. The offering HEIs, however, calculated and submitted to enrolling HEI the total cost of the module offered which, according to the cost-based model, should be adjusted as necessary for each budget year. While the partner HEIs were paid according to the cost of the delivery of the module, the same should apply to the enrolling HEI. One of the guiding principles of the collaboration according to the discussion paper prepared for CHEC in 2002, was that the collaboration should benefit the institutions and that the resource requirements for regional collaboration must be kept to the minimum. It seems reasonable therefore to expect that if the enrolling HEI falls into deficit as a result of the cost of the CTP, then the affordability model should be revised. If the enrolling HEI carries a financial burden as a result of the CTP, it also implies that the principles on which the collaboration on the Common Teaching Platform is based requires review, since the goal of the national transformation and restructuring of higher education is geared towards improving equity and sharing across programmes.

There are however several contributing factors which may result in the enrolling HEI feeling the financially weighed-down as a result of the CTP, and several other issues which need to be considered, one of which, according to the DVCs, is the time laps between enrolment of students and the payment of government subsidies to the enrolling HEI which is based on student throughput, which in turn is dependant on the quality of the students in the programme. This study, however, did not investigate in detail the cost benefit and cost effectiveness of the CTP or

the impact of the increased enrolment on students' throughput rates.

Lecturers reported that inadequate resources and the lack of sharing of resources and expertise between HEIs negatively impacted on the successful implementation of the Common Teaching Platform. The lecturers reported on, amongst others, insufficient numbers of lecturers, clinical supervisors and administrative staff, resources for teaching and learning including additional skills laboratories and additional clinical sites. Lecturers also reported that library facilities at the enrolling institution were inadequate. According to the lecturers the books on the shelves were few and old.

One challenge according to both students and lecturers was the lack of office space at the enrolling HEI for lecturers of partner HEIs to consult students. The HOD of the enrolling HEI said that office space was provided but it was not utilized by staff of the partner HEIs. The document review confirmed lecturers' reports of the lack of office space for lecturers from the partner HEIs at the enrolling HEI.

Students also reported that they were not experiencing the benefits of the sharing of resources across the Common Teaching Platform, as was articulated by this student who said: *"I think we are yet to see the maximum benefits as we interact more with UCT and Stellenbosch lecturers. For now it is just the integration of students and, yes, we are getting the benefits. So we are getting some benefits but we would love to get the resource benefits"*. Another student reported that she had difficulty borrowing books from the library at a partner HEI. The MoU, however, states that while the CALICO project allows students access to libraries across campuses,

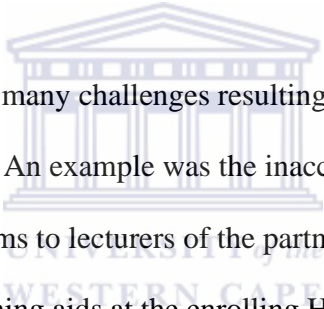
borrowing privileges are limited to the enrolling HEI. It is evident that many of the potential benefits of the CTP, which students initially identified, were not realized or possible. Sharing of institutional resources is possible according to Lund et al. (1998), who reported that students who were registered on the Intercollegiate Consortium for a Master of Science in Nursing benefited from the sharing of scarce resources and expertise across campuses. Evaluations midway through programmes is promoted to resolve operational difficulties such the lack of sharing of resources. Madaus, Scriven & Stufflebeam (1986) assert that evaluations can be used to promote growth and to help the staff and management of institutions to obtain and use the feedback so that the needs are met or to ensure that they can do their best with the available resources. An attempt towards resolving some of the issues which resulted from poor planning of resources, can be facilitated through CHEC since the guiding principles of the collaboration, according to the discussion paper prepared for CHEC in 2002, asserts that while regional governance cannot impose binding decisions between HEIs who are autonomous, they can facilitate the developments of binding agreements between HEIs (CHEC, 2002).

5.3.3.1.5 Challenges experienced with the delivery of the curriculum

HODs, lecturers and students stated that there were many problems experienced during the implementation of the CTP, many of which were not adequately addressed and for which no real solutions were found. One of the problems according to an HOD from a partner HEI was that the enrolling HEI did not consult the partner HEIs when changes were made to the curriculum. Reddy (2007), found, in a survey conducted on employee perceptions of the merger of two institutions in South Africa, that participative management which is imperative when

implementing change, did not occur. Accountability of power rather than authority, according to Ringel (2001), is vital when implementing change.

Given the numerous challenges reported by the HODs, who were the drivers of change at the level of implementation, it seems as though they might have failed to recognize opportunities for evaluating the change process and for making the necessary corrections, which Kavanagh & Ashkanasy (2006) in Reddy (2007) advise is necessary in response to new insights, opportunities and challenges. Stufflebeam (1986) also promotes the use of evaluations to improve programmes along the way.



Lecturers and students experienced many challenges resulting from administration systems of the three HEIs not being synchronized. An example was the inaccessibility of the marks administration and e-learning systems to lecturers of the partner HEIs. Another example was the booking of lecture venues and teaching aids at the enrolling HEI, which had to be done by the year level co-ordinator for lecturers from the partner HEIs. It is highly likely that this was one of the main contributors to staff from enrolling HEI feeling burdened by the additional administrative tasks of modules taught by the partner HEIs. Careful planning of ways to synchronize the administration systems of the three HEIs, which is understood to be an enormous task, or ways to avoid the challenges brought by separate administration systems should have been done before the implementation of the CTP in 2005. Connolly, Jones & Jones (2007) identified that a challenge for collaboration is the need to carefully manage logistics. It appears as though lecturers were left to their own devices to solve what they experienced as a huge frustration and an additional workload for lecturers of the enrolling HEI. However, a more

structured and systematic way of operating in the form of policy and procedure guidelines is necessary across the programme. It was established through the review of the MoU that NAB was given the power to establish task teams for the purpose of developing proposals regarding policy for the CTP. Such policy was not found in the reviewed documentation.

Students raised numerous issues regarding the programme. Most of the issues pertained to their dissatisfaction with the curriculum including the teaching and learning methods used; the delivery and assessment of specific modules including the depth of module content; the synchrony of theory and practice within modules; and dissatisfaction with the clinical component of the curriculum including clinical placements and clinical supervision. The reflexive reports of the lecturers in many cases confirmed students' reports of their experience of the CTP. An example is the reflexive report of third-year lecturers which confirm students' reports of dissatisfaction that the two clinical intensive disciplines: community nursing science and midwifery are both offered in the third year of the programme. The lecturers' reflexive reports also confirmed students comments that they were struggling with the large amount of content covered in medical surgical nursing and community nursing science modules. Similarly reports from lecturers that the number of clinical supervisors was insufficient and that clinical supervisors had to travel between numerous clinical sites was also confirmed in the records. In understanding the B Cur programme design in relation to its delivery it became evident that a disjuncture exists between the programme structure and the expectations embedded in the teaching and learning methods adopted in the programme. Students are unable to maximize on the benefits of the skills laboratory method and the cased-based approach to teaching and learning, which both focus on students' being self-directed learners. It is evident that where

students expressed concerns about the programme being too full, or that there is lack of synchrony in the timing of modules being taught in relation to the clinical learning opportunities, or that the module duration was too short for students to achieve all the clinical skills and competencies expected in relation to the module, they were disadvantaged from not being able to apply the principles of the aforementioned teaching and learning methods. However, these barriers or constraints were not considered when the rules of assessment were applied. Students' disgruntlement is therefore justifiable in this regard.

Students were also concerned about the lack of the partner institutions participation in the clinical supervision of students in the clinical placements and the attitude of lecturers from the partner HEIs toward students, as one student asserted: *"I got the distinct impression that they couldn't wait to wash their hands off us. Like they've just given us our lecture and get away. We were not good enough for them"*. According to the record review, students submitted a complaint about the attitude of the said lecturer, which resulted in another lecturer being allocated to deliver the module the following year.

HODs and lecturers alluded to the fact that one of the partner HEIs use part-time lecturers to facilitate modules on the CTP. A lecturer from the enrolling HEI reported that *"partner institutions don't use their expertise; they employ part-time lecturers to teach on the CTP"*.

One of the HODs highlighted that collaboration requires a committed full-time lecturer to facilitate a module, as students required more contact besides the class sessions. The HOD from the partner HEI reported that their department does not have the human resource capacity to make such an allocation. The lecturers from the enrolling HEI shared the sentiment of the HOD,

that there is much more that needs to be done when facilitating a module besides just facilitating the contact session with students. The lecturers expounded on the administrative activities, which became the responsibility of the year level co-ordinator when these tasks were not completed by the lecturer facilitating the module.

A document review revealed that the MoU does not restrict participating HEIs from employing part-time staff; instead the MoU states that employment of part-time staff will be according to the employing institutions conditions of service. A concern, however, was that besides the challenges with co-ordination of the year level highlighted by the HOD and lecturers, other challenges to teaching and learning may arise because part-time lecturers are not fully integrated into the collaboration. Some of these challenges result from the way in which the programme is designed: modules in the B Cur curriculum which are delivered in other departments in the HEI - referred to as service departments - are not duplicated by the Nursing Department. These include modules such as physics, chemistry, psychology, pharmacology and human biology (anatomy and physiology) according to the MoU. The challenge for lecturers teaching on the nursing programme is to ensure that students undergo integrated assessments as stipulated in the MoU, which states that: “The students will be assessed as to their ability to integrate and apply knowledge gained from fundamental modules during the assessment of core modules”. Lecturers contracted on a part-time basis may therefore experience difficulty in understanding the curriculum in its entirety, to ensure that the content of modules are connected, synchronised, and assessed in an integrated way, as referred to by the student who reported that *“there is lack of co-ordination between the modules taught by the Nursing Department and those taught by the other (service) departments. The modules don’t complement each other”*. This challenge would inhibit

students in their zest to become critical, integrative thinkers. The lack of a sense of being an integral member of the team on the CTP and commitment to the teaching and learning process is shared by this part-time lecturer: *“I was only on a part-time (basis). Then (in) 2008 I came on board in a five-eighths capacity....so it’s almost like you get a job, you do it and you carry on. So, for example, I’m not sure if I will be involved in it again this year....If I knew...over five years or four years, this is your baby, you gonna (are going to) run it, then I think I wouldthink it more through. So it’s almost like, I’ve done it. I’ve finished, the students have passed...And now I’m doing something else. So it’s not something I’m thinking about or reflecting on...how I can improve my partnership or my role on this platform. And that makes it difficult actually, because now I’m just thinking ag it’s just something to be done, and I move on... it’s not that I’ve owned it yet”*.

One is able to deduce from the numerous comments that, for students, the curriculum is the most important part of the collaboration on the CTP, because this is what determines their success or failure in a programme. Concern about the curriculum was also raised by Mfusi (2004) who argued that mergers do not solve problems with curricula, which are at the heart of the teaching and learning process. It is understandable that the students’ opinions about the CTP were influenced by their total experience of the CTP and its interrelated parts. This is implicit in the context of the systems theory which would explain the Common Teaching Platform as a system with the B Cur programme and the curriculum as its interrelated parts. Based on this idea student reflections, reports and experiences of the curriculum has been recognised and included as a valuable area of the evaluation of the Common Teaching Platform. Cragg et al. (2003) suggest that success in collaboration depends on, amongst others, maintaining programme quality and the approaches used by staff which can be understood to have a direct influence on the outcome of

the delivery of the programme.

There were conflicting reports found regarding student consultations with lecturers. While students reported that lecturers from partner HEIs were not available for consultation, lecturers at the enrolling HEI reported in their reflections that students did not make use of the consultation times. An explanation might be that even though it is not in the students' nature to consult lecturers, students need reassurance that when the lecturer is needed, they will be available. The document review also confirmed the reports of the HODs regarding lecturers from the partner HEIs, being referred to by the students as guest lecturers and the lack of consultation by the enrolling HEI with partner HEIs regarding curriculum changes.

