

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

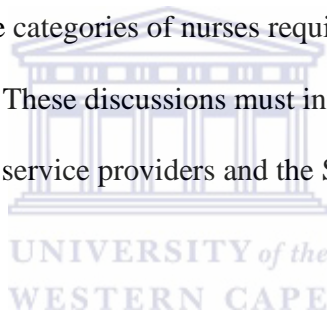
The purpose of the product evaluation was to determine whether the goals of the regional collaboration were met. The product evaluation revealed that despite a reduction in the number of staff and student complaints and throughput rates which were uncompromised, it was evident from the reports of the 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:

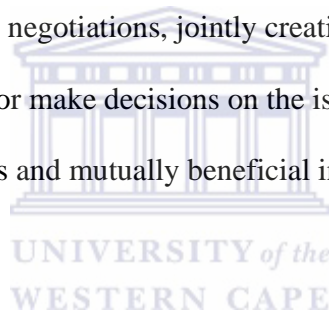
A logical framework allows planners and management to define development action plans simply, logically and concisely. It links, in a simple matrix, the objectives and the inputs and outputs with key success indicators, specifying their verification and any assumptions (Finlayson, 1999).

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.

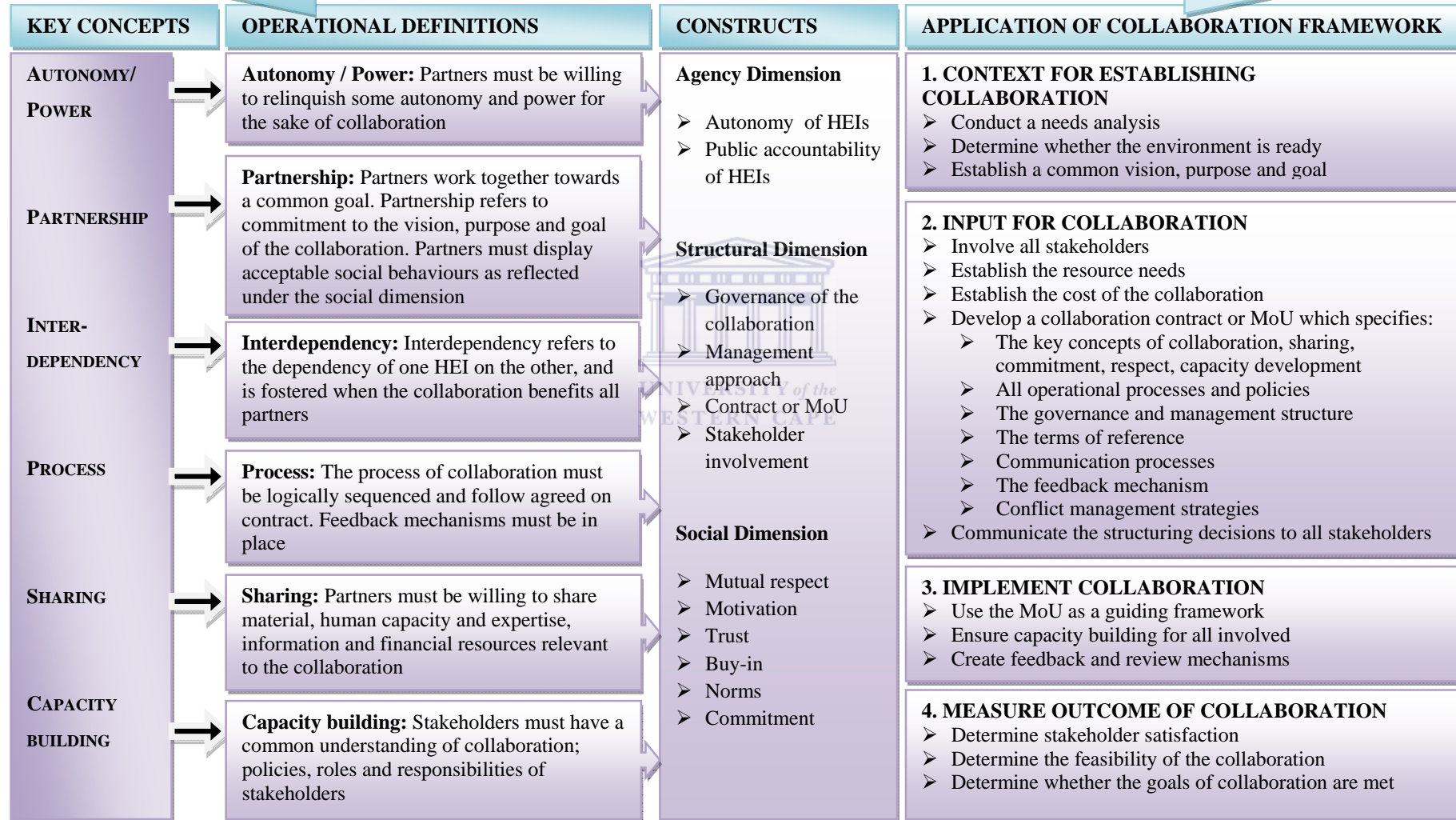
6.3.4 Summary

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

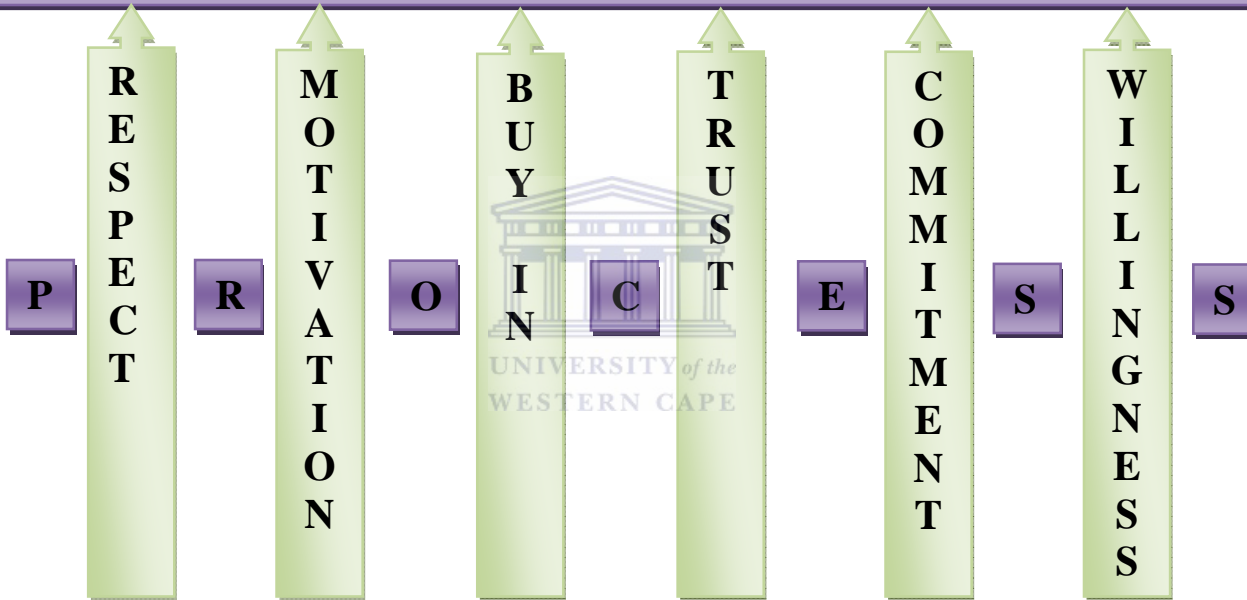


C O L L A B O R A T I O N

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,

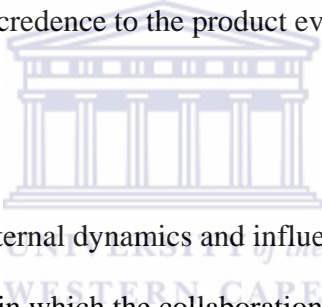
were offered by the enrolling HEI. A cost benefit analysis will be conducted in a follow-up study.

