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A Formative Evaluation of the South African Education and Environment Project
Bridging Year Programme


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A dissertation submitted in partial fulfilment of the requirements for the award of the Degree of
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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, and has been cited and referenced according to the convention of the APA Publication Manual (6th ed.).

Signature:.....


Date:.....
07 April 2010

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Abstract

Many learners from disadvantaged schools struggle to obtain entrance into tertiary institutions. A Bridging Year Programme (BYP) designed by the South African Education and Environment Project (SAEP) seeks to address this problem by offering intensive tuition to post-high school learners who have failed to gain sufficient points for entry into a tertiary institution. The BYP prepares those learners to re-write core National Senior Certificate (NSC) subjects and assists them in applying for entrance into a university or college. A formative evaluation was conducted to assess whether the programme is designed and implemented as intended and whether programme design and delivery takes into account evidence based practices, established in the literature for programmes of this nature. A review of programme records was undertaken, interviews were conducted with the programme manager and programme coordinator, and self-report questionnaires were administered to course tutors and programme beneficiaries. The results of the evaluation indicate that while the programme has the necessary potential to set high standards of participation for beneficiaries and provide them with personalised attention, and while learners are generally positive about their experience, a number of limitations are evident. These include in particular: the need for better monitoring of learner compliance with their contractual obligation, improved quality assurance with regard to the teaching and learning programme, and tutor preparation and training. Recommendations for improved programme implementation, as well as monitoring of programme standards, learner participation and performance, and tutor quality are provided.

CHAPTER ONE
THE SOUTH AFRICAN EDUCATION AND ENVIRONMENT PROJECT
BRIDGING YEAR PROGRAMME

This dissertation is written up in a form that straddles the demands of a research dissertation and a programme evaluation client report (as required for this degree programme). The purpose of this chapter is to provide a context and framework for the evaluation of the South African Education and Environment Project (SAEP) Bridging Year Programme (BYP). The Centers for Disease Control and Prevention (CDC) six-step Programme Evaluation Framework (1999) was used to conceptualise the evaluation. This framework has been widely adopted for evaluating state-funded programmes throughout the United States (Donaldson & Gooler, 2003). This chapter captures the first three steps of the CDC Programme Evaluation Framework (1999): *Engaging Stakeholders, Describing the Programme, and Focusing the Evaluation Design*.

The first section of this chapter clarifies the context within which the BYP operates, and provides a description of the programme's objectives, target beneficiaries, and components. The programme component that best lends to an evaluation is identified. The theory that underlies this component is then presented and its plausibility is assessed in relation to the literature. The last section outlines the rationale for the evaluation, and presents the four main evaluation questions that will be addressed.

Background to the Evaluation

The provision of high quality education is one of the greatest challenges facing South Africa today. Authors such as Taylor, Muller, and Vinjevold (2003, p.41) have argued that "learners' scores are far below what is expected at all levels of the schooling system, both in relation to other countries (including other developing countries) and in relation to the expectations of the South African curriculum". The scores of Grade 12 learners are no exception (Ramatsie, 2008).

The new National Senior Certificate (NSC) has been awarded for the first time in 2008, under the outcome-based curriculum. The NSC replaced the Senior Certificate, also widely known as

'matric' (Independent Schools Association of Southern Africa, 2008). Although the national pass rate has improved from 47% in 1997 to 62.5% in 2008, the quality of the Grade 12 results is still poor. First, only 20.2% of learners who wrote the NSC exams in 2008 achieved the minimum pass rate required for entrance into university (Ramatsie, 2008). Second, Mathematics and Physical Sciences are still among the lowest scoring subjects (Parliamentary Monitoring Group, 2009). This is an issue of concern because admission into many undergraduate courses, such as Science, Engineering, Medicine and Commerce, is dependent on high scores in Mathematics (van der Berg, 2007).

The current inadequacies in the education system have been attributed to several factors, including: lack of discipline in classrooms, poor learning culture, low teacher-student ratio, under qualified teachers in key subjects, and poor proficiency in language of instruction (Mabila, Malatje, Addo-Bediako, Kazeni, & Mathabatha, 2006; Masitsa, 2006). These issues are particularly prevalent in township schools, which are best described as disadvantaged. As a result, these schools are ill-equipped to produce learners who are sufficiently prepared to write school-leaving examinations and to cope with the academic demands of tertiary education (Essack & Quayle, 2007; Milner & Khoza, 2008).

Besides attending under-resourced schools, township learners grow up under conditions of entrenched socio-economic disadvantage, characterised by poverty, disease, and violence. These disadvantaging factors limit their access to basic needs and jeopardise their ability to perform academically (Dass-Brailsford, 2005). For instance, many of these learners go to school hungry, study by candlelight, and work after school to support their families (Jones, Coetzee, Bailey, & Wickham, 2008). Their financial circumstances also affect their access to and retention in tertiary education.

SAEP intervenes within this socio-economically challenged context through its four main service delivery programmes, which provide support for and enrichment of education at pre-school, high school, and immediate post-high school levels. This organisation was founded in 1994 and has,

since then, been extending its programmes to Cape Town's disadvantaged township youths (SAEP Strategic Planning Document, 2007, p.4).

The BYP (previously known as the Gap Year Internship Programme) is one of SAEP's main educational support and enrichment programmes. The programme was launched in 2003, with minimal structure, advance planning and start-up funding. It was initially extended to five beneficiaries, and run entirely from the residence of the SAEP director until 2005 (Interview with programme manager, June 2009). The programme only started to gain structure, focus, and stability, with the appointment of a full-time programme coordinator, from 2007 onwards (Interview with programme manager, June 2009). To date, not all elements of the programme have been formalised to the desired level, thus restricting the type of evaluation that can be conducted. Rossi, Lipsey, and Freeman (2004) highlight the importance of matching an evaluation to a programme's stage of development.

The BYP, as it stands today, is designed to prepare beneficiaries re-write their NSC or SC exams and to apply for tertiary education (Interview with programme manager, June 2009). The programme offers intensive academic tutoring, personal mentoring, tertiary application assistance, and skill enhancement and leadership opportunities to beneficiaries. The BYP was not successful in meeting its objective of improving the results of beneficiaries on their exam re-write, in 2007 and 2008. The programme was re-designed for 2009 following internal review.

It is well-documented that many social programmes fail because they are poorly conceptualised or not well implemented (Donaldson & Gooler, 2003). Lack of programme design and delivery specifications (as identified during an evaluability assessment conducted in the early stages of the research process) point to a possible implementation failure (Rossi et al., 2004). A formative evaluation that focuses on programme design and process is the subject of this research report.

Programme Description

The following sub-sections provide an outline of the objectives and target beneficiaries of the BYP, as well as the key role-players responsible for its implementation. The different programme components are also presented.

Objectives of the BYP

The evaluability assessment revealed that the programme does not have a uniform set of stated objectives. Table 1 presents evidence of this from a sample of programme documents. Objectives therein are quoted in full and directly.

Table 1

Examples of programme objectives from programme documents

Programme document	Stated objectives
Grant Application to Friends of the Mandela Rhodes Foundation (August, 2008)	<ul style="list-style-type: none"> • To instill a wide range of life and study skills and promote reflection, self-awareness, and self expression • To improve English language comprehension, speaking and writing skills • To help the participants improve their matriculation results in two or more subjects, including English • To provide basic computer skills, including applications such as Microsoft Word, Excel, and internet research • To support the participants, through counseling and mentoring, in exploring academic and career options and making informed choices • To help participants submit applications to tertiary institutions or other further education/training and apply for financial assistance • To encourage the ethics of community service and provide opportunities for it • To provide a wide range of challenging, broadening and experiences ranging from strenuous outdoor programmes to workshops and other activities and interaction with volunteers and interns from abroad • To develop self-confidence • To help each intern to discover his own special talents and interests and to begin to experience fulfillment through self-discovery, working together as a group, and exercising responsibility for themselves and others • To see each intern placed in an education or training programme appropriate for him/her at the beginning of 2010
The Gap Year Programme: Unspecified Funding Application (September, 2008)	<ul style="list-style-type: none"> • Enhance the academic potential of post matric learners so that they can enter the tertiary system prepared enough to succeed fully in their studies • Contribute to the personal development of the teenagers who seldom know which orientation to choose for their future nor benefit from sufficient general knowledge to enter tertiary institutions or act as leaders in their community • Expose the interns to a wide range of community services, thus making them aware of the important role they can play as leaders in the development of their community

For evaluation purposes, it is important to distinguish between programme goals and objectives. Programme goals relate to the overall mission of a programme and are often articulated in broad and abstract terms. Programme objectives, on the other hand, are stated in terms of the specific and measurable outcomes of the programme (Rossi et al., 2004).

As indicated in Table 1, some of the stated objectives: (a) are expressed in terms of programme outputs and are not linked to desired outcomes; and (b) cannot be directly and reliably measured (Rossi et al., 2004). Objectives such as “promoting reflection and self-awareness”, “developing self-confidence”, and “encouraging the ethics of community service”, involve changing internal processes that cannot be readily observed or measured. Poorly defined objectives make the design of a meaningful evaluation difficult (Rossi et al., 2004).

Due to the lack of consistency in stated objectives, it was necessary to achieve a workable agreement with key SAEP stakeholders on which measurable objectives are most important to the BYP, and hence important to capture in the evaluation (Rossi et al., 2004). The programme manager and the programme coordinator agreed that the key objectives of the 2009 BYP are: (a) improving the results of programme beneficiaries on their SC or NSC re-write, for them to obtain entrance into their preferred institution and chosen field of study; (b) preparing beneficiaries for tertiary education; and (c) keeping beneficiaries in tertiary education. While these objectives are not defined to the desired level, they provide a good starting point for designing the evaluation.