5.3.3.1.6 A top-down approach to the implementation of the CTP

Lecturers from the enrolling HEI reported that their contributions in meetings were not valued, and that meetings were instead used to inform staff of decisions already taken by management. Similarly, reports of a survey conducted by Reddy (2007) on staff perceptions of the merger process were that managers made the decisions and staff were only involved after the decisions were taken. Reddy concluded that staff felt demoralized because they were not valued. While Hay, Fourie & Hay (2001) caution that a bottom-up decision making process must be in place for mergers to be successful, Rogers (1995) in Kenny (2002) argues that a combination of bottom-up and top-down interaction is necessary for implementing change effectively. It was noticed that at each level of the evaluation, staff reported that they had experienced a top-down approach. Because lecturers function at the level of implementation of the CTP, and are faced with the day to day activities of collaboration, they should be recognized as valuable sources for providing

feedback of their experiences of the CTP which can be used to make the necessary improvements.

5.3.3.1.7 Summary

The process evaluation highlighted challenges related to several key concepts which affected effective collaboration, including:

- i) Autonomy
- ii) Partnership
- iii) Interdependency
- iv) Process
- v) Sharing
- vi) Capacity building



5.3.4 Product Evaluation

The purpose of this evaluation was to determine whether the goals for collaboration and a Common Teaching Platform were met.

FIGURE 15: THEMES: PRODUCT EVALUATION

SOURCE	THEMES
CEOs /DVCs	To establish the cost effectiveness of the CTP there is a need to conduct a cost benefit analysis.
Deans	The number of problems initially reported by students and staff were decreasing. Partner HEIs did not seem adequately resourced to effectively participate on the CTP. Partner HEIs seemed to benefit financially from the collaboration, while the Enrolling HEI viewed it as a financial burden.
HODs	Despite the goals of the collaboration on the CTP not being met, the academic programme was not compromised as evinced by student throughput rates which remained uncompromised.
Lecturers	Achieving the goals for the collaboration on the CTP were stifled by inadequate resources, limited participation of partner HEIs, lack of sharing of resources and expertise.
Students	There were more reports of dissatisfaction from the students as stakeholders and consumers with regards to the quality of education, than those who were satisfied. There were several unresolved issues which needed attention in order for the CTP to be successful.
Records	Student throughput rates remained uncompromised by the implementation of the CTP and students continued to evaluate the modules positively despite evidence of student and stakeholder dissatisfaction. Some lecturers experienced good working relationships.

FIGURE 16: CROSS REFERENCING AND INTEGRATION OF PRODUCT THEMES

PRODUCT EVALUATION	THEMES	SOURCE
VERTICAL THEMES	i) The goals of the collaboration were not met due to unresolved challenges including inadequate resources, lack of sharing of resources and expertise, lack of commitment to participation on the CTP and reports of dissatisfaction with the programme	Deans, HODs, Lecturers, Students
	ii) A cost benefit analysis must be conducted to establish whether the CTP is cost effective. Partner HEIs benefited financially while the enrolling HEI experienced the financial burden	DVC /CEO, Deans
	iii) Student throughput rates were not compromised	HODs, Records
	iv) The number of complaints decreased over the years	Deans, Record
HORIZONTAL THEMES	i) Students evaluated the modules positively ii) Some lecturers experienced good working relationships	Records

5.3.4.1 Discussion of the Product Evaluation

Participant responses regarding the success of the CTP were both positive and negative. The positive responses had to do with the decrease in complaints from staff and students, as well as the student throughput rates which were not affected by the implementation of the CTP. The Deans, HODs, lecturers and students felt that the CTP did not meet the set goals. The reasons provided by each participant group varied.

5.3.4.1.1 The goals of the Common Teaching Platform were not met

The following were the reasons put forward for the CTP not meeting its goals: inadequate resources and the lack of sharing of resources and expertise across HEIs, the lack of commitment

to the collaboration, the lack of diversity in the HEIs student profile and students' dissatisfaction with the programme.

The Deans reported that one of the partner HEIs did not have adequate human resources to enable them to participate fully on the Common Teaching Platform. This HEI delivered a 10 credit module out of a total of 480 credits for the four-year programme. It is reasonable to conclude that in some instances the lack of HEIs participation on the CTP was not necessarily related to lack of personal commitment to the collaboration, but was driven by the reality of the lack of resources to participate. Regional collaboration however, was based on the need for participating HEIs to committing to proper resources - which included staff, knowledge and expertise (CHEC, 2002). According to one of the DVCs, CHEC was of the opinion during the planning and development of the CTP, that between the three HEIs, there would be sufficient staff and expertise to contribute to producing sufficient good quality graduates for the province. HODs, however, felt that the CTP had failed to achieve this goal because the CTP was in fact not producing sufficient graduates to solve the nurse shortage in the province.

The Deans, HODs, lecturers and students also reported that the CTP had failed to ensure that institutional resources were shared across the CTP. Despite the fact that the discussion paper prepared for CHEC in 2002 stated that resource requirements for regional collaboration should be kept to the minimum, and that it was expected that there would be efficiency gains based on economies of scale - it became evident that due to the clinical nature of nursing, it is in fact a costly programme. Participating HEIs failure to share resources not only contravened the regional attempt at improving capacity and resource sharing, but also failed to meet the national restructuring goals of ensuring the redistribution and sharing of South Africa's scarce resources

across HEIs and programmes. Challenges relating to the lack of resources, the lack of sharing of resources and expertise between HEIs and unequal participation of HEIs in the collaboration were documented in the records.

The withdrawal of one of the enrolling HEIs from the CTP, as mentioned earlier, meant the disregarding of the idea of a single CTP for undergraduate nursing in the Western Cape. The success of the collaboration was dependant on the HEIs commitment to the CTP. Irrespective of the basis for lack of commitment, however, the HEIs limited participation on the CTP as discussed earlier was a further drawback to the idea of regional collaboration.

One of the DVCs referred to the landscape of higher education prior to South Africa becoming a democracy, and suggested that the proposal for the CTP was *“driven by the fact that nursing education in the Western Cape was highly racialized... You had an almost exclusive Afrikaner nursing establishment at Stellenbosch. An almost exclusive white English-speaking establishment at UCT and almost exclusively black nursing cohort at UWC....in my opinion, this was a reshaping of the character of nursing in the Western Cape”*. HODs, lecturers and students highlighted the fact that the collaboration limited students’ choice of where to study nursing. Lecturers reported that the CTP had in fact not changed the profile of students registering for nursing at UWC. The question that needs to be asked is - what had happened to the pool of students who would otherwise have registered at the University of Stellenbosch? The collaboration would have failed in meeting the restructuring and transformation goal if the student profile of the CTP fails to mirror the demography of the boarder society in terms of race, gender and disability.

As mentioned earlier, the goal for the establishment of the CTP was to produce good quality nurses in the province. However, more students were dissatisfied with the quality of their education and felt that the CTP was not successful, than those who were satisfied and felt that the CTP was effective. The students' dissatisfaction was based on their experiences of the numerous challenges as was reported in the process phase. In this report a fourth-year student attests to the impact of inadequate resources on the quality of education: *“I think to a very large extent a lot of us did not benefit from the collaboration as much as we could’ve. I came to do Nursing and I want to be the best nurse that I could (can) be. And I used all the resources that were handed to me in this course to do the best that I could and I felt that I did it according to the resources to the best of my ability but if more resources were given, less excuses were given for why they weren’t perfect, I could’ve been much better than I am”*.

5.3.4.1.2 Cost effectiveness of the Common Teaching Platform

Only one DVC could respond to this question, as the other two DVCs were no longer employed at the participating HEIs and could not contribute to the question of the cost effectiveness of the CTP. The DVC suggested that a detailed cost benefit analysis be conducted to establish whether the collaboration was cost effective. The cost benefit should include the financial impact of the extent to which resources were shared, or not, since it was envisaged that collaborations would reduce costs through efficient use of facilities and resources for teaching, learning and research within regions (Department of Education, 2001).

Responses regarding the cost effectiveness varied between the Deans. The Dean from a partner HEI reported that their HEI had benefited from participating on the CTP as the payment was sizable. However, the Dean from the enrolling HEI had similar comments to those of the DVC

from the enrolling HEI with regards to the financial impact of the CTP on the faculty and the HEI. According to the Dean, nursing depleted faculty funds which resulted in staff from other departments within the faculty becoming resentful towards nursing. A challenge for the collaboration, which had severe cost implications, was the sharing of the delivery of modules with clinical components between HEIs. These modules proved to be expensive to deliver due to the need for skills laboratories and expensive equipment, the clinical supervision of students and the provision of transport for students to and from the clinical sites. Participants across the study attested to the absence of the partner HEIs in clinical teaching and supervision. This resulted in all the modules, with clinical components and their incurred costs, being managed by the enrolling HEI. Given the background as described by the DVCs, the cost of clinical supervision and transport of students to clinical sites had been miscalculated in the planning phase, as there was no point of reference because these items had never been adequately costed before. It is understandable therefore, that the enrolling HEI experienced the negative financial impact. This was contrary to the idea that resources for the regional collaboration should be kept to the minimum, and that HEIs should benefit from the collaboration (CHEC, 2002)

5.3.4.1.3 Student throughput rates

The report from the HOD of the enrolling institution was that the throughput rates were *“surprisingly not compromised”*. She reported: *“I say surprisingly, because we thought with the increased enrolments and all this disruption of getting new people to teach it would compromise our throughputs, no, it didn’t”* She added: *“... the year that we have the lowest pass is second year. And it was historical; it was not because of the Common Teaching Platform”*.

This study did not carry-out an in-depth investigation into the student throughput rates. A

separate study is currently underway to establish the impact of the increased student intake on student throughput rates. Reflections on the delivery of modules are written by lecturers as part of quality assurance and capture student performance. Review of these records did not show any marked change in student throughput rates since the implementation of the CTP.

5.3.4.1.4 Staff and student complaints

The Dean of the enrolling HEI admitted that there were reports of dissatisfaction from both lecturers and students. She reported that the complaints from the lecturers were not followed up, as the lecturers did not follow procedure when requested to put their complaints in writing. The Dean however reported that complaints from students have decreased over the past three years. A similar response was given by the lecturers. The document review found a decrease in student complaints over the years and student evaluations of the delivery of modules were found to be more positive than negative. Incongruity exists between the reports of the decrease in students' reported complaints, students' evaluations of the modules as compared with the number of challenges highlighted by the students during the focus group discussions. As discussed earlier, students raised numerous concerns about the delivery of the curriculum. While the reduction in the number of student complaints may be attributed to the fact that students may have become more settled as they became familiar with the CTP, it may also be associated with the fact that students reported that communication in the department was poor, lecturers tried to keep students away from the Head of Department and that their problems are often not resolved. As a result students might have resigned themselves to the fact that logging complaints is in fact a waste of time. There was evidence of complaints from the clinical facilities regarding the behavior of students while on duty. This, in fact, questions the quality of nurses being trained and the

programme's success at the professional development of students, an area which will then require attention. There were limited records documenting lecturers' and stakeholders' satisfaction.

The purpose of product evaluation according to Stufflebeam - is to measure, interpret and judge whether the programme has attained its intended goal and whether it has met the needs of the stakeholders (Madaus, Scriven & Stufflebeam, 1986). More specifically, a basic tenet of Stufflebeam's model is that the use of evaluation in general and the product evaluation specifically, is twofold. Firstly, it can be used for recycling decisions about whether the programme, and in this case the model of collaboration on a Common Teaching Platform is worth continuing or repeating, and secondly it can be used to modify or improve the programme so that it meets the needs of the stakeholders and is cost effective (Madaus, Scriven & Stufflebeam, 1986). The findings of the product evaluation of the collaboration on the Common Teaching Platform showed that the goals of the collaboration were not met; due to the number of unresolved challenges, stakeholder needs were not satisfied, and that the cost effectiveness of the collaboration is yet to be established.