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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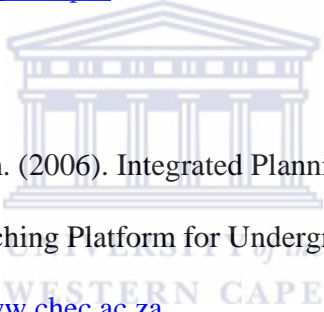
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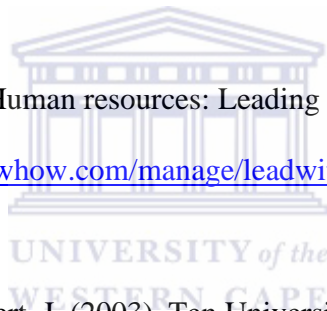
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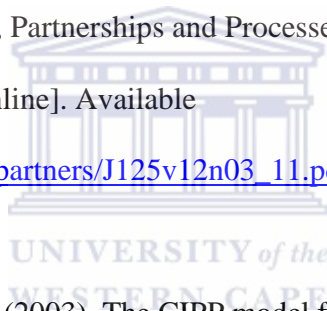
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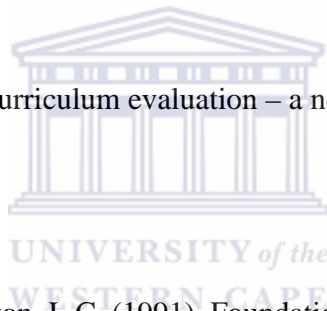
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Appendix: 1

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?	

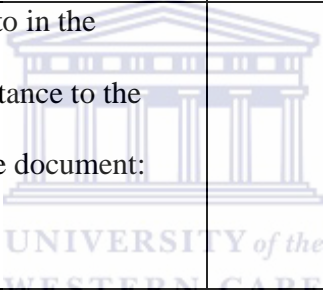
Thank you for participating

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 4.2 Informal document 4.3 The document is signed and approved	4.1 4.2 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>		

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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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Mrs Felicity Daniels
UWC
BELLVILLE

Dear Felicity

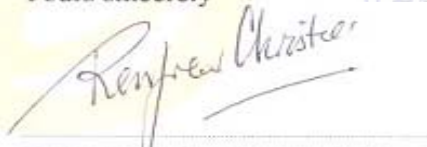
PERMISSION TO CONDUCT RESEARCH

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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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.

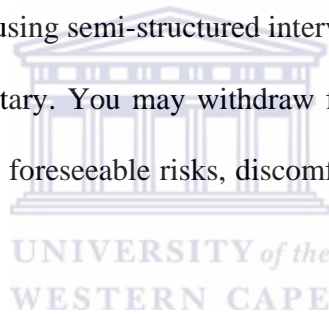
The first cohort of students was registered on the Common Teaching Platform in 2005 and is expected to complete their degree at the end of 2008. The evaluation of the effectiveness of the regional collaboration for the Common Teaching Platform has yet to be done.

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



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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