Target beneficiaries

SAEP’s Executive summary (2008) and Strategic Planning Document (2007) describe the target beneficiaries as “promising township high school matriculants” and “townships’ most accomplished and capable Grade 12 learners”. Ambiguity is evident in these descriptions. “Promising” or “accomplished” learners are immeasurable concepts, unless they are operationally defined.

A more workable definition of the target beneficiaries was arrived at, in consultation with the programme coordinator and is as follows:

Target beneficiaries are academically strong post-high school learners (as determined by pre-programme NSC scores), from disadvantaged communities (e.g., Phillipi, Nyanga East and other surrounding townships), who do not have the minimum pass rate to either apply to their preferred institution or be admitted to their preferred field of study, or to both.

It should be noted that the programme reviewed its selection criteria for the 2009 intake and that the above description captures the key output of the SAEP review: targeting academically strong candidates. It is positive that profiles of current BYP beneficiaries can be extracted from programme records and that the selection review process has been documented. This data can be used to assess whether the current beneficiaries fit the revised intake criteria.

The BYP refers to its current beneficiaries as *interns*. The 2009 intern cohort consisted of 12 *new curriculum interns* and 3 *old curriculum interns*. Table 2 presents the key differences between the new curriculum interns and the old curriculum interns.

Table 2

Key differences between new curriculum and old curriculum interns

Beneficiaries	Exam taken	Expected re-write	Programme version
New curriculum	NSC	November 2009	9 months of tutoring
Old curriculum	SC	June 2009	4 months of tutoring

For the purposes of this evaluation, it was most appropriate to focus on new curriculum interns as they represent the intended beneficiaries of the programme (following the review process).

Stakeholders

The BYP has a number of stakeholders (other than programme beneficiaries) that facilitate and influence its implementation. The main stakeholders and their main roles in the programme are summarised in Table 3.

Table 3

Key programme stakeholders and their respective roles in the BYP

Stakeholder	Role
Private donors and funders	<ul style="list-style-type: none"> • Responsible for sponsoring programme implementation
Curriculum Tutors	<ul style="list-style-type: none"> • Run academic tutorials • Provide one-on-one tutoring • Serve as mentors
Non-curriculum Tutors	<ul style="list-style-type: none"> • Teach on non-curriculum courses such as Entrepreneurship, Employability, and History • Serve as mentors
Programme coordinator	<ul style="list-style-type: none"> • Responsible for recruiting tutors, organising course schedules, office management, and overseeing the day-to-day running of programme. • Serves as a mentor and teaches English
Programme manager	<ul style="list-style-type: none"> • Responsible for broader programme logistics • Serves as a mentor and teaches non-curriculum courses
SAEP Director	<ul style="list-style-type: none"> • Oversees all SAEP programmes (Main reporting person in the organisation).

Many stakeholders have overlapping roles. This is indicative of the resource constraints within which the programme operates. Programme context is an important consideration when designing an evaluation, interpreting the results and making appropriate recommendations (Linnan & Steckler, 2002).

Of the stakeholders presented in Table 3, tutors are closest to programme delivery. Nine curriculum tutors were identified in the early stages of the evaluation process. It was however understood that, due to limited funding, the programme coordinator and a long-term volunteer intended to take over three curriculum courses from August 2009 onwards.

It is important to note that tutors who teach on the BYP are not qualified teachers. To be appointed as a BYP curriculum tutor, one must have studied the subject up to at least second year university level. Most BYP tutors are recruited either as paid staff (R100 per 1.5 hours) or as volunteers via tutoring networks such as UCT Teachout, Ikamya Youth, and LEAP¹. At the time of the evaluation, BYP tutors were mostly university students and long-term international volunteers.

While tutors are important data providers for the evaluation, the primary users of the findings are the programme coordinator and the programme manager. Following Patton (1994), it was therefore deemed necessary to work in close collaboration with these stakeholders to ensure that the evaluation is tailored to their needs, captures their concerns and produces information that they can and will actually use. Focusing the evaluation on intended use by intended users is associated with a high degree of evaluation utilisation (Taut & Alkin, 2003).

Programme activities

A diagrammatic representation of the programme's activities was constructed (based on documented descriptions of the programme) and presented to the programme coordinator and programme manager for feedback. The refined diagram is presented in Figure 1. Programme activities are grouped under four main components.

¹ UCT Teachout, Ikamya Youth, and LEAP are organisations that provide tutoring programmes to high school learners in Cape Town's disadvantaged communities

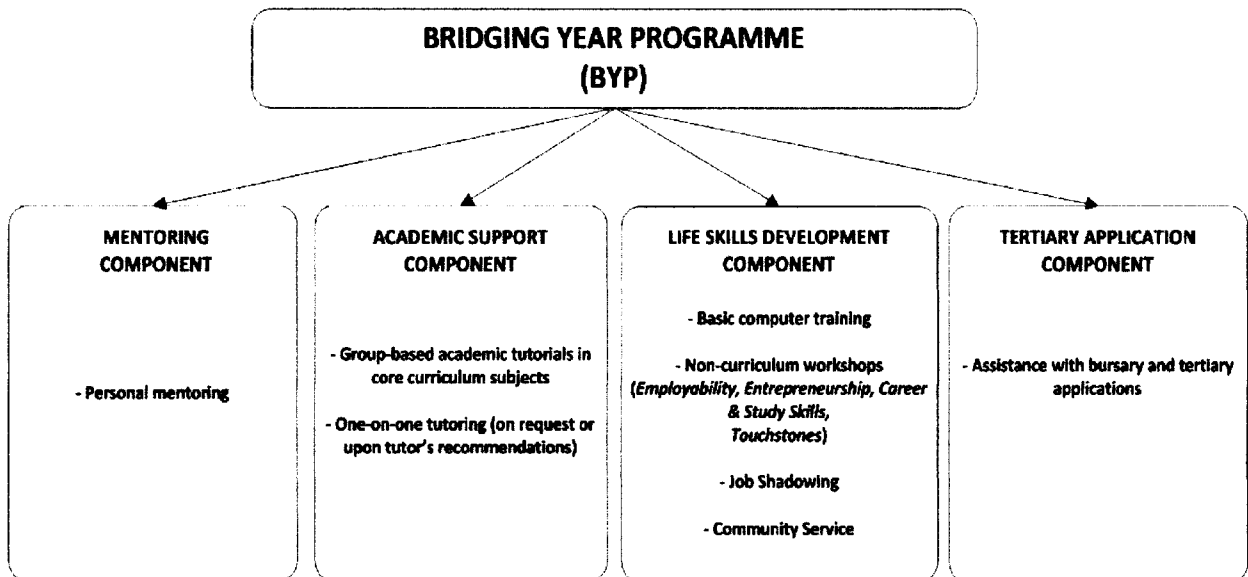


Figure 1. BYP activities and components.

Academic support component of the BYP

The BYP is a complex programme, with a number of service offerings, each warranting an evaluation on its own. The decision was taken to focus the evaluation on the academic support component for two main reasons:

- (a) This component contributes directly to the key objectives of BYP. As agreed by programme coordinator and programme manager, it seeks to improve the results of beneficiaries and prepare them for tertiary education.
- (b) This is the only programme component that has been formalised to a level that allows for meaningful evaluation.

For simplicity, the academic support component of the BYP will be referred to as ‘the academic programme’ in the remainder of this document.

Rossi et al. (2004) specify four criteria for determining evaluation readiness: (a) clear and well-defined goals and objectives; (b) plausible and realistic goals and objectives; (c) available or

accessible performance data; and (d) intended use of evaluation results for programme improvement.

Evaluability Assessment

The SAEP academic programme can be meaningfully evaluated as it has clear objectives, reasonable implementation records, and has been identified by key stakeholders as a priority component that could benefit from an evaluation. Support for the plausibility of its objectives can be partly derived from the success of similar programmes in South Africa. For instance, the Impala Post Matric Programme in Mathematics and Physical Sciences report that programme beneficiaries who obtained F and G symbols for Mathematics and Science typically achieve C symbols, and higher when they rewrite their exams at the end of the post-matric year (Impala Platinum Holdings Limited, 2007).

The academic programme provides tutorials in seven curriculum courses from February to November. Table 4 presents the number of tutorials scheduled per week for each course, the duration of each session, and the maximum number of interns in each tutorial.

Table 4

BYP tutorial breakdown

Curriculum course	No. of tutorials scheduled per week^a	Tutorial duration	No. of interns
Mathematics	4	1 hour	10
Mathematical Literacy	3	1 hour	2
English	4	50 minutes	12
Accounting	3	1 hour	7
Geography	2	1 hour	1
Physical Sciences	4	1 hour	6
Life Sciences	2	1 hour	5

^aBased on Term 1 Schedule for new curriculum interns

One of the first steps involved in determining whether a programme has been implemented as intended, is to obtain a clear and systematic description of what is supposed to happen in the programme (Scheirer, 1994). Rossi et al. (2004) recommends the use of a service utilisation plan to depict, in a sequential manner, the interactions and services that intended beneficiaries are supposed to have when the programme is implemented (Rossi et al., 2004). Figure 2 presents the service utilisation plan of the academic programme. The process steps included in this flowchart represent the key aspects of tutorial delivery, as identified by the programme coordinator and the programme manager, and captured in programme records. The dotted lines in the flowchart indicate the different points where possible breakdown in implementation (implementation failure) can occur.