5.3.4.1.5 Summary

The following key concepts posed a challenge for affective collaboration:

- i) Partnership
- ii) Interdependency
- iii) Process
- iv) Sharing

CHAPTER 6

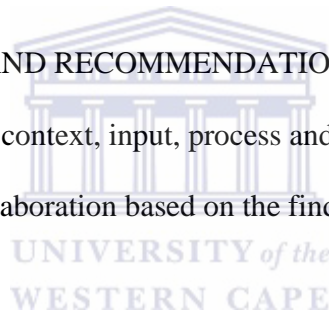
RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter provides a brief summary of the results of the study. Recommendations are then put forward based on these results. A framework for effective collaboration, which was developed based on the results of the study, is then presented. The chapter also describes the limitations of the study and ends with a concluding note.

6.2 SUMMARY OF FINDINGS AND RECOMMENDATIONS

The following is a summary of the context, input, process and product evaluations and the recommendations for effective collaboration based on the findings.



6.2.1 Context Evaluation

6.2.1.1 Summary of findings of the context evaluation

The purpose of this evaluation was to determine the context for the establishment of the Common Teaching Platform. The results revealed that the context for restructuring nursing education and establishing a Common Teaching Platform was in line with the national transformation agenda; the process however adopted a top-down approach. The political environment according to participants was not conducive to the implementation of the CTP. In addition, the HEIs and their staff and students were not ready for change. The Goals and vision and the purpose of the collaboration were not adequately communicated to the stakeholders for buy-in.

6.2.1.2 Recommendations

It is envisaged that all the recommended training sessions and workshops will facilitate better communication between stakeholders and committees in future.

6.2.1.2.1 CHEC facilitated training sessions for members of governance committees

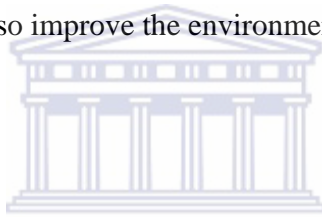
The following is recommended for inclusion in these training sessions:

- Input regarding the best approach to driving the process of change will be invaluable. The review of the approach to managing change is required to ensure a more conducive environment in which the regional collaboration can occur and to ensure that a core of strong leaders, who possess effective change management and communication skills, is available to manage the collaboration towards a common goal.
- CHEC must facilitate binding agreements between participating HEIs, as suggested in the discussion paper prepared for CHEC, to ensure that HEIs become more committed to the agreements pertaining to the regional collaboration. This includes participation on the CTP and the sharing of institutional resources (CHEC, 2002).
- Training sessions for members of governance committees must be facilitated by CHEC, to establish commonality amongst partners in the understanding of collaboration and the goals, vision and purpose of the collaboration. A common understanding amongst stakeholders will improve the environment for collaboration.

6.2.1.2.2 The Nurse Educator's role

Nurse educators are faced with the challenge of responding to their dual obligation towards education and health care. While the focus of some nurse educators might be on the political

nature of the decision around undergraduate nursing education in the Western Cape, it is important for nurse educators not to lose sight of their purpose and responsibility towards the public by preparing sufficient professional nurses of a high calibre for the province. As alluded to earlier, in the management of change it sometimes becomes necessary to put aside one's personal needs and goals in pursuit of the goals of the organization, and in this instance the nursing profession. Rather than focusing on what may appear to be a political battle, nurse educators must remain focused on their role in nursing education in the midst of the nurse shortage crisis. Re-establishing this focus can be facilitated through workshops directed at orientating and re-orientating stakeholders to the purpose of regional collaboration for undergraduate nursing. This will also improve the environment for collaboration in future.



6.2.2 Input Evaluation

6.2.2.1 Summary of findings of the input evaluation

The purpose of this evaluation was to determine resource planning and the effectiveness of the MoU in informing structuring decisions for the collaboration on the CTP. The input evaluation revealed that the planning and designing of the CTP adopted a top-down approach, with a lack of involvement by important stakeholders including the Department of Health and the South African Nursing Council. The consequences of the lack of involvement by the stakeholders included an underestimation of costs, staff and students were not orientated and the implementation of the CTP was negatively impacted by these oversights in the planning phase. There was also no evidence that a needs analysis was conducted. The MoU, which was the framework for the implementation of the CTP, was found to be inadequate which led to controversy in its application. There was incongruence between the definition of collaboration

and its application which led to divergent views about what collaboration was meant to be.

Commitment and integrity of HEIs was crucial to ensure the success of the collaborative effort.

However, because HEIs were autonomous, binding agreements were not in place to ensure their commitment to the collaboration on the CTP which led to the withdrawal of one enrolling HEI from the CTP and to the others participating in different degrees. Resources were inadequate and were not shared across HEIs as was expected.

6.2.2.2 Recommendations

6.2.2.2.1 Strengthen relationships with the Department of Health and SANC

Nursing education in the Western Cape will not be successful without the support of important stakeholders including the PGWC and SANC. The PGWC, as mentioned earlier, provides the largest number of bursaries for the training of nurses in the province. They also make a large number of clinical sites available for students' clinical learning. They employ large numbers of nurse graduates in the province. SANC as the statutory and accrediting body of nursing in South Africa, on the other hand, is required for the accreditation of clinical sites, approval of nursing programmes and curricula and for the registration of students into the programme. It is imperative therefore that these two authorities are recognized for their important roles in ensuring the success of the regional collaboration. To ensure smooth processes involving these authorities, it is crucial that they are recognized in all decisions as important stakeholders in undergraduate nurse training.

6.2.2.2.2 Facilitate a workshop to review the MoU

Participants in this workshop should include staff from all participating HEIs, the Management Committee, the Nursing Academic Board members and a representative from the enrolling HEIs Academic Planning Unit. The challenges experienced with the use of the MoU as a guide for implementation of the CTP, can be unpacked in this workshop and proposals for amendments to the MoU can be formulated for submission to CHEC. The proposals to CHEC would include the amendments to the curriculum identified during the curriculum review workshop.

Subsequent to CHECs ratification of the proposed amendments to the MoU and acceptance and approval by the Senate of the HEIs thereof, a workshop must be facilitated to orientate stakeholders to the revised MoU.



6.2.2.2.3 Conduct orientation workshops

Subsequent to the training of members of the governance committees by CHEC, workshops for other stakeholders, including lecturers and students, must be facilitated. To ensure that workshop participants understand the rationale for the collaboration and the Common Teaching Platform, the background in terms of national transformation agendas must be sketched. Furthermore, participants must be orientated to the goals and vision of the collaboration including the need for the sharing of institutional resources. The purpose of these workshops will therefore be not only for the orientation of new staff members and re-orientation of old staff members, but it will also serve to orientate stakeholders to the revised MoU and to motivate participants for the change, which will facilitate collaboration in the future.

6.2.2.2.4 Re-establish the cost of undergraduate nursing education

To respond to the shortage of nurses in the province and to ensure that good quality nurses are produced, it is necessary to re-establish the resource capacity available at each HEI participating on the Common Teaching Platform. It is crucial, based on the findings, to establish the real cost of undergraduate nursing education given the available resources in the province and the outstanding resource needs. This will also require the review of the affordability model, to ensure that the enrolling HEI's experiences a break-even and not a financial burden in terms of financing the Common Teaching Platform. This process should be facilitated by the CHEC.

6.2.3 Process Evaluation

6.2.3.1 Summary of findings of the process evaluation

The purpose was to evaluate of the process of collaboration. The findings of the process evaluation highlighted several challenges experienced during the implementation of the CTP. Poor communication between committees on the CTP and between lecturers of the three HEIs led to problems not being adequately solved. As identified in the input phase the MoU was found to be inadequate as a guideline, which translated into divergent interpretations of the content of the MoU during the implementation of the CTP. There was a lack of commitment to participate on the CTP by one of the enrolling HEIs and by partner HEIs towards the delivery of allocated modules. This resulted in the enrolling HEI delivering most of the modules of the B Cur programme. The resources to implement the CTP were inadequate and institutional resources were not shared. The enrolling HEI experienced the financial burden resulting from the need to provide additional resources for the CTP. There were several challenges with the delivery of the curriculum which were shared by the students and lecturers. A top-down approach was applied

during implementation of the CTP, which left lecturers feeling that their contributions were not valued.

6.2.3.2 Recommendations

Application of the recommendations made in response to the findings of the context and input evaluations will improve the implementation of the collaboration. The following are additional recommendations to improve the collaboration:

6.2.3.2.1 Improve staff and student access to resources across the Common Teaching Platform

To enable students and staff to experience the benefit of shared resources, it is important to revisit the possibility of ensuring staff and student access to administration systems and resources across the platform. One example is the need to expand access through the CALICO library project, to allow students more privileges in regard to accessing and borrowing library material across the Common Teaching Platform. Currently the CALICO library project restricts students' borrowing privileges to the library materials of the enrolling HEI. The possibility of providing nursing students access cards to the appropriate facilities of the partner HEIs must be investigated.

6.2.3.2.2 Conduct clinical placement workshops

Workshops have been held in the past to address clinical placements, there are however still problems of co-ordinating clinical placements across nursing programmes in the Western Cape. The first aim of these workshops will be to establish the capacity of the clinical environment and to review the clinical placement processes in the province. Surveys must be conducted with the

aim of developing a new central database or updating existing databases, to establish the capacity of clinical facilities to accommodate student placements and to establish the available student learning opportunities at each clinical site. Norms for student enrolments at each institution, which use these clinical facilities for the placement of nursing students, must be collated.

The second aim is to strengthen relationships with the clinical service providers towards re-establishing their role as mentors and preceptors in student clinical training. It can be expanded to include the negotiation of the re-establishment of clinical training units within the clinical facilities. This will assist in reducing the cost of clinical supervision of students and it will narrow the gap between theory and practice by using experts in the field.

6.2.3.2.3 Conduct curriculum review workshops

Numerous challenges were highlighted by students and lecturers with regards to the curriculum. Workshops must be held with representatives from all participating HEIs, service providers, community representatives and students. The workshop should focus on the following:

- Reviewing the relevance of the modules within the B Cur curriculum;
- Ensuring that year level outcomes are in line with the programme outcomes;
- Reviewing the module content
- Planning the delivery of the curriculum to ensure synchrony across modules and between theory and practice.

6.2.3.2.4 Facilitate teaching, learning and assessment workshops

The aim of this workshop would be to review and update teaching and learning practices, and to orientate new staff. This would include old and new staff members of all participating HEIs, as

well as the enrolling HEIs Teaching and Learning Unit and the B Cur student body representatives. This workshop should include the orientation of participants to aspects on teaching, learning and assessment according to the revised MoU. It would be necessary to engage participants with the MoU to ensure a common understanding and interpretation of its content.

6.2.4 Product Evaluation

6.2.4.1 Summary of findings of the product evaluation

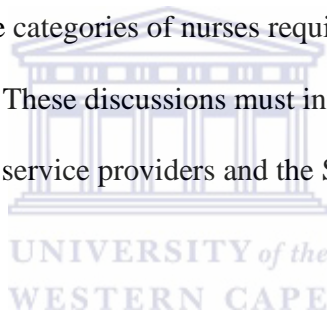
The purpose of the product evaluation was to determine whether the goals of the regional collaboration were met. The product evaluation revealed that despite a reduction in the number of staff and student complaints and throughput rates which were uncompromised, it was evident from the reports of the Deans, HODs, lecturers and students - that the general feeling was that the goals of collaboration on the Common Teaching Platform were not met. The reasons offered included that the collaboration did not address the nurse shortage in the province, there were insufficient resources and some students were dissatisfied with the quality of the programme. Furthermore, the collaboration on the Common Teaching Platform was viewed as a financial burden to the enrolling HEI but as a financial gain for the partner HEIs.