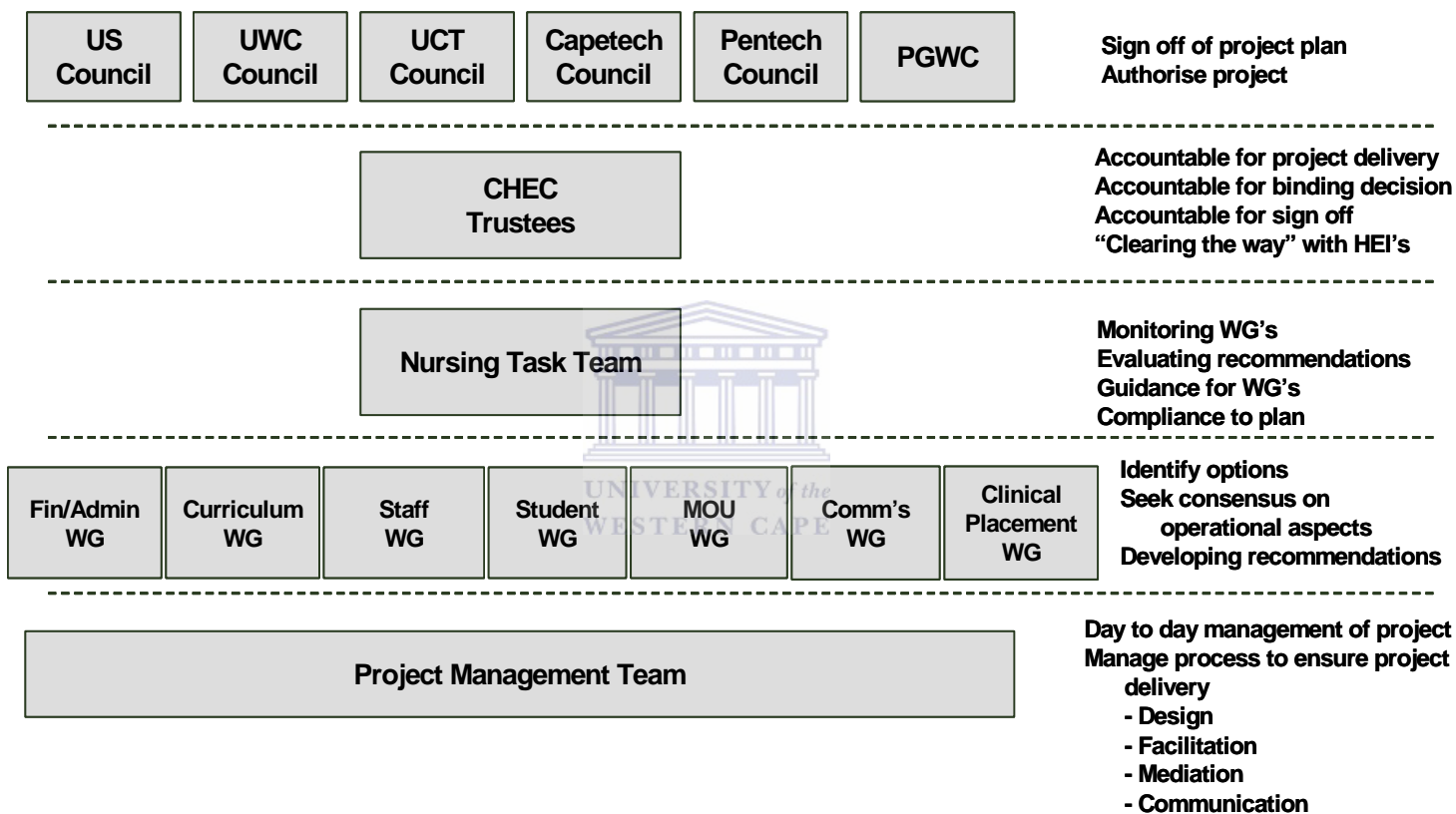
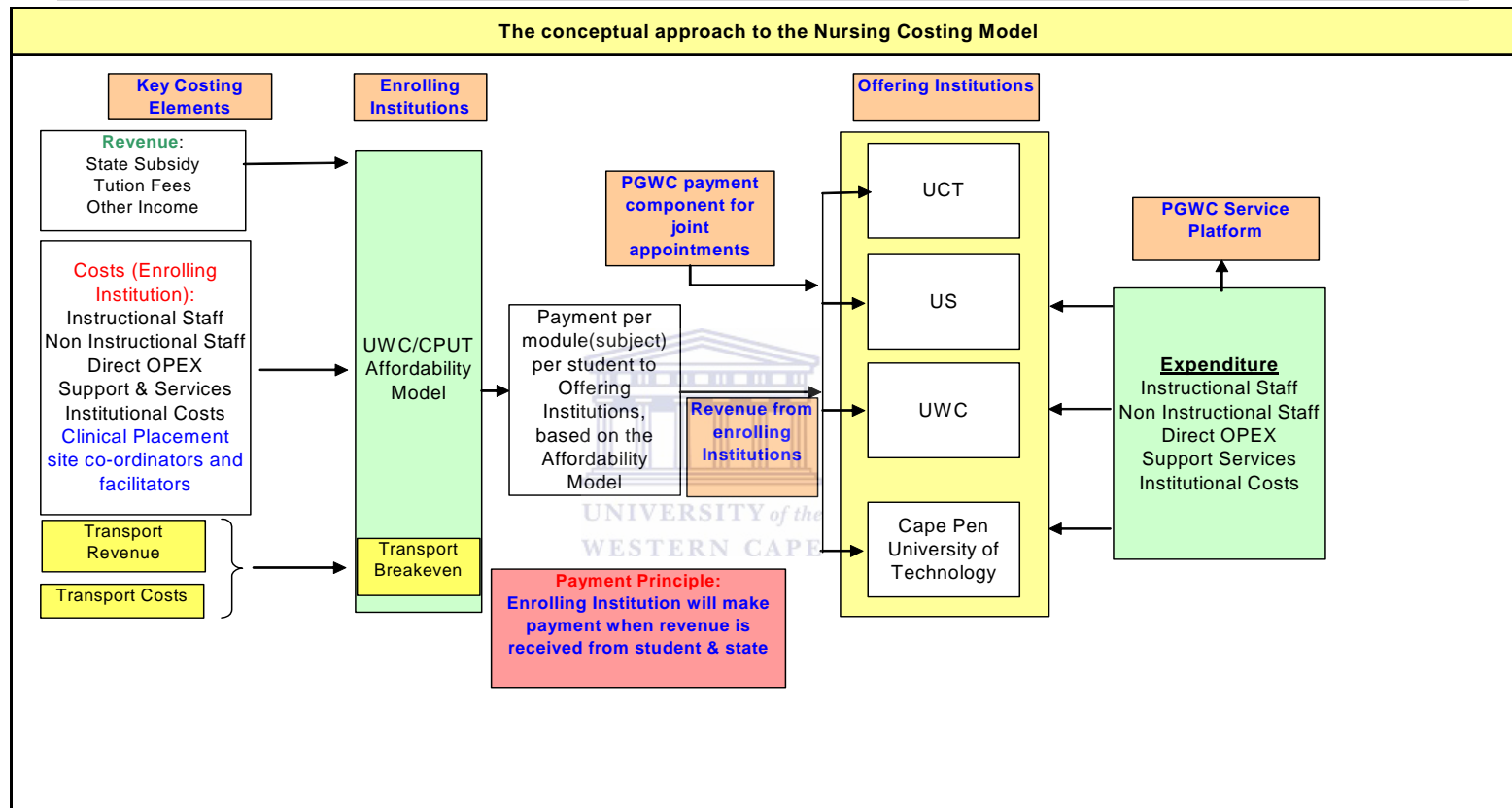


