

APPENDIX A: Permission to conduct research



UNIVERSITY of the
WESTERN CAPE

OFFICE OF THE DEAN DEPARTMENT OF RESEARCH DEVELOPMENT

28 November 2014

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape, at its meeting held on 22 October 2010, approved the methodology and ethics of the following research project by Ms G Hans (Education)

Research Project: **ADDRESSING THE NEEDS OF UNDERACHIEVING STUDENTS
IN AN EXTENDED CURRICULUM PROGRAMME**

Registration no: 10/9/38

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.
The Committee must be informed of any serious adverse event and/or termination of the study.



*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2988/2948 . F: +27 21 9593170
E: pjosias@uwc.ac.za
www.uwc.ac.za



APPENDIX C: Final Letter of Consent

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ADDRESSING THE NEEDS OF ACADEMICALLY UNDERACHIEVING STUDENTS IN AN EXTENDED CURRICULUM PROGRAMME.

1. I agree to participate voluntarily in the project, which encompasses participating in a conversation with the research/interviewer, for a period of maximum one hour, focusing on how the academic support unit assists students in the Extended Curriculum Programme in a faculty at a South African university.
2. I understand that I have the right to withdraw from the study at any time without fear or penalty, including having records withdrawn from the study. I also understand that I may choose at any time not to answer a particular question or set of questions.
3. I understand that I will be protected through anonymity. This means that my name will not be revealed on any public documentation, unless specifically indicate that this may occur.

I have read and understood the above agreement and am willing to participate in the project and to have the findings used as was stipulated in the information letter.

Date: 15 December 2011

Interviewee's signature: _____

Researcher's/ Interviewer's signature: _____

APPENDIX D: Interview schedule for management



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INTERVIEW SCHEDULE

Individual interviews senior management.

1. What challenges do first year Foundation students' experience?
2. Are these challenges specific to particular faculties or is your perception that they are generalised across the university?
3. What services are offered at the university in an attempt to address the needs of underachieving students?
4. What specific assistance do Foundation students get from academic support units, like the support unit in the faculty?
5. What are the challenges that emerge in attempting to address the needs of academically underachieving first year Foundation students?

APPENDIX E: Interview schedule for focus group



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INTERVIEW SCHEDULE

Focus group discussion with support unit staff

1. What challenges do Foundation students experience?
2. Why do students come to the support unit?
3. Are lecturers referring students to the unit? Why do they refer them?
4. What services are offered by the support unit to students?
5. How has the service offered by the support unit changed over years? What has changed or improved?
6. Have you encountered challenges in attempting to address the needs of foundation students at the support unit?

APPENDIX F: Interview schedule for staff members employed at support unit



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INTERVIEW SCHEDULE

Individual interviews with support unit staff

1. When did the support unit open its doors for ECP students?
2. Why was the unit established in the faculty?
3. What challenges do ECP students experience?
4. Why do students come to the support unit?
5. Are lecturers referring students to the unit? Why do they refer them?
6. What services are offered by the support unit to students?
7. How has the service offered by the support unit changed over years? What has changed or improved?
8. Have you encountered challenges in attempting to address the needs of Foundation students at the support unit?
9. Explain the challenges you experience in your attempts to address the needs of the first year Foundation students?