6.2.4.2 Recommendations

The aforementioned recommendations are aimed at improving the collaboration. The following are additional recommendations based on the findings of the product evaluation.

6.2.4.2.1 Finalisation of nursing qualifications and nurse categories

It would be an exercise in futility to address the nurse shortage, if discussions and the revision of the nursing categories and qualifications and the related directives have not been finalised by the South African Nursing Council (SANC) and the South African Qualifications Authority (SAQA). A serious interrogation of the scope of nursing activities occurring at all levels of the health care system, must inform the categories of nurses required to ensure effective and efficient health care delivery in the country. These discussions must involve the Provincial Health Authority, the training institutions, service providers and the South African Nursing Council amongst others.



6.2.4.2.2 Responding to the nurse shortage

The goal of the Common Teaching Platform was to produce adequate, good quality nurses. It is important to understand the extent of the nurse shortage to be able to respond effectively. Given that the population is mobile, with people continuously relocating from one province to another, it seems useful to establish the nurse shortage in the country rather than focusing on the shortage of nurses in the Western Cape Province. In addition, if a shortage of 1000 nurses of all categories exists within the province, it is important to establish the percentage per category of nurses e.g. professional nurses, enrolled nurses etc. This will assist in determining the rate at which professional nurses, for example, should be produced to respond effectively to the professional

nurse shortage. These figures will also assist in deciding whether the current student intake on the CTP and in other professional nurse training programmes, is sufficient to address the professional nurse shortage.

A further consideration is the fact that UWC, already in 2004, enrolled 300 first year nursing students without the assistance UCT and US. In addition, Stellenbosch also enrolled first year undergraduate nurses in 2004. Contingent on whether UWC was successful in managing the intake of 300 students in 2004, the question needs to be asked whether separate undergraduate nursing programmes at US and UCT, in addition to UWC, would not in fact increase the production of nurses to address the nurse shortage in the province.

There are, however, challenges related to the lack of suitably qualified candidates to grow the applicant pool for a substantial increase in the total enrolments for the nursing degree. One challenge is related to the lack of attractiveness of the nursing profession to candidates who meet the entrance criteria for the degree. Unless the conditions within the profession are improved to upgrade the image and social status of nursing, the profession will not draw a sufficient number of candidates to address the nurse shortage.

In addition, HEIs urgently need to become involved in dialogue to address the shortage of other nurse categories. The question is what role can HEIs play in offering bridging courses, providing support and developing partnerships with private and other institutions involved in the training of categories of nurses other than professional nurses?

Responding to the shortage of nurses in the province requires dedicated discussions and actions involving the Provincial Health Authority, all institutions training nurses in the province and the South African Nursing Council.

6.3 FRAMEWORK FOR EFFECTIVE COLLABORATION

The last objective of the study was to develop a framework for effective collaboration.

6.3.1 Development of the Framework for effective collaboration

According to Adair (1995) cited in Bosch et al., (1999), frameworks are developed based on existing problems and solutions. The development of the framework for effective collaboration (See figure 17) is therefore based on the results of the study and the researcher's recommendations. Bosch et al. (1999) refer to three phases of developing a framework:

- The framework development phase which is the most effort-consuming phase is aimed at producing a reusable design in a particular field. In this case, it would be effective collaboration in nursing education;
- The framework usage or instantiation phase where applications are developed; and
- The framework evolution and maintenance phase.

Different types of frameworks exist, depending on their use - including logical or operational frameworks, theoretical frameworks and conceptual frameworks. The following are definitions of the different frameworks:

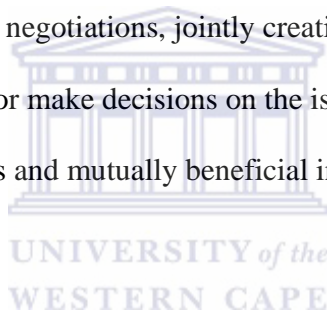
A logical framework allows planners and management to define development action plans simply, logically and concisely. It links, in a simple matrix, the objectives and the inputs and outputs with key success indicators, specifying their verification and any assumptions (Finlayson, 1999).

A theoretical framework is a process of identifying a core set of connectors within a topic and showing how they fit together or are related in some way to the subject (Mc Griff, 2010).

A *conceptual framework* is defined as a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information. A conceptual framework is usually expressed abstractly through word models, and is the conceptual basis for many theories, such as communication theory and general systems theory. Conceptual frameworks also provide a foundation and organization for the educational plan in schools of nursing (Mosby's Medical Dictionary, 2009).

6.3.2 Collaboration defined

Collaboration, according to Dowling et al. (2004), is a process in which autonomous actors interact through formal or informal negotiations, jointly creating rules and structures governing their relationships and ways to act or make decisions on the issues that brought them together. It is a process involving shared norms and mutually beneficial interaction (Dowling, Powell & Glendinning, 2004).



6.3.2.1 Regional collaborations in the South African context

The National Plan for Higher Education (2001), describes the purpose of collaborative efforts within regions. It was envisaged that collaboration in higher education in South Africa would result in institutions in a region, while remaining separate, combining their expertise, efforts and infrastructural resources in the delivery of higher education programmes.

6.3.2.2 The intended purpose of regional collaboration in South Africa

The purpose of collaboration in programme development, delivery and rationalization in higher education would result in improving diversity in the programmes offered by higher education

institutions and would reduce the costs within the region. The collaborative use of academic expertise, human resources and infrastructure across higher education institutions would strengthen programmes and contribute to the efficient use of facilities and resources for teaching, learning and research (Department of Education, 2001).

6.3.3 Basic assumptions for effective collaboration

Based on the results of this study the following basic assumptions for effective regional collaboration were made:

- i) Regional collaboration is a response to the transformation agenda of the country.
- ii) For effective collaboration in higher education, full co-operation of all participating members is essential.
- iii) The collaboration on the Common Teaching Platform must provide best practice for nursing education in the country.
- iv) The expertise and the resource capacity of the HEIs in the region should be fully utilized
- v) The model of collaboration must be cost effective.
- vi) The collaboration should ensure that adequate, appropriately qualified nurses are produced to address the nurse shortage (CHEC, 2006).

6.3.3.1 The purpose of the conceptual framework for effective regional collaboration

For the purpose of this study, a conceptual framework was developed. The purpose of the framework is to:

Provide a foundation and organization to ensure effective collaboration on the Common Teaching Platform.

Based on Stufflebeam's context, input, process and product model which was used as a theoretical framework for this study the following key concepts, as listed in the summary of the discussion of each phase, emerged as challenges in collaboration on the Common Teaching Platform:

i) Institutional autonomy / power

Institutional autonomy refers to the self-governance and independence of HEIs despite them participating in the collaborative initiative. Regional collaboration was aimed at participating HEIs maintaining their autonomy but bringing together their expertise and resources. The collaboration on the CTP was however challenged by the fact that HEIs were autonomous. The results of the study highlighted that the autonomy and power of HEIs participating in the collaborative effort negatively affected their willingness and the extent to which they participated on the Common Teaching Platform.

Relational statements:

- Autonomy was exercised when HEIs opted out of the approved delivery of certain modules, this affected the implementation plans.
- HODs perceived the implementation of the CTP as a top-down approach.
- Withdrawal of one of the enrolling HEIs from the CTP threatened the partnership.

These statements show a relationship between the concept of autonomy and those of inter-dependency, partnership, process and sharing.

ii) Partnership

According to Powell & Glendinning (2002), partnerships facilitate the sharing of expertise and best practice, in a way that would not have been possible if organizations worked independently. Another view of partnership is that by Wiewel & Lieber (1998) as cited in Kearney & Candy (2004), who refers partnership as a process formed through the collaboration between groups and which changes and develops over time.

It was envisaged that partners in the collaboration on the Common Teaching Platform would work together towards a common goal. Partners were therefore expected to share in the common vision, purpose and goal of the collaboration. Partnerships foster the acceptable social behaviours between partners. The findings of the study however revealed that HEIs continued to function independently in terms of the Common Teaching Platform. This was evident in the manner in which they interpreted and applied the MoU for example.

Relational statements:

- The withdrawal of one of the enrolling HEIs from the CTP threatened the partnership.
- The environment was not conducive for the development of a partnership.
- Partners were not familiar with the concept of collaboration.
- The equality of the partnership was affected by the designations given to HEIs such as enrolling and partner institutions.
- There was no sense of treating each other as equal partners.

The above statements show a relationship between the concept partnership, power / autonomy, process and sharing.

iii) Interdependency

Interdependency refers to the benefits for each party in the collaborative efforts. In other words, each participating institution perceived the CTP as beneficial to their needs. Interdependency in this case meant that each institution was dependent on the other. Interdependency is therefore fostered when collaboration benefits all partners.

Relational statements:

- Two of the partner institutions were threatened with the closure of their undergraduate nursing programmes if they did not participate of the Common Teaching Platform.
- The enrolling institution's nursing department was strengthened by additional resources of the partner institutions.
- The partner institutions benefited financially from the collaboration.
- The enrolling institution experienced a financial strain resulting from the lack of proper planning and costing of the CTP.

The above statements show relationships between the concept interdependency and those of sharing, power / autonomy and partnership.

iv) Process

A process is a series of actions towards a goal. The process of collaboration was intended actions aimed meeting the goals of regional collaboration on a Common Teaching Platform for undergraduate nursing in the Western Cape. Several challenges pertaining to the process of collaboration were highlighted in the study.

Relational statements:

- The MoU was not adequate as a guideline for the implementation of the CTP.

- A top-down management approach hindered the implementation process.
- Poor communication between committees governing the collaboration resulted in problems not being addressed timeously.
- Poor planning, communication and a power-coercive approach used by managers failed to address the objective of partnership and sharing.

These statements show a clear relationship between the concepts of inter-dependency and the concepts autonomy, partnership and sharing.

v) Sharing

Sharing implies making resources available for use by more than one institution. With national transformation of higher education, it was envisaged that there would be sharing of institutional resources. This concept was linked to the equity principle, and was aimed at improving the distribution of South Africa's limited resources. Sharing was identified as one of the basic tenets of collaboration according to *The National Plan for Higher Education* (2001). There was however a lack of sharing of resources between participating HEIs according to the results of the study.

Relational statements:

- The lack of sharing of expertise and physical and material resources led to the enrolling institution experiencing a financial burden.
- Poor communication and orientation of stakeholders to the CTP negatively impacted on the sharing of resources.
- The lack of specific direction by the MoU negatively impacted on sharing.

The above statements show a clear relationship between the concept sharing and the concepts process, interdependency and partnership.

vi) Capacity building

Capacity building, according to the Africa Centre for Health and Population Studies (2010), refers to the process by which individuals develop and/or enhance their skills to organize systems, resources and knowledge, as reflected in their abilities, individually and collectively in order to perform functions, solve problems and to set and achieve objectives.

The aim of the CTP was to strengthen the capacity in the nursing department at UWC to enable them to be one of two enrolling higher education institutions for undergraduate nursing in the Western Cape.

Relational statements:

- The intention of the collaboration was to share expertise between all participating HEIs.
- The goal of the collaboration was to ensure the production of good quality nurses for the Western Cape Province.
- The lack of orientation of staff and stakeholders to the MoU and the meaning of collaboration affected capacity and the implementation of the CTP.
- The lack of orientation of students led to negative experiences of the CTP.
- The cost of the CTP led to a financial burden for the enrolling HEI, resulting in inadequate resources which affected capacity.

These statements show a relationship between the concept capacity building and those of sharing, partnership and process.