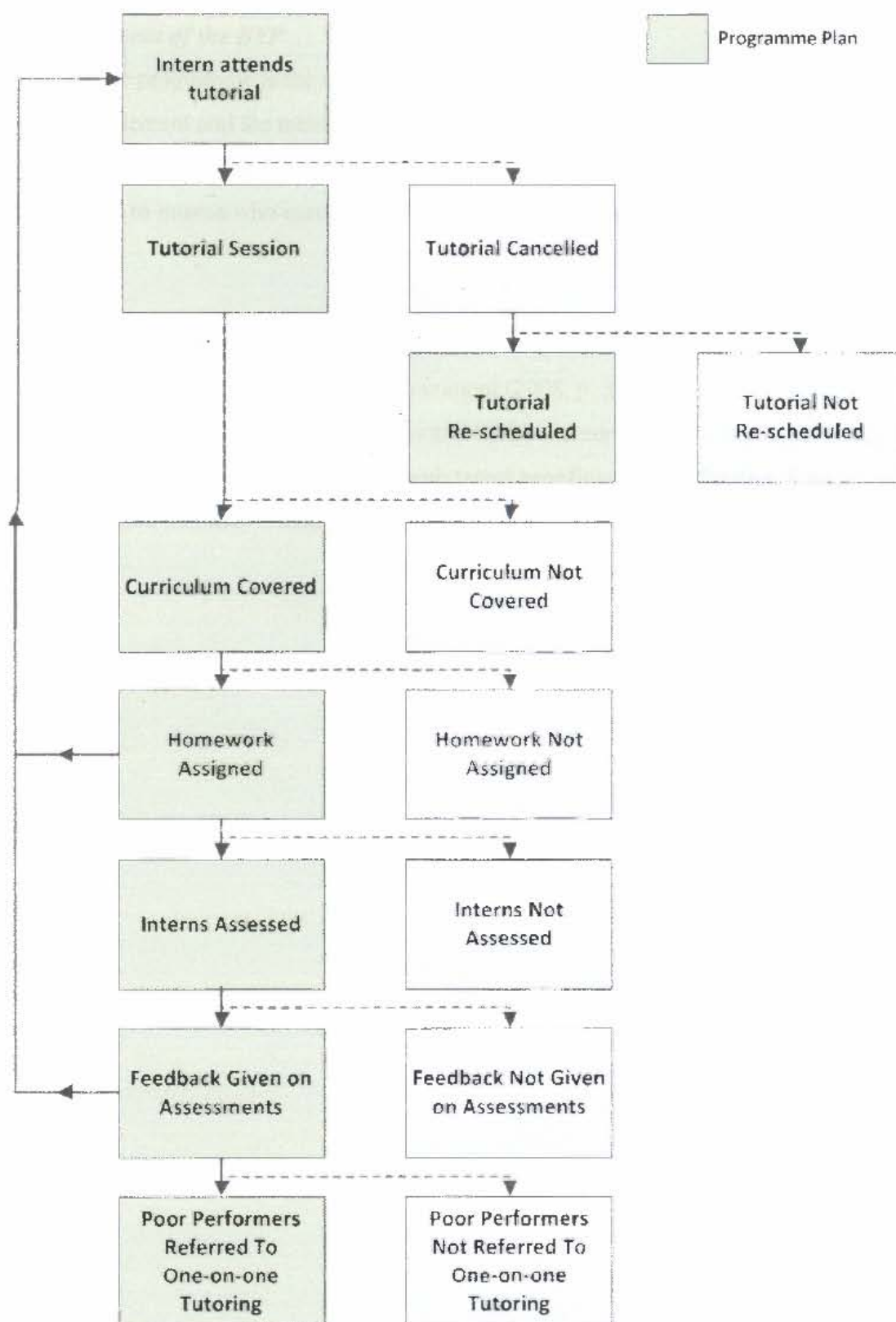


Figure 2. Service utilisation plan of the academic programme.

Mentoring component of the BYP

While the academic programme is the main focus of this evaluation, it is important to note the link between that element and the mentoring component of the BYP. Mentoring occurs at two levels in the BYP: (a) it is offered informally to interns, in support of the academic programme; and (b) it is offered to interns who enroll for tertiary education, as part of a Tertiary Support Programme (TSP).

A review of programme documents indicated that mentorship has an important place in the BYP. As noted in the Gap Year Programme Budget document (2008, p. 3), “this programme is built on strong personal relationships between the interns and SAEP mentors”. Mentoring is advertised as a programme offering of the BYP and TSP, to both target beneficiaries and funders. Key stakeholders expressed that they would like to strengthen the design of this component.

Programme Theory

Programme theory is defined as a sensible and plausible model of how a programme is presumed to reach its desired outcomes (Donaldson & Gooler, 2003; Rossi et al., 2004). It represents the underlying assumptions that guide a service delivery strategy. These assumptions are believed to be critical to producing the desired change in the state of beneficiaries or the social problem that a programme addresses (Chen, 2005; Hernandez, 2000; Shadish, Cook, & Leviton, 1991).

Programmes generally operate by changing some critical aspect of the situation, which in turn, is expected to activate the desired change process (Rossi et al., 2004). Programme impact theory (usually depicted in the form of a causal diagram) describes the cause-and-effect linkages presumed to link a programme's activities with the expected outcomes (Rossi et al., 2004). The programme theory of the academic programme is presented in Figure 3. The model depicts the causal processes that underlie the activities of the academic programme, as understood by the programme coordinator and programme manager.

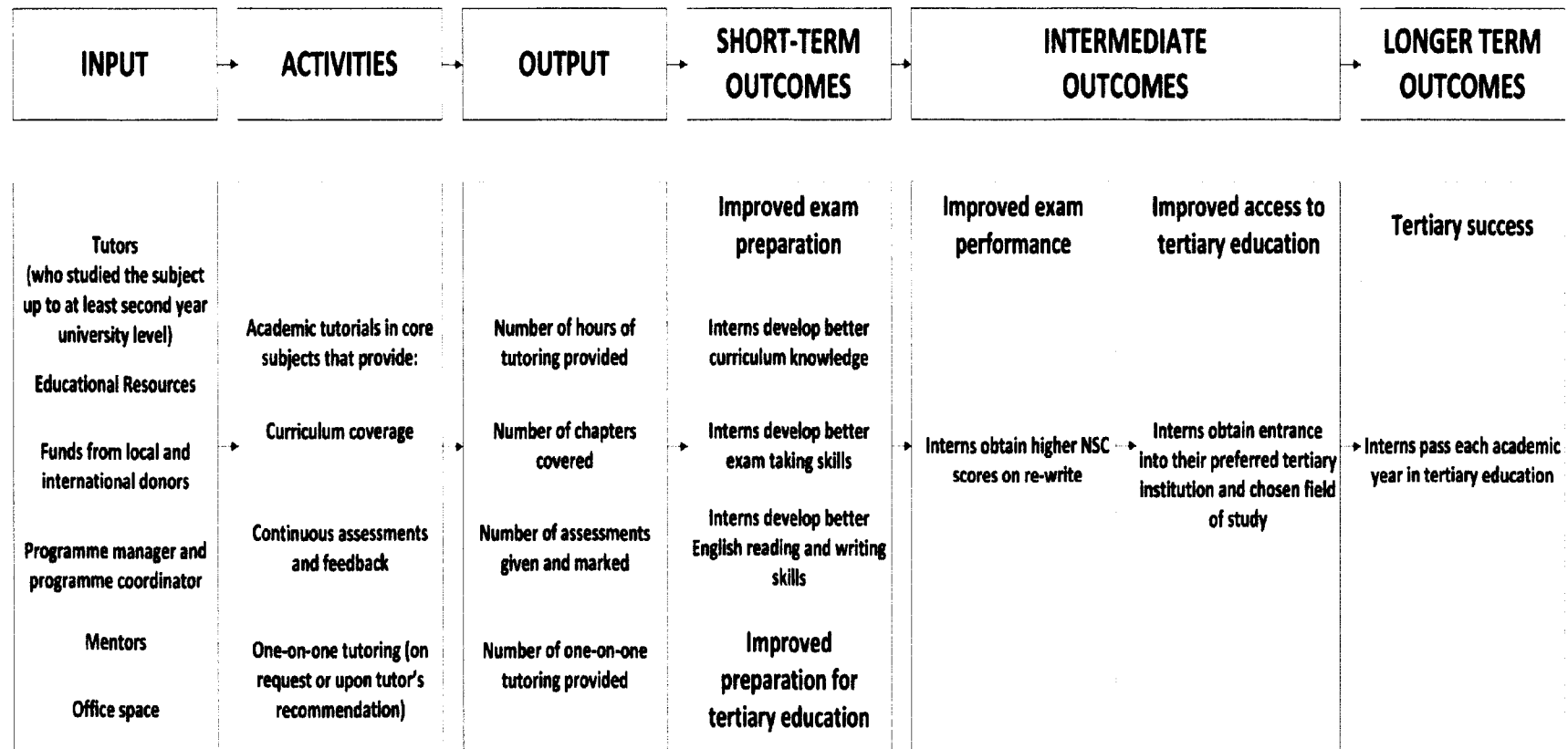


Figure 3. Logic Model of the academic programme.

Literature Review

One practical way of assessing whether the BYP can be expected to produce the outcomes specified in Figure 3 is to examine evaluations of and literature on programmes with similar key objectives and core components (Rossi et al., 2004). This matter is considered below.

Similar programmes in South Africa

There are a number of post-matric programmes in South Africa that are similar to the BYP. These include the *Impala Post Matric Programme in Mathematics and Physical Sciences*, and the *Science and Mathematics Post Matric Programme at the University of Stellenbosch*. Other academic support programmes provided to disadvantaged Grade 12 learners include the *TDS Matric Maths and Science Revision programme* and the *Ikamva Youth programme*. An overview of these programmes can be obtained from their respective websites (refer to Appendix A). While most of these programmes report positive outcomes, documented evaluations were not readily available. Published evaluations of similar programmes, implemented in other countries, were therefore used for this review.

Pre-college outreach programmes

Most pre-college outreach programmes aim to minimise the effects of negative school or community influences and assist learners to prepare for, and obtain enrollment in post-secondary education (Gullat & Jan, 2003; Schultz & Mueller, 2006). Weak evaluation designs and poor evaluation quality (e.g., poorly selected outcome measures, and failure to report effect size, participation levels and attrition rate), however limit the conclusions that can be drawn regarding the actual impact of these programme (Gullat & Jan, 2003; Schultz & Mueller, 2006).