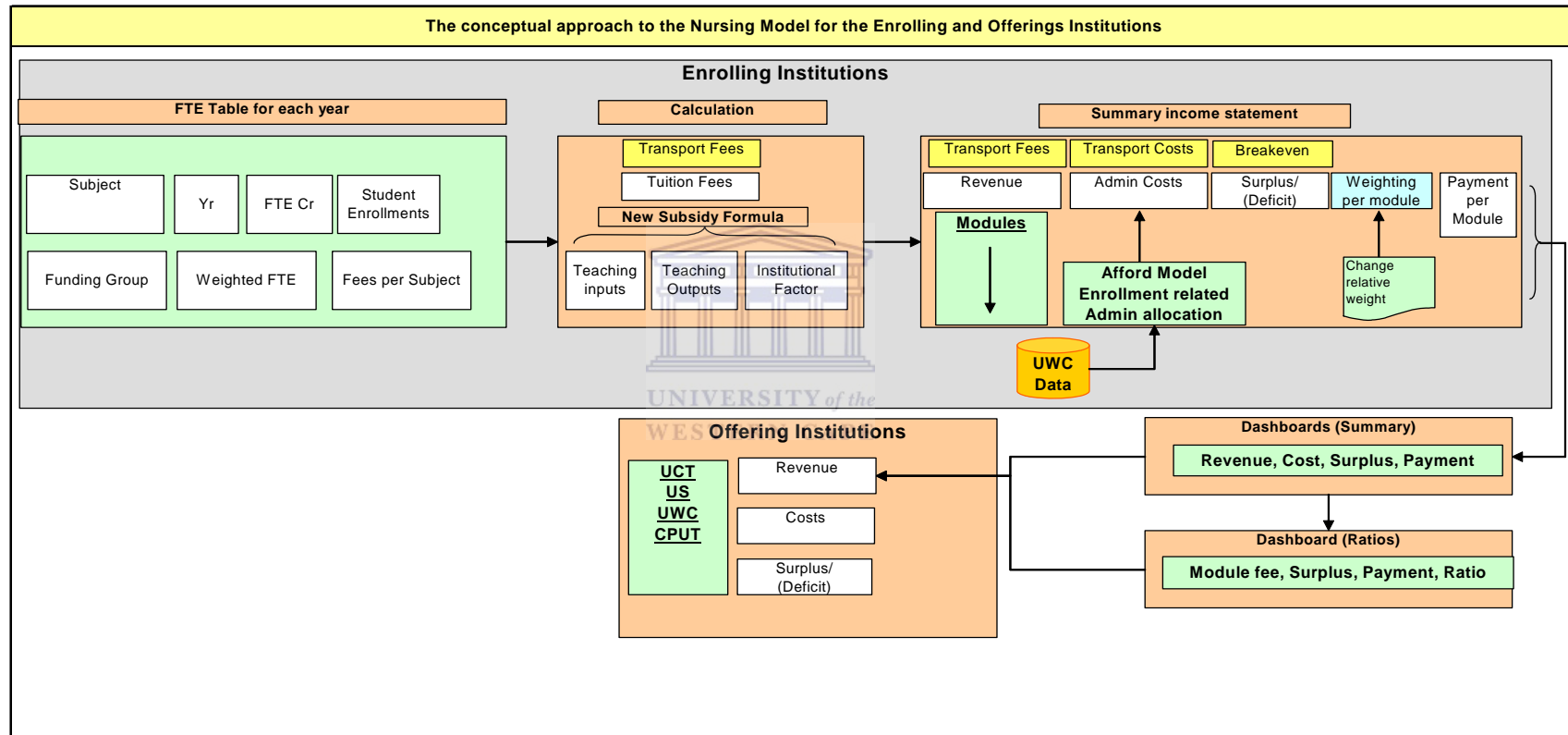
Figure 2, Pg 15 Integrated Planning Framework and Memorandum of Understanding, 2006