6.3.3.2 Constructs

From the results of the study it was evident that several important constructs were not in place for effective collaboration. The following constructs are included in the framework and are grouped according to the following dimensions:

- i) *Agency dimension*, referring to organizational autonomy of the participating institutions, each with their own governance structures. According to the *National Plan for Higher Education* (2001), it was envisaged that collaboration in higher education in South Africa would result in institutions in a region, while remaining separate, combining their expertise, efforts and infrastructural resources in the delivery of higher education programmes. Therefore, collaboration was never meant to threaten the institutional autonomy of the participating institutions. It is important, according to CHEC, that the statutorily established responsibility of the Senate and Councils of the participating HEIs were respected at the same time as the governance system for regional collaboration was achieved. It was also imperative that HEIs displayed public accountability in line with the national transformation agenda.
- ii) *Structural dimension*, which refers to governance of the Common Teaching Platform which included the CHEC Board of Directors which managed the regional collaboration; NAB which was the governing body of the CTP and which was responsible to ensure the educational integrity of the undergraduate nursing programme and the Nursing Management Committee which dealt with the day-to-day operational issues of the Common Teaching Platform. The following are structural elements which should be in place:

- An effective management approach for the collaboration
- A well developed contact or an MoU to guide the collaborative process

iii) *Social dimension*, referring to the mutual behaviour expected of participating institutions for effective communication including :

- *Motivation* - to participate fully in the process of collaboration
- *Respect* - for stakeholders as partners in the collaboration
- *Trust* - between HEIs regarding their intentions for the collaboration
- *Buy-in* - of all stakeholders to the goals and vision of the regional collaboration
- *Norms* - mutually agreed on norms of the collaboration should be upheld by partners
- *Commitment* - to the participate fully in the collaboration, and to agreed on decisions
- *Communication* - should be effective at all levels of the collaboration

As reflected in figure 17, several important social elements underscore good relationships and foster good collaboration.

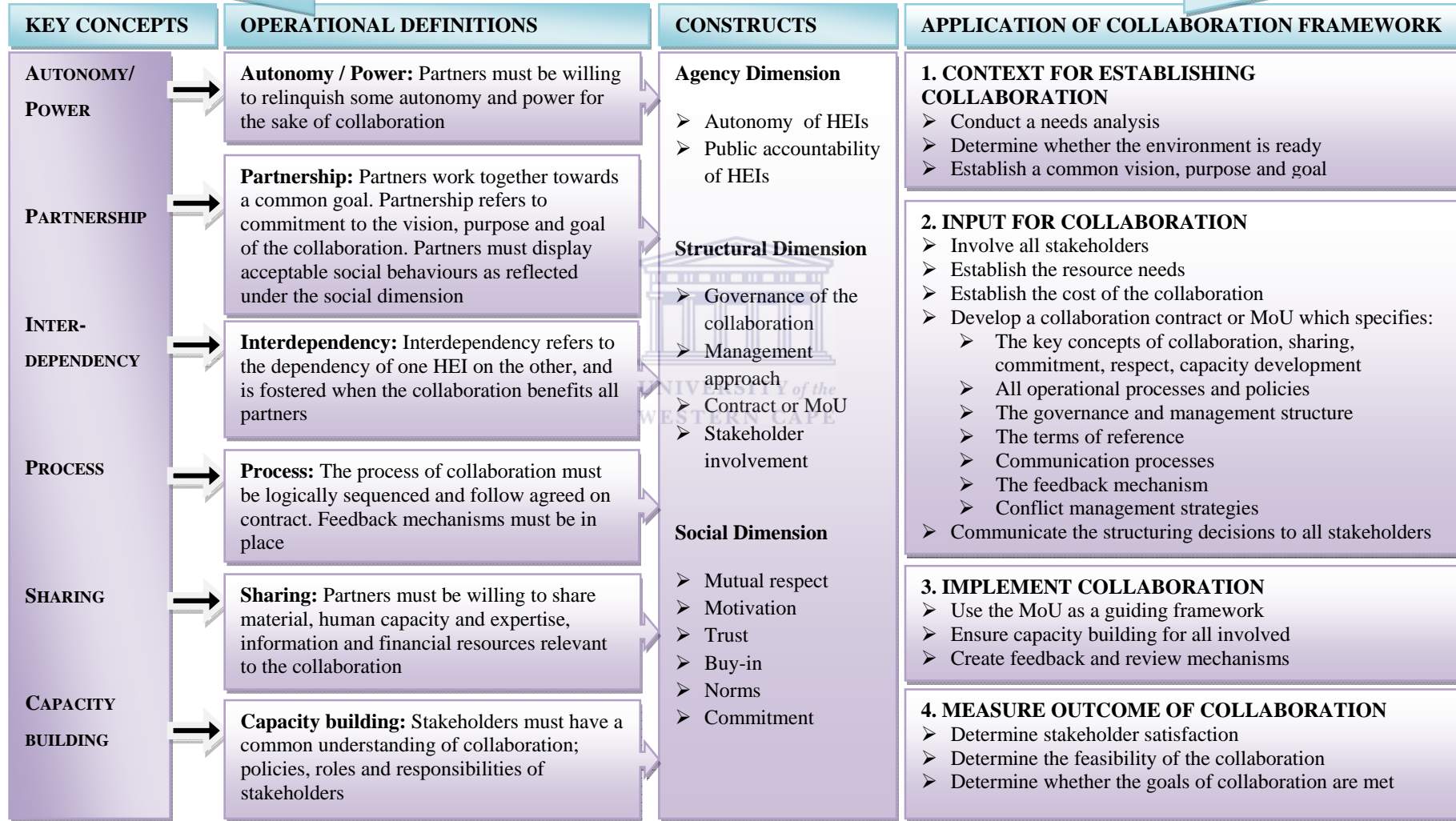
6.3.4 Summary

The conceptual framework for effective regional collaboration presented below is intended for implementation as the next stage of framework development. The researcher intends to present this conceptual framework in a series of workshops to all the stakeholders to ensure orientation to and acceptance of the framework. It is envisaged that feedback from the stakeholders will further shape and develop this framework to the last stage where it will be evaluated for its usefulness for effective collaboration. It is only thereafter, that the framework can be implemented (see figure 18).

FIGURE: 17

FRAMEWORK FOR EFFECTIVE COLLABORATION

C O M M U N I C A T I O N

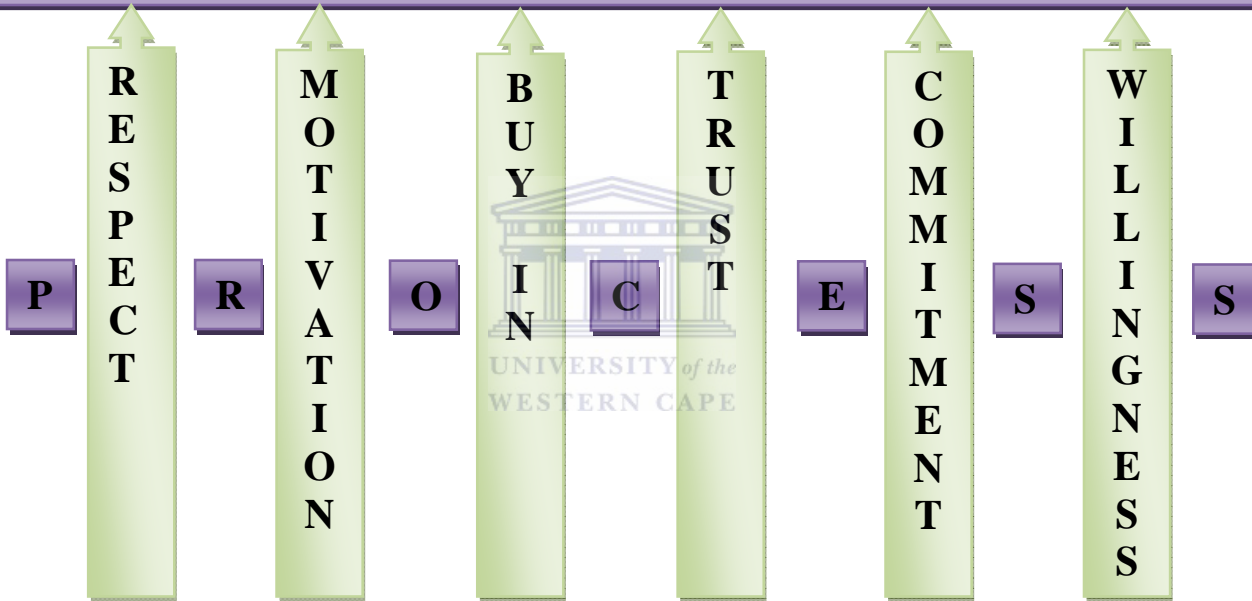


C O L L A B O R A T I O N

FIGURE: 18

PRODUCT

CAPACITY BUILDING
MUTUAL BENEFIT FOR PARTNERS



INPUT

Structural Dimension: Ensure that governance structure are in place; establish an effective management approach; develop the contract or MoU for collaboration; ensure that all stakeholders are involved in the planning process.

CONTEXT

Agency Dimension: Negotiate acceptance of the transformation agenda; respect institutional autonomy; ensure public accountability by all partners in the collaboration.

APPLICATION OF FRAMEWORK FOR EFFECTIVE COLLABORATION

6.4 LIMITATIONS OF THE STUDY

The following limitations are advanced to alert prospective researchers, who wish to use a similar research design, to possible challenges. Several aspects presented as limitations below, were in fact excluded from the scope of the study due to the limited size of the PhD study.

Presenting them as limitations of this study serves as the researcher's acknowledgment that the evaluation would have been more holistic if these focus areas were included.

6.4.1 A possible limitation of the use of an evaluation design may be in terms of the timing.

Evaluations may be formative, summative or both. Evaluations also allow for the monitoring of programme processes as well as the evaluation of programmes. This research study focused on the evaluation of the Common Teaching Platform, which was established a few years before the research commenced. The enquiry was therefore retrospective to a large extent.

6.4.2 Since this was a retrospective enquiry, some staff who participated in the planning of the CTP were no longer in the employ of the participating HEIs. Their contributions would have been valuable in understanding the context and input phases.

6.4.3 The study lacked the inclusion of a cost benefit analysis. Resource constraints negatively impacted on the effective implementation of the CTP, which resulted in a financial weigh-down for the enrolling HEI. The study however did not delve into the cost effectiveness of the CTP to quantify whether the collaboration reduced the cost of the delivery of nursing in the province. It would have been useful to establish whether the current participation of the offering HEIs was value for money, or whether the enrolling HEI would have saved costs if the modules offered by the partner HEIs, for example,

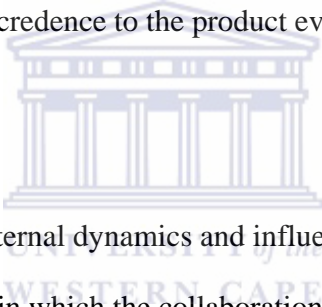
were offered by the enrolling HEI. A cost benefit analysis will be conducted in a follow-up study.

6.4.4 The study did not focus on the impact of the increased student enrolments on the quality of nurse training and the student throughput rates. This would have given more depth to the product evaluation. However, this is the focus of another study currently underway.

6.4.5 Actual throughput rates were not presented and discussed, as part of the study, to validate the claim that throughput rates were not compromised by the implementation of the Common Teaching Platform.

6.4.6 Broader investigation of satisfaction, including satisfaction at the level of service delivery, would have given credence to the product evaluation.