In a review of 20 pre-college outreach programmes considered having an acceptable level of technical adequacy, Schultz & Mueller (2006) concluded that these programmes do not have a significant impact on raising academic achievement and increasing enrollment in selective colleges or universities.

Academic achievement programmes

Academic achievement programmes have been more rigorously evaluated (Gullat & Jan, 2003; Redd, Cochran, Hair, & Moore, 2002). These programmes usually target learners that are considered at-risk of school failure (Gullat & Jan, 2003). Rather than presenting descriptions of individual programmes and their evaluations, the remainder of this section summarises key findings from meta-analyses using studies with strong evaluation designs. While academic achievement programmes have been linked to a number of positive outcomes, the evidence for only academic outcomes is presented below.

In their meta-analysis of 12 experimental evaluations, Redd et al. (2002) found that academic achievement programmes (targeted at high-risk and low-performing students in the United States) had mixed programme effects. There was little evidence for the effectiveness of these programmes to improve direct indicators of academic achievement, such as grades and test scores. Academic achievement programmes were generally found to be effective at improving academic-related outcomes such as school attendance, attitudes towards school, and academic skills (e.g., reading, writing and mathematical skills).

Participant characteristics associated with positive outcomes

While it is not clear whether participants' attendance and engagement in academic achievement programmes stem from individual differences in motivation or from programme characteristics, more regular participation has been consistently associated with better academic outcomes (Huang, Leon, La Torre, & Mostafavi, 2008; Redd et al., 2002; Schultz & Mueller, 2006).

The "dosage effect" is a critical consideration when assessing the effectiveness of a programme (Huang et al., 2008). The process evaluation literature distinguishes between two terms: *dose delivered* and *dose received*. Dose delivered refers to "the amount or proportion of the intended intervention that is *actually delivered* to programme participants" (Linnan & Steckler, 2002, p. 13). Dose received refers to the extent to which programme beneficiaries *actually use* the services delivered or the recommended resources. Pirie et al. (1994) (as cited in Linnan & Steckler, 2002) recommend monitoring key indicators of dosage received. These can include

programme attendance and engagement (inter-related concepts with poor attendance often used as an indicator of disengagement).

The concept of engagement has been widely cited in the literature. Its definition usually comprises of: (a) a psychological component pertaining to learners' identification with and acceptance of school values and outcomes; and (b) a behavioural component relating to participation in school activities (Jimerson, Campos, & Greif, 2003; Willms, 2003). School and class attendance, homework completion, student punctuality, and extra-curricular involvement, consistently emerge in the literature as indicators of engagement (Jimerson et al., 2003).

Programme features associated with positive outcomes

In a review of 20 academic achievement programmes (targeted at low-achieving minority youths in the United States), James, Jurich, and Estes (2001) identified a set of key quality parameters common to most successful programmes. These quality parameters have also been highlighted in a number of other studies (e.g., Barley et al., 2002; Gullat & Jan, 2003; Schultz & Mueller, 2006) and include:

- Setting high standards for participants

Programmes that raise academic achievement demand high performance from their participants (Buckingham, Fleming, Illingworth, & Goddard, 2009; James et al., 2001). Programme expectations regarding different aspects of performance are clearly communicated. For instance, programmes can use attendance policies to set clear standards and high expectations for learners (Railsback, 2004). As noted in Railsback (2004), factors that contribute to effective attendance policies include:

- (a) the policy is publicised and understood by all students and staff (e.g., there must be a clear understanding between excused and unexcused absences).
- (b) there is an effective attendance monitoring system in place.
- (c) there is consistent enforcement of the policy.
- (d) rewards or incentives are clearly specified in the policy.

The literature emphasises the importance of communicating high expectation of success to learners who have been stereotyped as underachievers or who have poor academic self-concept (Martinez & Klopott, 2003; Railsback, 2004). High expectations of success and a well disciplined climate are associated with higher levels of student engagement (Jimerson et al., 2003).

Teaching low-performing students to set proximal goals for themselves can also communicate expectations of success and prompt self-monitoring of personal attainments. As noted in Zimmerman, Bandura, and Martinez-Pons (1992), goal-setting enhances the learners' sense of cognitive efficacy, their academic achievement, and their interest in the subject matter.

- *Setting high standards for staff*

Successful academic achievement programmes communicate to staff at all levels of the organisation what is acceptable and unacceptable level of performance (Gullat & Jan, 2003). As noted by James et al. (2001), these programmes have several mechanisms for quality control including:

- (a) *Clear articulation of expected commitment*

Programme literature emphasises the importance of clearly outlining policies and expectations regarding tutoring and mentoring sessions (e.g., Brudney, 1999; Reisner, Petry, & Armitage, 1989; Sipe, 2002). Many programmes require tutors and mentors to sign contracts that bind them to a specific time commitment. These contracts also detail the responsibilities of the tutors and mentors, and the key expectations and goals of the programme (Reisner et al., 1989). This practice helps minimise absenteeism among staff. Written policies also facilitate the task of managing programmes staffed by volunteers. As noted in Brudney (1999), policies allow programmes to ensure a consistent pattern of volunteer involvement.

- (b) *Continued on-site training (including pre-service training and orientation)*

Staff training is a particularly important component for programmes staffed by volunteers and tutors who do not share the same racial, cultural and socioeconomic realities as that of their students (Barley et al., 2002; Brudney, 1999; Reisner et al., 1989).

Brudney (1999) recommends a number of support activities for new volunteers. These include: (a) a short orientation programme to expose volunteers to the organization's mission, culture, and method of operations; (b) basic pre-service training, that is, specific preparation for the job; and (c) in-service training to prevent volunteer burnout and turnover. With regard to pre-service training of tutors, Reisner et al. (1989) report that tutors could benefit from learning more about the curriculum, and the educational resources available. Involving certified teachers in the pre-service training can be highly valuable (Reisner et al., 1989).

- Performance monitoring and evaluation

Programmes that are staffed by volunteers often do not conduct performance appraisals because such mechanisms of quality control may seem to question volunteers' efforts (Brudney, 1999; Cnaan & Cascio, 1998). However, according to Grossman and Furano (1999), in the absence of a system that supports and directs volunteers' efforts, their contribution remains ineffective and undirected. As result, volunteers can become disengaged and withdraw from the programme. Both scenarios affect the quality of programme delivery.

Performance monitoring and evaluation of both volunteers and paid staff is considered as a best practice in the literature (Brudney, 1999; Cnaan & Cascio, 1998). These mechanisms can: (a) assist programmes to identify and address problems at an early stage; (b) ensure that the goals, expectations, and needs of all parties are met; (c) improve the quality of service delivery; and (d) serve as a recognition system (Brudney, 1999; Cnaan & Cascio, 1998; Reisner et al., 1989).

Many academic programmes conduct regular meetings (between 2 to 4 meetings per month) with their tutors and mentors, as a monitoring and quality improvement strategy (Reisner et al., 1989).

It should be noted that evaluation of both volunteers and paid staff presupposes that accurate data exists regarding their participation in the programme. As recommended by Brudney (1999), programmes should keep formal records for volunteers (and paid staff), such as the number of hours contributed.

- Ensuring quality implementation of the programme

High implementation quality is achieved through: (a) careful planning and efficient assignment of resources to key programme goals; and (b) continuous monitoring of selected indicators of programme implementation (James et al., 2001; Rossi et al., 2004). It is imperative for programmes to have good monitoring systems in place to provide them with timely information on how well they are performing their critical functions (Kusek & Rist, 2004; Rossi et al., 2004). Such a continuous feedback mechanism allows programmes to strengthen their implementation (Rossi et al., 2004).

- Providing personalised attention

Personalised support is critical for students who struggle academically (James et al., 2001). Hence, academic programmes that provide personalised learning environment for learners lead to better academic outcomes (Barley et al., 2002; Schultz & Mueller, 2006). Personalised learning environments are created by teachers who know the unique needs, strengths and weaknesses of each student and tailor lessons to meet those needs (Barley et al., 2002; Sebba, Brown, Steward, Galton, & James, 2007). Many successful academic programmes have ongoing availability of staff to address the needs of individual students and offer them feedback and encouragement (Gullat & Jan, 2003; James et al., 2001). In addition, these programmes provide some form of mentoring to their participants (Gullat & Jan, 2003).

Personalised attention can also be provided through one-on-one tutoring. In a review of evidenced-based classroom practices that help high-risk students meet standards, Barley et al. (2002) found that additional support in the form of one-on-one tutoring is effective at improving academic outcomes. This finding is consistent with that of a large meta-analysis of 65 tutoring programmes reported in Powell (1997). Because a high level of expertise is required to evaluate students' weaknesses and adapt instructional strategies, many successful tutoring programmes employ certified teachers as tutors. However, programmes can achieve positive outcomes if competent volunteers are recruited, and properly trained and monitored (Barley et al., 2002; Powell, 1997).

- Providing appropriate instruction

Research indicates that quality teaching has stronger effects on student achievement than do background factors such as socioeconomic disadvantage (e.g., Darling-Hammond, 2000). According to Fenstermacher and Richardson (2005), quality teaching goes beyond teaching the appropriate content. It also incorporates aspects of curriculum delivery. Effective teaching (i.e., teaching that yields the intended learning and produces academic achievement) requires more than content and motivational expertise (Dalton, 1998; Fenstermacher & Richardson, 2005). A sound knowledge of teaching pedagogy (i.e., how the curriculum can best be delivered: how to introduce a content topic, how to encourage learners' questions, how to assess learner's progress continually) is at the core of effective teaching (Buckingham et al., 2009; Dalton, 1998).