Appendix: 13

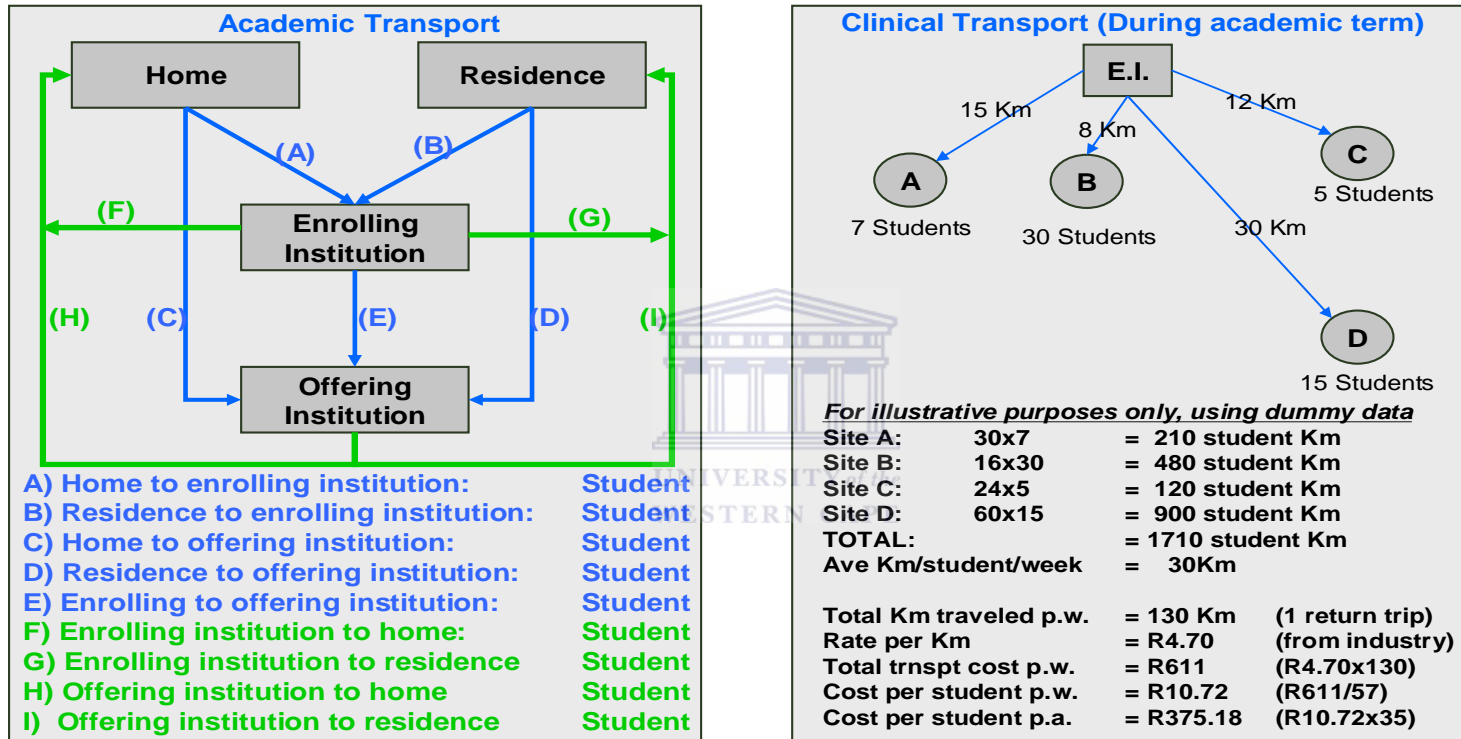
The high level conceptual design of the affordability model (1/2)



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