6.5 CONCLUSION



Based on numerous internal and external dynamics and influences - there is no single, rational account or explanation for the way in which the collaboration on the Common Teaching Platform occurred. The multiple processes occurring at various levels within the province and the country as a whole, resulted in an interplay between several external systems which all directly influenced the manner in which nursing was offered in the province and the process of collaboration on the Common Teaching Platform per se. Firstly, the Department of Health who as primary employer in the province was concerned about the shortage of nurses in the country on the one hand, and on the other hand had specific health policies in place such as the 2010 Health Plan, which ultimately dictated the type and number of nurses required in the province. The Department of Health was also the provider of the largest number of bursaries for the training of nurses. Secondly, there was the national education transformation and restructuring

agenda which had direct implications for the delivery of higher education in the province in general, and nursing education in particular. Thirdly, professional discourse about what nurses do as a profession was taking place at various levels. The South African Nursing Council, the statutory and accrediting body of nursing, was in the process of revising the nursing qualifications and legislation. And fourthly were the institutional dynamics, status, competition and organisational discordances.

Challenges for the regional collaboration on the Common Teaching Platform were further exacerbated by the range and diversity of stakeholders in the collaboration, by complex project ownership issues and resourcing arrangements coupled with levels of autonomy which existed between professionals and institutions involved on the Common Teaching Platform.



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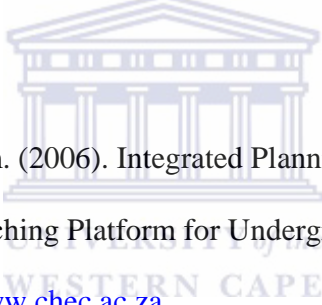
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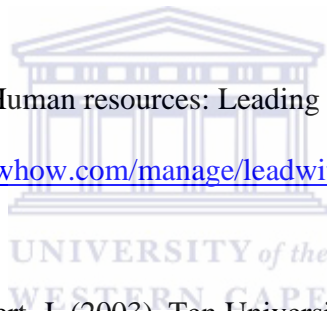
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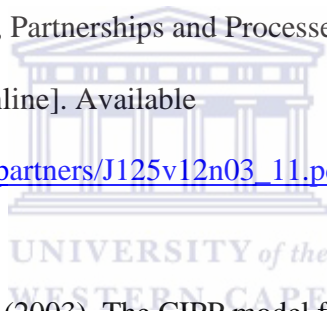
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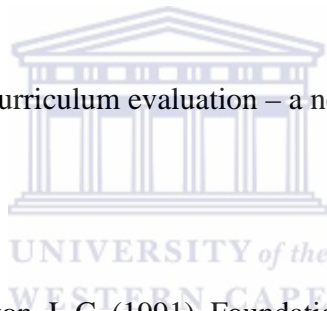
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Appendix: 1

UNIVERSITY OF THE WESTERN CAPE

SCHOOL OF NURSING

INTERVIEW SCHEDULE: CEOs CHEC / DEPUTY VICE-CHANCELLORS

Phase	Q	Question	Probes
Context	1	What was the rationale for CHEC's counter proposal to the Minister's proposal for undergraduate nursing in the Western Cape in 2002?	Explain
Context	2	What were CHEC's goals and vision regarding the (extent of) collaboration between HEI's on the CTP?	Explain; Elaborate
Context	3	Was the environment (economic, political etc) at the time, conducive to the implementation of the Common Teaching Platform in terms of the HEI's readiness to collaborate?	To what extent; Explain; Elaborate
Context	4	Was the collaboration between HEIs voluntary?	To what extent; Elaborate
Context	5	In your opinion, is the Common Teaching Platform the best form of collaboration given the shortage of nurses in SA?	Why or why not? Elaborate
Input	6	To what extent were the timeframes for the planning and implementation of the CTP realistic?	Explain
Input	7	On which model was the design of the CTP based?	Explain
Input	8	To what extent did the HEIs participate in the development of the MoU?	Explain, Elaborate

Input	9	What was envisaged in terms of resourcing the Common Teaching Platform with regards to HR and the effective and efficient use of the participating HEI's existing resources?	Explain; Elaborate
Input	10	How was it envisaged that the CTP would benefit participating HEIs?	Explain; In which way?
Process	11	What were the challenges with regards to the Common Teaching Platform?	Explain, Elaborate
Product	12	To what extent was this collaboration cost effective?	Elaborate

Thank you for participating
FELICITY DANIELS
Researcher



UNIVERSITY OF THE WESTERN CAPE

SCHOOL OF NURSING

INTERVIEW SCHEDULE: DEANS OF HEALTH SCIENCE FACULTIES

Phase	Q	Questions	Probes
Context	1	In your opinion, was the environment at the time conducive to the implementation of a Common Teaching Platform in terms of resources, political and other dynamics?	Explain; Elaborate
Input	2	Has the collaboration alleviated the burden or competition for clinical placement sites in the province?	Explain; To what extent?
Input	3	Has the collaboration resulted in effective and efficient use of institutional resources across the three institutions?	Explain; To what extent?
Process	4	To what extent has true collaboration between the three universities taken place?	Explain
Product	5	In your opinion, are the lecturers and students satisfied with the collaboration?	To what extent?
Product	6	Is the Common Teaching Platform feasible?	To what extent? Explain
Product	7	Has the collaboration been cost effective for each of the participating universities?	To what extent? Elaborate
Product	8	What would you suggest should be the way forward for nursing in the province?	Explain

Thank you for participating

FELICITY DANIELS

Researcher

UNIVERSITY OF THE WESTERN CAPE

SCHOOL OF NURSING

INTERVIEW SCHEDULE: HEAD OF NURSING SCHOOL

Phase	Q	Questions	Probes
Context	1	Share the thoughts and feelings you had, when the minister announced that UWC would be the only enrolling university for undergraduate nurses in the Western Cape.	
Context	2	What was the reaction of the members in your department regarding the impending change?	Elaborate; Why?
Context	3	Did you believe in the goals and vision of the Common Teaching Platform?	Why or why not? Elaborate
Context	4	Were these goals acceptable to the students, lecturers and university management?	Explain
Context	5	In your opinion, was the environment at that time conducive to the implementation of a Common Teaching Platform in terms of resources, political and other dynamics?	Explain
Context	6	What, in your opinion, are the benefits of the Common Teaching Platform?	Explain
Input	7	Did you participate in the development of the MoU and the Common Teaching Platform?	To what extent?
Input	8	To what extent has the collaboration resulted in effective and efficient use of institutional resources across the three universities?	Why or why not? To what extent?

Input	9	To what extent are these resources sufficient?	Explain
Input	10	To what extent was the MoU useful as a guideline for the implementation of the Common Teaching Platform?	Explain, Elaborate
Process	11	Which aspects of the MoU were difficult to implement?	Explain
Process	12	To what extent are the lecturers in your department, who are currently participating in the Common Teaching Platform, collaborating with partners in the platform?	Explain
Process	13	What problems, in your opinion, did the lecturers in your department experience in this process of collaboration?	Explain
Process	14	How were these problems managed? Were the problems resolved?	Explain
Product	15	Have the throughput rates per year level changed dramatically since the implementation of the Common Teaching Platform?	Explain; Elaborate
Product	16	What, in your opinion, are the unresolved challenges in this collaboration?	Explain
Product	17	Do you think that the Common Teaching Platform is successful?	Why or why not? To what extent? What would you have done differently?
General	18	Are there any additional comments you wish to add regarding the Common Teaching Platform and the collaboration of the three universities?	

Thank you for participating

FELICITY DANIELS

Researcher

UNIVERSITY OF THE WESTERN CAPE
SCHOOL OF NURSING
INTERVIEW SCHEDULE: LECTURER

Phase	Q	Questions	Probes
Context	1	Share the thoughts and feelings you had, when the Minister of Education announced that UWC would be the only enrolling university for undergraduate nurses in the Western Cape.	
Context	2	Did you believe in the goals and vision of the Common Teaching Platform?	Why or why not? Elaborate
Context	3	In your opinion, was the environment at that time conducive to the implementation of a Common Teaching Platform in terms of resources, political and other dynamics?	Explain; Elaborate
Context	4	What, in your opinion, are the benefits of the Common Teaching Platform?	Explain; To whom?
Input	5	In which year did you commence employment at this university?	
Input	6	To what extent did you participate in the development of the Common Teaching Platform?	Explain;
Input	7	Have you read the MoU with regards to the Common Teaching Platform?	Elaborate
Input	8	To what extent was the MoU an effective guideline for the implementation of the CTP?	Explain; If not, why not?

Input	9	Which structures and resources were in place in the participating institutions, to ensure effective implementation of the Common Teaching Platform?	Explain; Elaborate
Input	10	Were these resources sufficient?	Elaborate
Process	11	Which aspects of the MoU were difficult to implement?	Explain
Process	12	What problems did you, as a lecturer, experience in this process of collaboration?	Elaborate
Process	13	How were these problems managed? Were the problems resolved?	Explain
Process	14	What problems, in your opinion, did the students experience?	Explain
Process	15	How were these problems managed? Were the problems resolved?	Explain
Product	16	Which resources, in your opinion, are still lacking?	Elaborate; Explain
Product	17	What, in your opinion, are the unresolved challenges in this collaboration?	Explain; Elaborate
Product	18	Do you think that the Common Teaching Platform is successful?	Why or why not? To what extent?
General	19	Are there any additional comments you wish to add, regarding the Common Teaching Platform and the collaboration of the three universities?	

Thank you for participating

FELICITY DANIELS

Researcher

Appendix: 5

UNIVERSITY OF THE WESTERN CAPE
SCHOOL OF NURSING
FOCUS GROUP SCHEDULE: STUDENTS

Phase	Q	Question	Probes
Context	1	What is your understanding of the Common Teaching Platform?	Explain
Context	2	What were your initial thoughts and feelings when you heard that UWC, UCT and Stellenbosch University would collaboratively participate in your education and training as a nurse?	Explain
Context	3	What, in your opinion, are the benefits of the Common Teaching Platform?	Elaborate; To whom?
Input	4	How were you informed that about the implementation of the Common Teaching Platform?	Elaborate
Process	5	What did you enjoy most about being a student on the Common Teaching Platform?	Elaborate; Specify
Process	6	What did you least enjoy about being a student on the Common Teaching Platform?	Elaborate; Specify
Process	7	To what extent were you able to communicate your concerns regarding your education and training to the highest level in the institution?	How? If not, why not? Elaborate

Process	8	Do you have student body representation in curricular and other matters directly related to your education and training?	Explain
Process	9	Do you receive regular feedback from your representative at such meetings?	In what form? Explain
Product	10	Are you satisfied with the quality of education and training you have received over the past years in the B Cur programme?	Why or why not? To what extent?
Product	11	What unresolved issues, regarding the Common Teaching Platform, in your opinion, still require attention?	Explain; Elaborate
Product	12	Do you think that the collaboration between the institutions on the Common Teaching Platform is effective / working well?	Elaborate
General	13	Are there any additional comments you wish to add, regarding the Common Teaching Platform and the collaboration of the three universities?	

Thank you for participating

FELICITY DANIELS

Researcher

UNIVERSITY OF THE WESTERN CAPE
SCHOOL OF NURSING
FOCUS GROUP SCHEDULE: PIPELINE STUDENTS

Phase	Q	Question	Probes
Context	1	What is your understand of the Common Teaching Platform?	Explain
Context	2	What were your initial thoughts and feelings when you heard that UWC, UCT and Stellenbosch University would collaboratively participate in your education and training as a nurse?	Explain
Context	3	What in your opinion, if any, are the benefits of the Common Teaching Platform compared to your experience in the “old programme” - whether you were registered at the University of Western Cape or the University of Stellenbosch?	Elaborate; To whom?
Input	4	How were you informed about the implementation of the Common Teaching Platform?	Elaborate
Input	12	What impact did you anticipate / think this change in the delivery of the programme would have on your education and training?	Elaborate; Specify
Process	5	What did you enjoy most about being a student on the Common Teaching Platform?	Elaborate
Process	6	What did you like least about being a student on the Common Teaching Platform?	Explain

Process	7	To what extent were you able to communicate your concerns regarding your education and training to the highest level in the institution?	Explain
Process	8	Do you have student body representation in curricular and other matters directly related to your education and training?	If not, why not? Explain
Process	9	Do you receive regular feedback from your representative at such meetings?	In what form? Explain
Process	13	In your opinion and experience, was your prediction of the impact of the change on your education and training correct?	Elaborate; Specify
Product	10	Are you satisfied with the quality of education and training you have received as a student on the Common Teaching Platform?	Explain; To what extent?
Product	11	What unresolved issues regarding the Common Teaching Platform, in your opinion, still require attention?	Explain; Elaborate
Product	14	In your opinion, are you enjoying maximum benefits of the collaboration between institutions?	Explain
Product	15	Do you think that the collaboration between the institutions on the Common Teaching Platform is effective / working well?	Elaborate
General	16	Are there any additional comments you wish to add, regarding the Common Teaching Platform and the collaboration of the three universities?	