Summary of Literature Review

Taken together, the literature suggests that pre-college outreach programmes and academic achievement programmes can yield positive outcomes for participants. These outcomes however relate to improved: academic skills, attitudes towards schools, and school attendance. There is little evidence for the effectiveness of these programmes to improve direct indicators of academic achievement, such as grades and test scores. In addition, several principles of best practice (that relate to programme design and implementation) were identified in the literature as key to producing the desired results. If positive outcomes are to be produced, academic programmes need to: (a) set high standards for programme beneficiaries and staff; (b) provide beneficiaries with personalised attention and appropriate instruction; and (c) ensure high quality implementation.

Aims of the Evaluation

The purpose of a formative evaluation is to produce information needed to improve a programme (Rossi et al., 2004; Royse, Thyer, & Padgett, 2009). A formative evaluation can focus on "clarifying the needs of the target population, improving programme operations and enhancing the quality of service delivery" (Rossi, et al., 2004, p.39). By shaping the programme to perform better, formative evaluations in fact prepare programmes for other forms of evaluations that

provide summative judgements about critical aspects of programme performance, for example, the extent to which desired goals have been attained (Patton, 1994; Rossi et al., 2004).

The programme evaluation literature emphasises the importance of moving beyond a “black box” approach to evaluation (Karachi, Abbott, Catalano, Haggerty, & Fleming 1999). This type of approach focuses prematurely on questions of impact and efficiency, without addressing the fundamental question of whether the programme has been implemented as intended and whether it is operating according to evidence-based practice standards (Rossi et al., 2004; Royse et al., 2009). A formative implementation evaluation can answer those particular questions by providing information on “what services were provided, to whom, how often, and in what settings” (Royse et al., 2009, p. 112). This type of evaluation can also identify programme features that affect implementation quality (Bouffard, Taxman, & Silverman, 2003; Rossi et al., 2004).

The primary aim of this formative evaluation is to assess whether the academic programme is serving the intended beneficiaries and whether it has been designed and implemented in a manner that takes into account the best practices/quality parameters established in the literature.

An additional aim of the evaluation is to establish whether the process steps identified in service utilisation flowchart are being implemented as intended.

A formative evaluation of the BYP academic programme will help ensure that programme has the necessary conditions (in terms of programme coverage, design and process) for producing positive outcomes. The information derived from the formative evaluation will provide a firm basis for guiding programme improvement (Rossi et al., 2004).

As part of this evaluation, the current design of the mentoring component of the BYP will be assessed in relation to the best practices established for mentoring programmes. This will provide the BYP with useful information on how to strengthen the design of this component

Evaluation Questions

Due to time, resource, and practical constraints, an evaluation can only address a set of prioritised evaluation questions (Donaldson, 2005). The evaluation questions and sub-questions for the BYP formative evaluation are presented below:

1. Who is being served by the academic programme?
 - (a) Does the programme intake fit the recommended criteria for the target group (i.e., is the programme serving the intended beneficiaries as identified in selection review process)?
 - (b) Are programme beneficiaries exhibiting the behaviours associated with positive programme outcomes?

2. Does programme implementation incorporate the quality parameter established in the literature?
 - (a) Does the programme set high standards for its participants?
 - (b) Does the programme set high standards for its staff?
 - (c) Does the programme provide personalised attention to participants? (Design aspects of the mentoring component will also be addressed under this question)
 - (d) Does the programme provide appropriate instruction to participants?

3. Are key process steps of the academic programme being implemented as intended?

CHAPTER TWO

METHODS

This chapter reports on the fourth step of the CDC Programme Evaluation Framework (1999): *Gathering Credible Evidence* for the evaluation. It covers three sections: data providers, materials, and the procedure used for the process evaluation.

Methodological choices in this evaluation were informed by the evaluation questions, validity concerns, and practical constraints. The aim was to answer the evaluation questions with an acceptable level of confidence, using accessible data (Donaldson, 2005). Data collection was also approached taking into consideration Cronbach's (1982) (as cited in Rossi et al., 2004) assertion that evaluations are different from pure scientific research. While the primary aim of scientific research is to meet high research standards and collect replicable and generalisable data, evaluations are directed at providing timely and meaningful information to programme decision-makers (Rossi et al., 2004).

Data Providers

Table 5 presents the relevant data providers and the sample for the evaluation.

Table 5

Data providers and sample for the evaluation

Relevant data providers	Number of possible data providers	Sample
Programme coordinator	1	1 (interviewed)
Programme manager	1	1 (interviewed)
New curriculum interns	12	12
Curriculum tutors	11	9
Total	25	23

As noted in Rossi et al. (2004, p.47), support from programme management, staff, and other key stakeholders is a "critical resource" for an evaluation. This process evaluation was endorsed at

all levels of the organisation and a high degree of assistance was offered in data collection. It was therefore possible to access and prompt the collaboration of all relevant data providers, with the exception of 2 curriculum tutors. The profile of the sample is presented in Tables 6, 7, and 8.

Table 6

Profile of interviewees

Data provider	Gender	Programme experience
Programme coordinator	Female	Joined SAEP in 2008 In current position since 2009 Trained as a teacher before joining programme Was teaching English on programme at time of evaluation
Programme manager	Male	Joined SAEP in 2007 In current position since 2008 Also programme manager of SAEP High School Programme Was teaching non-curriculum courses at time of evaluation

Table 7

Profile of curriculum tutors

Data provider	Term taught	Staff status	Education	Programme experience
Curriculum tutors (n= 9)	Both terms: 6 tutors	Paid staff: 5	<u>Ongoing:</u> Undergraduate: 2 tutors	First-time tutors: 8
	Term 1 only: 2 tutors	Volunteers: 4	Postgraduate: 4 tutors	Since 2008: 1 tutor
	Term 2 only: 1 Tutor		<u>Highest qualification for tutors not studying:</u> Undergraduate: 2 tutors Postgraduate: 1 tutor	

Table 8

Profile of new curriculum interns

Data provider	Gender	Mean Age	No. of NSC attempts	Tertiary eligibility	Pre-programme tertiary application
New curriculum interns (<i>n</i> = 12)	Female: 7 Male: 5	19	All interns: 1 attempt	Bachelor's degree: 6 interns Diploma: 6 interns	7 interns applied Successful application:1

Materials

The data collection strategy was designed based on the premise that “no single data source is likely to be bias-free or a completely accurate representation of reality” (Donaldson & Gooler, 2003, p. 357). Different types of materials were therefore used to generate different forms of data for analysis. Supplementing subjective measures with objective ones minimises the likelihood of obtaining sets of data affected by the same biases, thus strengthening the evaluation (Posavac & Carey, 2007).

Interview schedules

A core interview schedule (refer to Appendix B), was developed to guide the interviews with the programme coordinator and programme manager. The interview schedule consisted of semi-structured questions framed around the BYP performance, service utilisation, delivery, and programme quality parameters. The aim was to: (a) confirm and clarify important programme information that was gathered during the evaluability assessment (conducted during the early stages of the research process); and (b) identify key programme records that can be used or consulted for the evaluation.

The interview schedule was revised after the interview with the programme manager to incorporate sub-questions that warranted clarification from the programme coordinator.

Programme records

The selection of programme records was guided by the evaluation questions and by the interviews with the programme coordinator and programme manager. Table 9 presents a

complete list of the records consulted to answer each evaluation question. Other records that were consulted to inform the evaluation and obtain additional programme information are listed in Appendix F.

Table 9

Programme records consulted for the evaluation

Evaluation question	Programme record consulted
Does the programme intake fit the recommended criteria for the target group?	<ul style="list-style-type: none"> • <i>Gap Year Programme - 2008 Assessment and 2009 Improvement Suggestions: Memorandum</i> (August 1, 2008) • <i>Recommendations for the Gap Year selection 2009: Document</i> • Applications pack of 2009 old curriculum and new curriculum interns • <i>Gap Year Monthly Report</i> (January, 2009) • SAEP pre-programme and P\post-programme scores for 2007 & 2008
Do programme beneficiaries exhibit the characteristics associated with positive programme outcomes?	<ul style="list-style-type: none"> • Daily sign-in sheets • New curriculum attendance sheets for Maths , Life Sciences and Accounting Employability workshop: individual intern evaluation (completed by Sophia Lewis)
Does the programme set high standards for its participants?	<ul style="list-style-type: none"> • The Gap Year Internship Contract 2009 • Leave of Absence forms (period: 18 February - 17 June, 2009) • Interns' goal-setting sheets (March 2009)
Does the programme set high standards for its staff?	<ul style="list-style-type: none"> • Tutor commitment forms 2009 • <i>Tutoring at SAEP- Gap Year Programme</i> (March 11, 2009)
Does the programme provide personalised attention to participants?	<ul style="list-style-type: none"> • <i>SAEP Initial Assessment and Action Plan</i>
Does the programme provide appropriate instruction to participants?	No programme records consulted
Are key process steps of the programme being implemented as intended?	Relevant programme records not available or not well-maintained

Self-report questionnaires

Two separate questionnaires were developed for the new curriculum interns (refer to Appendix C-D) and the curriculum tutors (refer to Appendix E). Questionnaire development closely followed the principles recommended in Dillman (2007) and DeVellis (2003).

Table 10 presents the different aspects that were investigated by the interns' questionnaire and the rationale for the inclusion of each section and corresponding set of items.

Table 10

Interns' Questionnaire Description

Section	Aspect investigated	Reason for inclusion	Items
A	Intern demographics, pre-programme NSC scores and tertiary application status	The programme does not have a well-maintained record system for interns	1-8
B	Standards set for interns	Additional data source for evaluation question 2 (a)	9-17 (scale)
C	Staff Availability	Additional data source for evaluation question 2 (c)	19-24 (scale)
D	Interns' level of engagement with the programme	Additional data source for evaluation question 1(b)	25-31 (scale)
E	One-on-one tutoring	Only data source for evaluation question 3	32-33
F	Personalised attention Appropriate instruction	Additional data source for evaluation question 2 (c) Additional data source for evaluation question 2 (d)	1-5 (scale) 6-14 (scale)
G	Tutorial delivery (Process steps)	Only data source for evaluation question 3	15-16

Interns' perceptions of whether key quality parameters (as established in the literature) are present in the programme were measured on a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree. Following Dillman (2007), the "Undecided" response category was placed at the end of the scale, rather than in the middle of the scale. Moving the "Undecided" category to the end of the scale provides "less of an invitation to avoid a directional response while still providing an opportunity for people who have no opinion [or no basis to make a judgment] to say so" (Dillman, 2007, p.60).

Scale items were developed in close collaboration with the programme coordinator and with reference to the conceptual definitions provided in the literature, for each quality parameter under study. Input from the programme coordinator was critical in ensuring that scale items matched the context of the programme. For instance, in line with the literature, *appropriate instruction* was conceptualised as *teaching that yields the intended learning*. The construct incorporates subject matter coverage (content), appropriate delivery, and associated learning (Buckingham et al., 2009; Dalton, 1998; Fenstermacher & Richardson, 2005). As illustrated below, items developed for this particular construct were matched to the context of the programme:

Sample item 1: Even if English is not my home language, I can easily understand my tutors in class

Sample item 2: The tutorials covered all the chapters that were examined in the June exams

Multiple items were generated to tap the different dimensions of each construct under study. Both positively and negatively worded items were included within the same scale to avoid acquiescence, that is, the tendency of respondents to agree with items irrespective of their content (DeVellis, 2003).

Consultations were held with an educational expert to assess the relevance of the items to the constructs under study, their clarity, and conciseness. Scale items were modified following consultation. The initial pool of items (both scale and non-scale items) was piloted among 6 first

year students from the Psychology Extended Degree Programme (EDP) at the University of Cape Town, in order to check for any ambiguity in item wording. Feedback on the layout of the questionnaire was also obtained. The demographics of the EDP students matched those of the BYP interns (i.e., English was not their first language and they attended under-resourced high schools). Unclear items (as indicated by the pilot sample) were either reworded or deleted from the instrument. Table 11 presents the different aspects that were investigated by the tutors' questionnaire and the rationale for the inclusion of each section and corresponding set of items.

Table 11

Tutors' Questionnaire Description

Section	Aspects investigated	Reason for inclusion	Items
A	Tutors characteristics	The programme does not have a well-maintained record system for tutors	1-13
B	Standards set for tutors	Additional data source for evaluation question 2 (b)	14-18, 27 19-26 (scale)
D	Tutorial delivery (Process steps)	To triangulate intern's responses	28-32
C	Standards set for interns	To triangulate intern's responses	1-3 (scale)

The same procedure as outlined above was used to generate the initial pool of items for the tutor's questionnaire. The items were piloted among 3 UCT undergraduate tutors and refined according to their feedback.

Published literature

A list of authors that were consulted to inform the recommendations relating to the design of the BYP mentoring component is provided below. Full references are provided in the reference section of this dissertation.

- Eby, Allen, Evans, Ng, and DuBois (2008)
- Powell (1997)
- Jekielek, Moore, Hair, and Scarupa (2002)
- Sipe (2002)

- DuBois, Holloway, Valentine, and Cooper (2002)
- Grossman and Rhodes (2002)

Procedure

Interviews and analysis

Face-to-face interviews were conducted with the programme coordinator and the programme manager, at SAEP offices, in July 2009. The interview schedule was closely followed to ensure complete coverage of the information required to answer the evaluation questions. Each interview lasted about 45 minutes. Data from the interview transcripts was summarised and collated under the relevant evaluation questions, with key quotations highlighted for future reference.

Access and review of programme records

A checklist of the required programme records was drawn using the interviews and evaluation questions as guiding frameworks. The programme coordinator assisted in gathering the relevant records. Copies of the records were made if originals needed to be returned. Note was taken if a particular record was not available or not well-maintained. Permission was obtained to access the programme's electronic files. Any document (e.g., funding proposals, monthly reports) that could potentially inform the evaluation, was printed. Assembled records were reviewed off-site. The records were first sorted by type, theme or date. Each document was then carefully examined, and key findings were matched to and summarised under the relevant evaluation questions. Any gaps in information were followed up with the programme coordinator.

Questionnaire administration and analysis

Intern questionnaires

A data collection session was scheduled at SAEP offices, in August 2009. Participation was voluntary. Eleven interns attended the session (1 intern could not attend because he was sick). Emphasis was placed on the anonymity and confidentiality of their participation. Of note here is that some interns raised the concern that their input (in internal evaluations) is not always

followed up or implemented. Unsatisfactory experience with previous evaluations might have biased their responses on the questionnaire.

Because the data collection session lasted longer than planned and went beyond programme hours, interns were instructed to complete only section A to E of the questionnaire. A second session was arranged in the following week and interns were administered the last two sections of the questionnaire (section F and G were printed and administered as a separate questionnaire). The intern who did not participate in the first session completed all sections of the questionnaire in one sitting. The full questionnaire took approximately 45 minutes to complete. Questionnaires were checked immediately on return (in both sessions), to make sure that all sections were completed.

Tutors questionnaire

Tutors were contacted telephonically and briefed about the evaluation. Two tutors declined participation. The rest were emailed the questionnaire, with specific instructions on how to complete it. They were given the option to either email back the completed questionnaire or seal it in an envelope and leave it at SAEP offices for collection. All tutors responded to the questionnaire via email.

Analysis

Given the small sample size of the questionnaire respondents (12 interns and 9 curriculum tutors), it was not possible to perform a meaningful reliability analysis on the different scales found in the two questionnaires. As noted in DeVellis (2003), the internal consistency of a scale may appear to be higher or lower than it actually is, when sample size is low.

It was therefore deemed more appropriate to do an item-by-item analysis instead of calculating a score for each of the scales. Because of the low variability in the responses of the interns and tutors, decision was taken to collapse the response categories of the scales into 3 categories namely: *Agree*, *Disagree*, and *Undecided*. For non-scale items, averages or proportions were calculated where appropriate.

CHAPTER THREE

RESULTS AND DISCUSSION

This chapter reports on the last two steps of the CDC Programme Evaluation Framework (1999): *Justifying Conclusions* and *Sharing Lessons Learnt*. It provides an account of whether the academic programme is serving the intended beneficiaries and whether the current intern cohort exhibits the behaviours associated with positive outcomes. It also reports on the extent to which the programme has been designed and implemented in a manner that takes into account best practices established in the literature.

The evaluation findings, derived from the different data sources, are organised under each evaluation question and corresponding sub-sections. The findings are also discussed by drawing on relevant literature, where appropriate.

Evaluation Question One: Who Is Being Served By the Academic Programme?

Does the programme intake fit the recommended criteria for the target group?

Until 2009, the only requirements for participating in the programme were: (a) the applicant must have passed matric; and (b) the applicant must have shown prior involvement in and contribution to his/her community. Final selection of interns was based on an interview with SAEP staff (SAEP memorandum, August 2008).

SAEP reviewed its selection criteria, in August 2008 (for the 2009 programme intake) based on a number of concerns, including the performance and behaviour of members of the 2008 cohort:

- (a) With the programme growing in size and popularity, the selection process had to be strengthened to ensure more efficient use of programme resources.
- (b) Some of the 2008 intern cohort did not show satisfactory engagement with the programme. Absenteeism, lateness, inadequate academic rigor, and inconsistent adherence to certain programme rules were reported as the main challenges with the 2008 intern cohort.

The following quotes are illustrative of staff concerns at the time:

“Not all interns were always dedicated to their studies or putting enough effort” (SAEP Memorandum, August 2008).

“We had some problems with absenteeism and more problems with students coming in late [...] another issue we had was not speaking English in class [...]we do make it clear that this is an English speaking programme” (Programme manager, June 2009).

- (c) There was a minimal improvement in the matric scores of the 2008 intern cohort ($n=11$). For instance, while the English scores of some of the interns improved on their second attempt, overall, the difference in pre-programme ($M=52.82$, $SD=8.57$) and post-programme English scores ($M=54.46$, $SD=10.06$) was not within the acceptable standard of the programme. This is illustrated by the following quote:

“Our English exam scores from this year’s cohort were exceptionally disappointing” (SAEP Memorandum, August 2008).

A set of key recommendations was derived from the 2008 review process. These were documented in the SAEP “Gap Year Programme-2008 Assessment and 2009 Improvement Suggestions” memorandum and the SAEP “Recommendations for the Gap year Selection 2009” document. Pertinent extracts from these information sources are presented in Table 12, along with the recommended selection criteria for the 2009 programme intake.

Table 12

Extracts from SAEP documents

Extracts	Recommended selection criteria
A. <i>"Many applicants are in need of help, but if SAEP's programme cannot offer exactly what is needed, trying anyway will most likely be a loss of precious resources and time for the learner and for SAEP"</i>	A. An applicant with more than one F not to be considered (Drawn from the "Recommendations for the Gap year Selection 2009" document)
B. <i>"[...] SAEP must be selecting learners that are close to one mark^a below the scores necessary for achieving their goals. Different learners can have different thresholds depending on their desired university or course of study, but if an applicant is more than one mark below their required exams scores, then SAEP might not be able to help them"^b</i>	B. Pre-programme scores of learner to be close to one mark ^a below the required exam scores (to enter desired university or course of study) (Drawn from the "Gap Year Programme-2008 Assessment and 2009 Improvement Suggestions" memorandum)
C. <i>"Other personal areas in which SAEP must become more selective is in motivation, work ethic, and dedication. Ensuring the commitment and motivation of the applicant in more ways than an interview has become necessary. Evaluations from teachers and principals are a route to getting more insight into the work ethic and drive of the applicants"</i>	C. Motivation, work ethic, and dedication (Drawn from the "Gap Year Programme-2008 Assessment and 2009 Improvement Suggestions" memorandum)

^a "Mark" here refers to Symbol (as clarified by the programme manager).