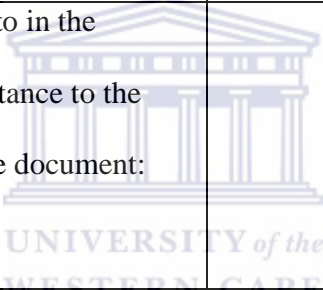
Thank you for participating

FELICITY DANIELS

Researcher

DOCUMENT REVIEW CHECKLIST

1.	Type of document: (Tick one)	Tick	NOTES
	1.1 Minutes of a meeting	1.1	
	1.2 Memorandum	1.2	
	1.3 Report	1.3	
	1.4 Letter	1.4	
	1.5 Other (Specify)	1.5	
2.	Date of document:		
3.	Title / Position of author or creator of document		
4.	Physical characteristics of the document: (Tick one or more)		
	4.1 Formal document on letterhead	4.1	
	4.2 Informal document	4.2	
	4.3 The document is signed and approved	4.3	

5.	<p>For which target group was the document written OR what is the title / position of the person to who the document is addressed?</p> <p>.....</p>		
6.	<p>Document information:</p> <p>6.1 Why was the document written?</p>		
	<p>6.2 List all the issues referred to in the documents which are of importance to the study. You may quote from the document:</p>		
7.	<p>Describe any issue which is unclear in the document:</p>		

**OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH
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Website: www.uwc.ac.za

12 November 2010

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and the ethics of the following research project by: Mrs. F Daniels (School of Nursing)

Research Project: Evaluating the effectiveness of the Regional
Collaboration of the Common Teaching Platform in
the Western Cape

Registration no: 06/4/5


Peter Syster
Manager: Research Development Office
University of the Western Cape



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Website: www.uwc.ac.za

Mrs Felicity Daniels
UWC
BELLVILLE

Dear Felicity

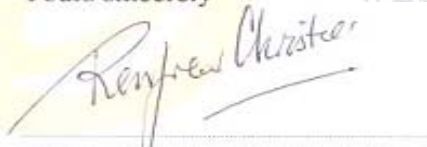
PERMISSION TO CONDUCT RESEARCH

I hereby give permission to access UWC campus, its staff and its students for the purposes of Research.

Researcher: Felicity Daniels
Project No: 06/4/5
PhD Proposal: *Evaluating the effectiveness of the Regional Collaboration of the Common Teaching Platform in the Western Cape*

The study has been registered and Ethical Clearance has been granted by the Research Grants & Study Leave Committee.

Yours sincerely



PROF RENFREW CHRISTIE
Dean of Research

17 October 2008



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UNIVERSITY OF THE WESTERN CAPE

SCHOOL OF NURSING

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Email: fdaniels@uwc.ac.za

PARTICIPANT INFORMATION SHEET

Title: Evaluating the effectiveness of the Regional Collaboration on the Common Teaching Platform in the Western Cape



Researcher: Felicity M Daniels (School of Nursing, University of the Western Cape)

I am currently a doctoral student at the School of Nursing, University of the Western Cape. My research study aims to evaluate the effectiveness of the regional collaboration on the Common Teaching Platform in the Western Cape.

Background: There was a great deal of duplication in programmes offered at higher education institutions in the Western Cape with an under-utilization of resources. The National Plan for Higher Education in 2001, identified collaboration as part of the restructuring of the Higher Education system in South Africa.

It was identified that restructuring would be done through programme and infrastructural co-operation, rationalization of programmes offered by the five higher education institutions in the region and collaboration in infrastructural development.

The National Plan proposed the merger of institutions, in an attempt to reduce the number of institutions while keeping the number of geographical sites and campuses. The Minister of Education at the time, Kader Asmal, announced in December 2002, that with effect from 2005 the University of the Western Cape (UWC) and the new institution, Cape Peninsula University of Technology (CPUT), a new institution resulting from the merger of the Cape and Peninsula Technikons, would be the only enrolling institutions for undergraduate nursing education in the Western Cape.

The Cape Higher Education Consortium (CHEC), which represents all five higher institutions in the Western Cape, however argued that the need for qualified nurses in the region requires the input of all its member institutions, and submitted a proposal to the Minister suggesting the establishment of a regional platform for training of nurses for the region.

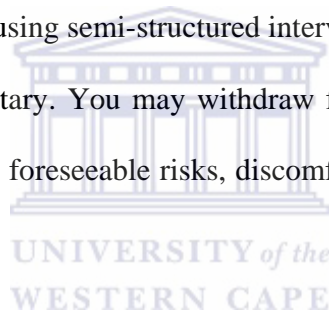
The first cohort of students was registered on the Common Teaching Platform in 2005 and is expected to complete their degree at the end of 2008. The evaluation of the effectiveness of the regional collaboration for the Common Teaching Platform has yet to be done.

Participants in the study are ensured that the University of the Western Cape and researchers associated to the university subscribes to ethical research conduct. The information on this sheet is provided for your protection, and to ensure full understanding of your participation in this

research study. Your signing of the attached consent form will mean that you are fully aware of the proceedings of this study and that you have received adequate opportunity to consider the information therein and to ask questions.

Data collection methods will include: semi-structured interviews for the CHEC Board of Directors, Deputy Vice Chancellors of the CHEC member institutions, Deans of the Health Science faculties of the CHEC member institutions and Heads of the Schools of the CHEC member institutions. Focus group interviews will be conducted with students on the Common Teaching Platform. Records will also be reviewed. An audio tape will be used, with the consent of participants, for data collection using semi-structured interviews and focus group interviews.

Participation in the study is voluntary. You may withdraw from the study at any time without prejudice. There are no reasonably foreseeable risks, discomforts or personal benefits associated with participation in this study.



Confidentiality will be upheld throughout and after the study period. Under no circumstances will your identity be revealed. The audio tapes will be kept in a locked drawer and will be destroyed after the study. The reporting of data will be anonymous. The researcher undertakes to acknowledge in the research report, all assistance, participation, collaboration with others, and sources from which information will be obtained.

Thank you for participating

FELICITY DANIELS

Researcher



UNIVERSITY OF THE WESTERN CAPE

SCHOOL OF NURSING

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Email: fdaniels@uwc.ac.za

PARTICIPANT CONSENT FORM

Title: Evaluating the effectiveness of the Regional Collaboration on the Common Teaching Platform in the Western Cape.

I.....voluntarily consent to participate in the abovementioned research project. The background, purpose and benefits of the study have been explained to me. In addition, I have been given an information sheet, and understand the contents thereof. I understand that I may withdraw from the study at any time without prejudice. I consent to the use of an audio tape by which data will be collected during interviews. I understand that my participation in the study will be acknowledged although my identity will be withheld.

(Students) I agree to keep in my confidence all information pertaining to this study, discussed in the focus group, from anyone outside of this focus group.

Participant..... Date.....

RESEARCHER:

FELICITY M DANIELS



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CONFIDENTIALITY CONTRACT

I, Mrs Florence Groener, consent to participate as a field worker in the study entitled: Evaluating the effectiveness of the regional collaboration on the Common Teaching Platform for undergraduate nursing in the Western Cape.

I understand that the study is for research purposes towards a PHD of the principal investigator Mrs Felicity Daniels. I have been sufficiently briefed on the background of the study, and have been trained to conduct one-on-one interviews and focus group discussions.

I understand that although the participants anonymity is not secured due to the nature of the data collection methods, I commit to maintain confidentiality of all information disclosed to me during the interviews and focus group discussions.

MRS F. DANIELS
Researcher

MRS F. GROENER
Research Assistant

.....

.....

DATE.....

DATE.....