^b The programme manager commented on the ambiguity of extract B.

To assess whether the 2009 intake process incorporated the key recommendations presented in Table 12, the application packs of both new curriculum and old curriculum interns were reviewed. Information pertaining to intern recruitment was also extracted from the interviews with the programme coordinator and programme manager, and from the programme's January 2009 report.

Criterion A and criterion B formed the focus of the evaluation because they were the only criteria that could be objectively assessed. Relevant findings are presented in the Table 13.

Table 13

Recommended selection criteria, finding and evaluation

Recommended selection criteria	Finding	Evaluation
A. An applicant with more than one F ^a not to be considered.	<p style="text-align: center;">2009 cohort (n=15)</p> 7 interns did not fail any NSC or SC subject on their first attempt 5 interns failed 1 subject 3 interns failed 2 subjects. <p style="text-align: center;">2008 cohort (n=11)</p> 4 interns did not fail any SC subject on their first attempt 1 intern failed one subject 4 interns failed two subjects 2 interns failed three subjects	<p>✔ Criterion has been met to some extent</p>
B. Pre-programme scores of learner to be close to one mark ^b below the required exam scores (to enter desired university or course of study)	Discussed below	<p>✘ Criterion has not been systematically considered during the intake process</p>

^aFor grouping and comparison purposes, NSC achievement levels 1 and 2 were taken to represent an F symbol.

^b“Mark” here refers to Symbol (as clarified by the programme manager).

Based on the findings presented in Table 13, it can be concluded that even though the 2009 intern cohort represents an academically stronger group² compared to the previous cohort, it does not completely fit the recommended criteria for the target group. Firstly, more than half of the interns failed at least one subject on their first SC or NSC attempt, with three interns being accepted into the programme even though they failed two subjects. It is possible that these interns were still among the strongest candidates from the pool of applicants, despite failing two subjects. Closer inspection of the application packs revealed that one of the interns was eligible to apply for a university degree, while the other two interns were eligible to apply for a diploma course.

² It should also be noted that 6 of the 2009 new curriculum interns had already met the criteria for university entrance and 6 of them need to improve the score of a single subject to be eligible.

Secondly, while the programme did consider the NSC or SC results of candidates, their projected academic point score (i.e., the difference between the minimum score requirement for the preferred institution and course of study, and pre-programme scores) was not systematically calculated before they were accepted into the programme. This is illustrated by the following quotes:

“We did not have a number threshold that you had to meet but we certainly did not accept people who did not pass and generally that was what we were looking at in addition to the interviews that we did with the students” (Programme manager, June 2009).

“While we did not have a strict formula for selecting interns [...]. While students were accepted for a variety of reasons we did require that students have demonstrated academic achievement and potential. We looked at each candidate’s matric results and made a plan. It was not necessarily a formal plan, but we did use the results and Sanford’s research to project what improved marks would mean to a candidate’s tertiary chances” (Programme manager, December 2009).

The authors of the memorandum and the “Recommendations for the Gap year Selection 2009” document also expressed the following views:

“Although there are other factors that contributed to the low marks, not having a full year of tutoring was very significant [...] having a full year is critical to helping the students make the progress that is necessary”.

“Students would be asked to re-write only 3 or 4 subjects, knowing that expectations about improvement would be higher then. We also have to take into account whether they rewrite Higher or Standard Grade subjects”.

The above points were not fully considered in the 2009 selection process: Three old curriculum students were accepted into the programme. This meant that they had to re-write their exams in June 2009.

Based on the previous year's experience, the chances that the scores of these students would increase substantially after only 4 months of tutoring were slim from the onset. In addition, the literature emphasises how difficult it is for academic programmes to improve participants' grades, with most programmes failing to do so (Redd et al., 2002; Schultz & Mueller, 2006). Longer participation in these programmes has however been consistently associated with better academic outcomes (Huang et al., 2008; Redd et al., 2002; Schultz & Mueller, 2006).

The programme also appears not to have considered which combinations of subjects the old curriculum interns should re-write to increase their tertiary options. This is confirmed in the programme's January 2009 report:

"[...] all the old curriculum candidates we've taken on (3 in total) are taking standard grade subjects, and at best will probably only be able to enter colleges or technikons with those subjects" (Gap Year Monthly Report, January 2009).

A review of the January 2009 report led to other important findings. As evidenced by the following extracts, programme staff did not approach the selection process in a systematic manner, and with clear selection criteria in mind. One of the recommendations outlined in the report (for next year's programme) is to:

"decide on selection criteria BEFORE beginning the recruitment process, and make sure all involved, especially teachers, and also all the people from our partner organization know what these criteria are" (Gap Year Monthly Report, January 2009).

The 2009 intern cohort was a stronger group by virtue of there being a larger pool of applicants from which to select. The quote below indicates that the pool of applicants was of higher standard than previous years and that this resulted in an overall higher standard of intake:

“[...] and as interest grew, we had to turn away scores of students, and it became highly competitive. As a result, the new curriculum interns all have entry to universities or technikons already and only need a slight push to improve their subjects” (Gap Year Monthly Report, January 2009).

What is not working well?

Deviation from recommended selection criteria

Deviation from the recommended selection criteria means that the academic programme is reaching some beneficiaries who may not be appropriate for and who are unlikely to benefit from the programme. This can impact on the programme’s ability to produce the desired outcomes (Rossi et al., 2004). Hence, failure might be programmed in from the onset (Kusek & Rist, 2004).

Breakdown of process in the organisation

Approaching the selection process without sufficient consideration of the recommendations outlined in the “Gap Year Programme-2008 Assessment and 2009 Improvement Suggestions” memorandum is indicative of a possible breakdown of process within the organisation. Staff responsible to action the recommendations did not do so in a consistent manner.

No common understanding of what the selection criteria are

Programme stakeholders do not have common understanding of what the selection criteria for the programme are. A clear definition of the intended target is crucial for all phases of the programme, from initial planning to implementation (Rossi et al., 2004).

Recommendations for an Effective Intern Selection Process

To avoid challenges similar to those faced with the 2008 intern cohort, it is recommended that the lessons learnt from a given year and the corresponding recommendations are incorporated in the planning and implementation of the following year's programme. Such a continuous feedback mechanism is particularly important in the context of a programme which is still in the process of being formalised (Rossi et al., 2004).

The definition of the target population also needs to be revisited. It is recommended that the programme arrives at more specific understanding (and operationalisation) of what "demonstrated academic potential" means. It is crucial for all programme stakeholders (staff in charge of the recruitment process, potential applicants, and referral sources) to have a clear and common understanding of who the target group is. This will increase the efficiency of the recruitment process in a number of ways, such as: (a) reducing the number of applications while increasing their quality; (b) ensuring that all strong applications are forwarded to the programme; and (c) ensuring that only applicants who are within the programme's range of helping are considered. In addition, having clear and explicit selection criteria will help the organisation achieve greater transparency and accountability with regard to its selection process. The BYP has limited capacity and selecting one applicant over another has important implications, both for the programme and for the applicant, given the context in which it operates.

Are the beneficiaries exhibiting the behaviours associated with positive programme outcomes?

The extent to which interns attend and participate in the programme's activities, and identify with programme values and goals, is indicative of whether the programme can realistically expect to produce the desired outcomes for a given intern cohort (Finn & Rock, 1997; Redd et al., 2002). Consistent with the literature, programme and class attendance, and punctuality were used as objective indicators of interns' engagement in the programme (Jimerson et al., 2003). Findings from an in-house evaluation, views from the programme manager and programme coordinator, and interns' self-reported level of engagement were also included in the analysis.

Objective indicators of intern engagement: Programme and class attendance, and punctuality

Attendance records of the new curriculum interns (for the period of 18 February -17 June, 2009: 74 programme days in total) were firstly reviewed to assess daily programme attendance. The daily sign-in sheets, signed by interns on arrival, were used. The sheet has the following categories:

Arriving before 8.45	sign
Arriving before 9.00	sign + L
Not arriving	A

Note. Ambiguity is evident in that “Arriving before 9.00” could be read as including arrivals prior to 8.45.

Second, overall in-class attendance was measured based on tutorial attendance records. Tutors are required to keep a separate attendance log for each tutorial session, indicating whether an intern is present, absent, or late. However, as not every tutor consistently records in-class attendance or submits the attendance sheets, it was not possible to assess in-class attendance for all curriculum subjects. It is of note that interviews with programme staff indicated that SAEP did not feel the need to strengthen this practice based on the rationale that if an intern is present on the premises he/she should also be attending all the classes scheduled. To obtain an indication of whether this holds true for all interns, the most complete in-class registers were reviewed.

Three registers³ were selected because they had been consistently kept and clearly reflect where an intern was present, absent or late. Indicated absences and late arrivals on three registers were matched to relevant date on the daily sign sheet and assessed for consistency. All relevant findings are presented in Table 14.

³ In-class registers for Maths (recorded dates: April 8 to June 5; 26 sessions in total), Life Sciences (recorded dates: February 16 to June 12; 27 sessions in total) and Accounting (recorded dates: February 19 to May 25; 24 sessions in total) were used.

Table 14

Absences and late arrivals

Issue	Data Source	Findings
Absences	Sign-in sheet	0 confirmed absences ^a : 6 interns Less or equal to 2 confirmed absences: 4 interns More than 10 confirmed absences
Late arrivals	Sign-in sheet	0 recorded late arrivals: 4 interns Less or equal to 2 recorded late arrivals: 8 interns
Do in-class absences correspond to programme absences?	Sign-in sheet Maths, Life Sciences and Accounting in-class registers	Maths: Of 15 absences recorded in the in-class register, 14 matched the daily sign-in sheet. Life Sciences: Both absences recorded in the in-class register matched the daily sign-in sheet. Accounting: All 6 absences recorded in the in-class register matched the daily sign-in sheet.