CHEC NURSING PROJECT STRUCTURE

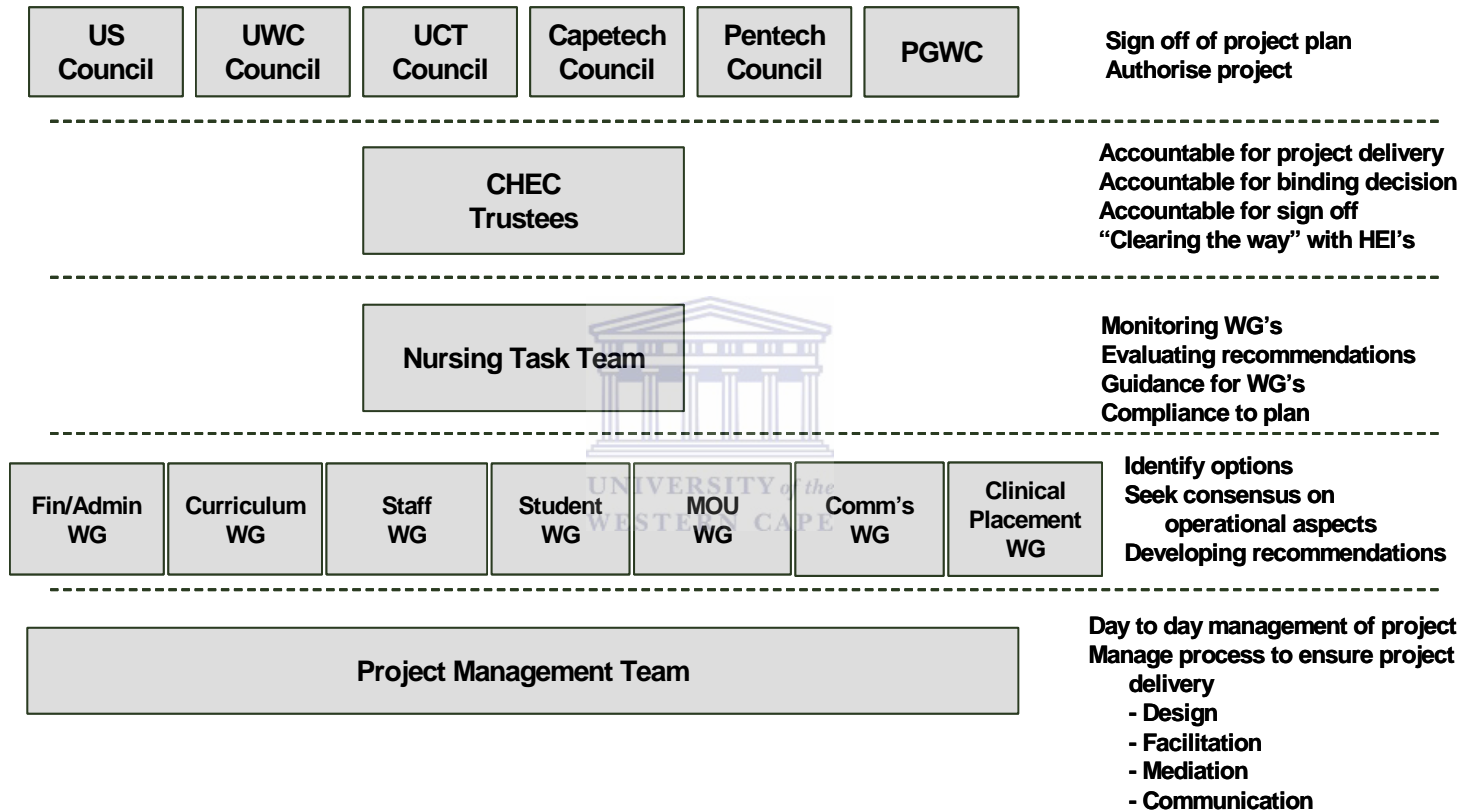
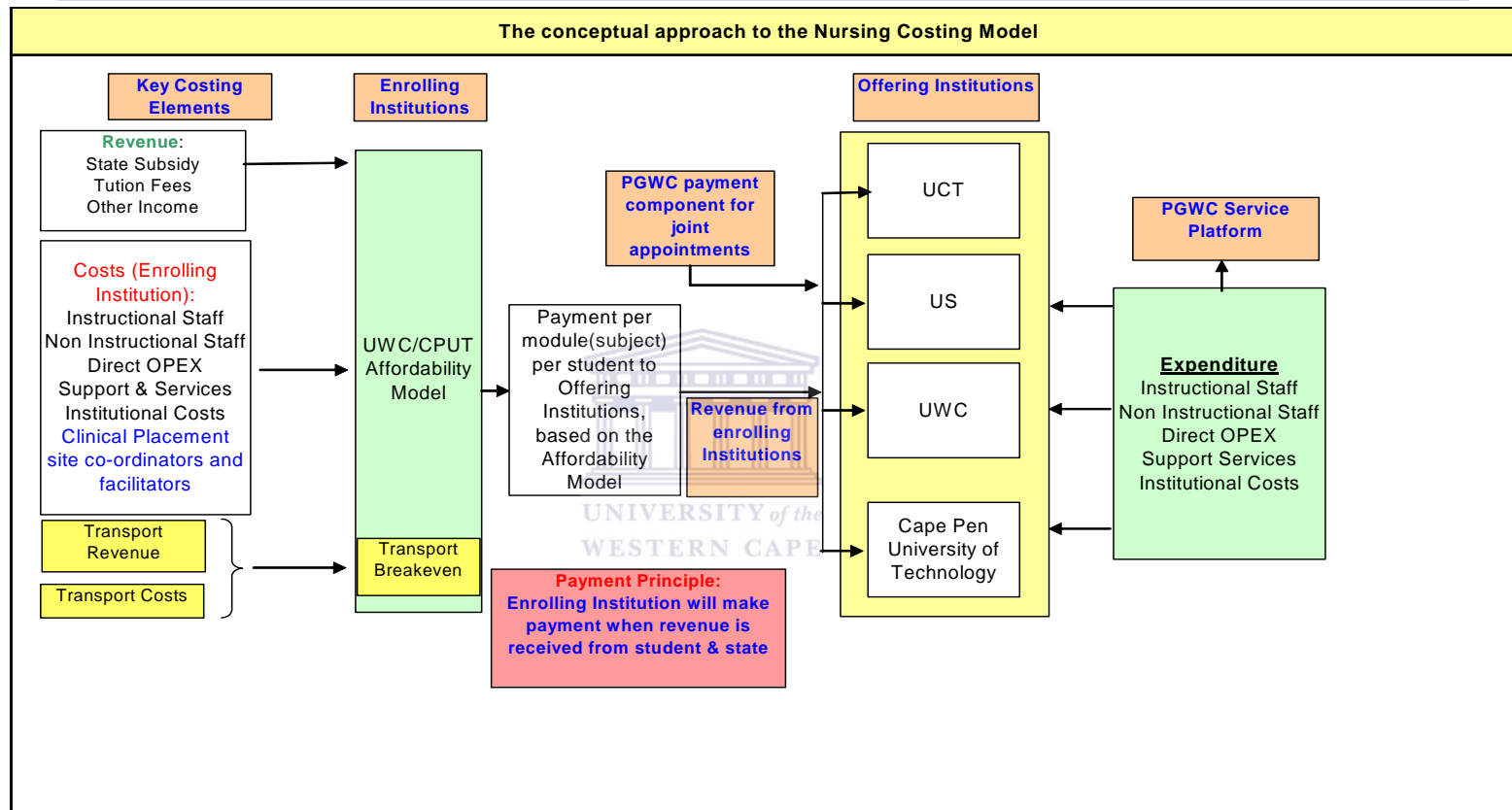


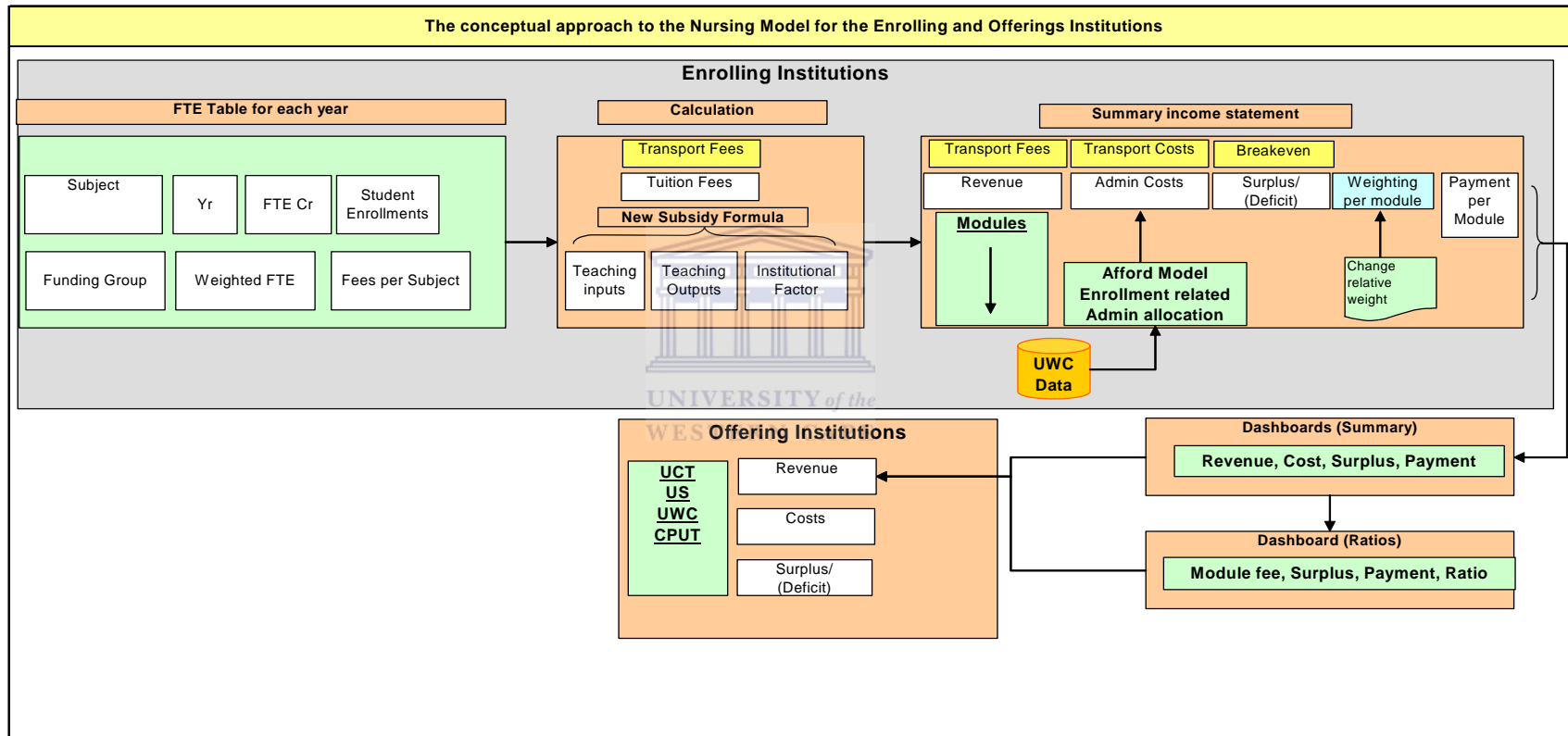
Figure 2, Pg 15 Integrated Planning Framework and Memorandum of Understanding, 2006

Appendix: 13

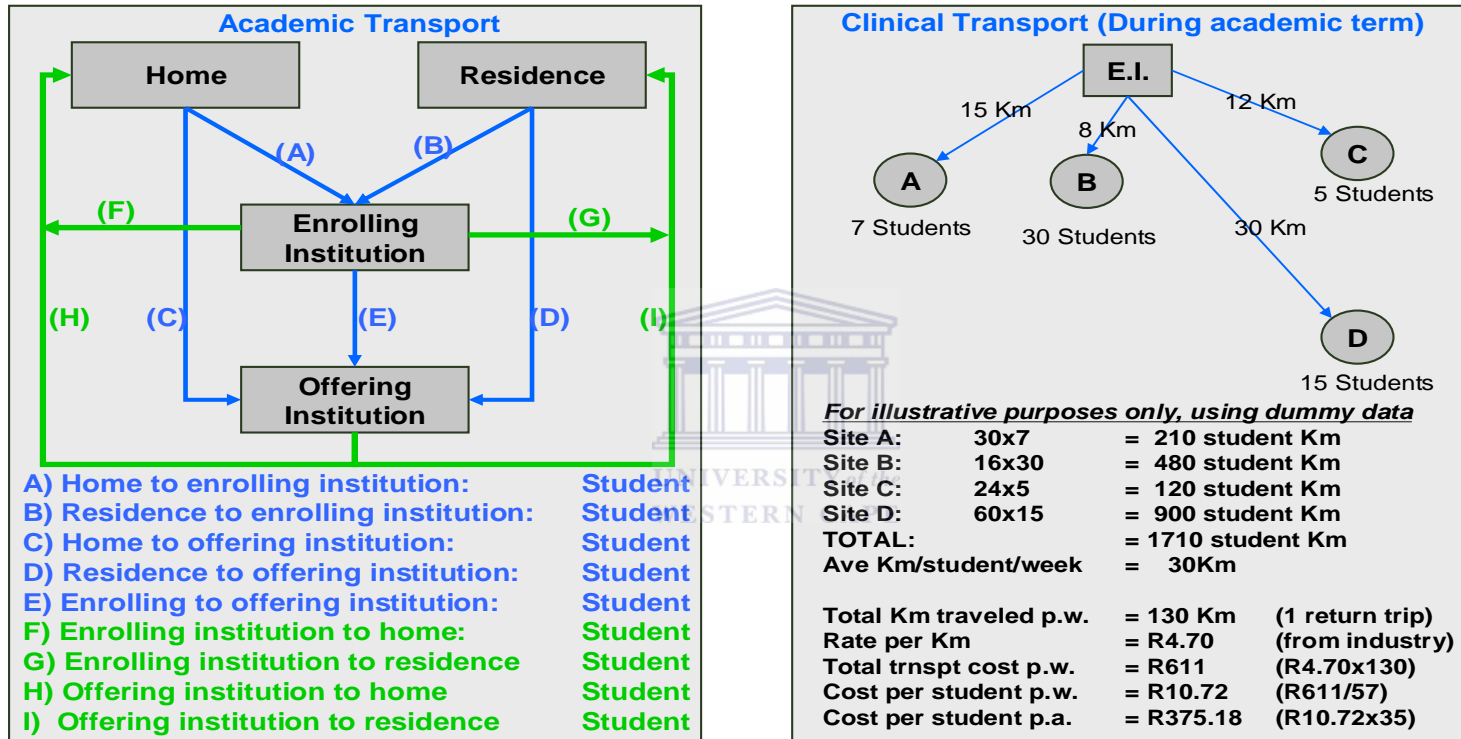
The high level conceptual design of the affordability model (1/2)



The high level conceptual design of the affordability model (2/2)



The basis for the calculation and allocation of student transport costs



Organogram showing the Nursing Governance and Management arrangements