^aConfirmed absences refer to absences that have been clearly indicated on the daily sign-in sheet or that can be checked against other records (e.g., in class registers, leave of absence forms).

As can be seen from Table 14, most new curriculum interns consistently attended the programme. Only two new curriculum interns had a very high number of confirmed absences, with one intern having 17 confirmed absences over a period of 74 programme days. Punctuality was also not an issue, with only 12 recorded instances of late arrivals over that same period. These results should however be interpreted with caution. Absences on the daily sign-in sheet were recorded in 6 different ways, as illustrated below.

Gap Year Daily Sign-in Sheet

Date	March 27	May 4	May 11	May 15	May 21	June 8
Name						
Intern 1	A	"Blank box"	"Blank box"	"Blank box"	"Blank box"	"Blank box"
Intern 2	Signed	A	Signed	.	Signed	Signed
Intern 3	Signed	Signed	Signed	Signed	Abs.	Form??
Intern 4	Signed	"Blank box"	√	Signed	Signed	Signed

A “Blank box” on the daily sign-in sheet under May 4 , May 15 and May 21 represents confirmed absences for intern 1 (the intern was also marked absent in either the Maths or Accounting in-class register on these dates). However, intern 1 was marked present in the Maths in-class register on May 11. A “Blank box” on the daily sign-in sheet in this instance either means that the intern forgot to sign the register on that day or there has been recording error in the in-class register.

Table 15 shows the number absences for six selected interns (recorded on the daily sign-in sheet) and their true status when checked against either the Maths, Accounting or Life Sciences in-class registers.

Table 15

Number of absences and their true status

Intern	Number of times intern is recorded as absent in the daily register	Number of times intern is present in class but recorded as absent in the daily register
1	37	7
2	3	2
3	1	1
4	14	2
5	3	1
6	18	12
Total	91	34

There were 34 instances where interns did not sign the daily sign-in sheet but were present in either Maths, Accounting or Life Sciences tutorials. It was not possible to check 24 absences (recorded on the daily sign-in sheet) against any of the selected registers (the dates did not coincide with the in-class registers at hand) or any other record. The lack of accurate data on attendance signals forms the need to strengthen attendance record-keeping.

In-house evaluation of interns' level of engagement

As suggested by the programme coordinator, the findings of an in-house evaluation of interns' level of engagement was incorporated in the analysis. The in-house evaluation was designed and conducted by the programme after an "Employability" workshop (6 sessions in total).

New curriculum interns ($n= 12$) were evaluated by the workshop facilitator on eight dimensions, after the last session. A five-point scale, ranging from weak to excellent, was used. Findings are summarised in Table 16.

Table 16

Findings from 'Employability' workshop

Dimension	<i>M</i>	<i>SD</i>
Attitude	4.58	(0.51)
Participation	4.83	(0.39)
Preparedness	4.00	(0.00)
Performance	4.17	(0.39)
Progress	4.42	(0.51)
Homework	4.36	(0.50)
Punctuality	4.00	(0.50)
Attendance	4.83	(0.39)

Note. Means are presented with standard deviations

On average, interns received very positive evaluations from the workshop facilitator on all eight dimensions, with scores clustering towards the high end of the scale. These results should not be interpreted to reflect the programme as a whole, as they only apply to this specific workshop. It would be desirable to have similar evaluations in other courses and aggregate the ratings to obtain a more general picture of the level of intern engagement.

Views of the programme coordinator and programme manager

When asked to compare the 2008 intern cohort with that of 2009, there was consensus among interviewees regarding improved levels of engagement. The following quote illustrates this difference in engagement levels:

"[...] I didn't have to be the bad guy at all, really [...] it is certainly better than last year as far as absenteeism, lateness and as you say general engagement with the programme, you know speaking English when we tell them to and just generally putting in a lot of effort" (Programme manager, June 2009).

Interns' self-reported level of engagement in the programme

Figure 4 shows an analysis of the responses obtained from Section D of the questionnaire developed for this evaluation (refer to Appendix C).

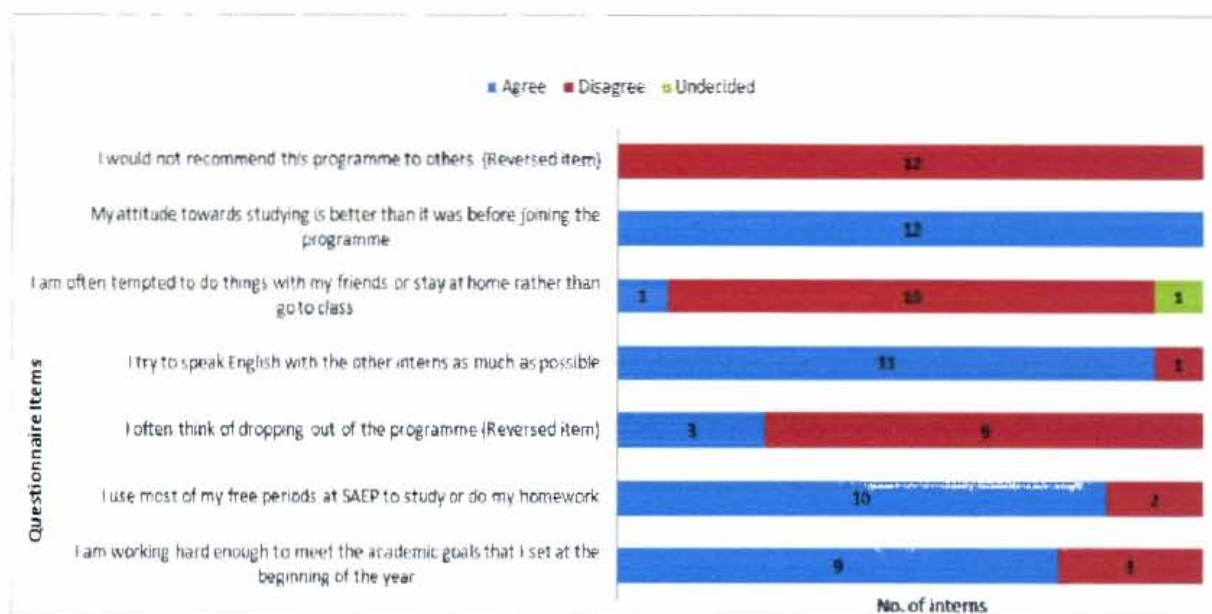


Figure 4. Interns' self-reported level of engagement in the programme.

A strong and consistent trend was found across all seven items. The majority of the interns report working in accord with programme goals, approaching the programme with a positive attitude, and endorsing programme rules.

While it is possible to rule out potential response bias (based on the responses of interns on the reversed items), it is more difficult to eliminate the possibility that interns provided socially desirable answers. It would have been useful if data on other objective indicators of engagement had been available. Because records on homework completion and assignment hand-ins are kept by individual tutors, it was not possible to determine how interns perform on those indicators of engagement (e.g., the extent to which assignment deadlines are met, the level of effort and quality of the submissions, instances of non-submission).

What is working well?

High level of intern engagement in the programme

Altogether, the findings from the different data sources indicate that interns exhibit a high level of engagement in the programme. As established in the literature, this is a critical requisite for producing positive academic outcomes.

What is not working well?

Unsystematic attendance record-keeping

The programme does not have a good attendance monitoring system. Attendance is a key indicator of dose received and hence, a critical variable that needs to be considered when interpreting programme outcomes (Huang et al., 2008; Linnan & Steckler, 2002). It is therefore imperative for the programme to maintain clear and accurate attendance records.

In addition, in the absence of accurate attendance records, the programme will not be able to enforce its attendance policies (as outlined in the Gap Year Contract). For attendance policies to be effective, the programme must have a good attendance monitoring system in place (Railsback, 2004).

Monitoring of homework and assignments not centralised

The programme does not have a centralised system to monitor homework completion and assignment submissions. The current system requires tutors merely to submit the average assignment mark of each intern at the end of the term. Tutors are expected to deal with unsatisfactory performance individually and as they occur in class. While this allows for a more immediate and targeted response, it would be useful for the programme to have objective and comparable data on how interns are approaching and coping with deadlines, and which interns require more support in that regard. As illustrated by the following quote, one of the key objectives of the programme is to prepare interns for tertiary education (by making them work to deadlines):

“As we witnessed [...] they have a tough time staying in universities [...]. We are trying to address a lot of this this year with the programme now, there is a lot more rigour this year, I mean as far as what we are asking students to do. Hopefully, it’s more like a university setting whether you need to do work and hit deadlines [...]” (Programme manager, June 2009).

In addition, assignment submission and homework completion are key indicators of dose received. It is therefore imperative for the programmes to monitor these indicators more closely. This will guide the interpretation of programme outcomes. For instance, if interns have not been completing homework and assignments consistently, the programme cannot realistically expect their grades to improve. Research has shown that, in general, students who spend more time on homework score higher on measures of academic achievement (e.g., Cooper, Lindsay, Nye & Greathouse, 1998).

A good monitoring system will allow the programme to identify which interns are at most risk, and require more personalised attention.

Recommendations for Effective Attendance and Coursework Monitoring Systems

While there is a strong indication that interns who are present on SAEP premises typically attend their scheduled tutorials, it is still recommended that in-class attendance registers are kept. If the three in-class registers (used to cross reference the absences indicated on the daily sign-in sheet) had not been available, it would have been difficult to convincingly rule out thirty four indicated absences as failure to sign the daily sign-in sheet. Alternatively, it is recommended that the daily sign-in sheet is checked on a daily basis to make sure that absences are recorded in a clear and consistent manner.

It is also recommended that the programme centralises the process of assignment submissions, and requires tutors to periodically report back on homework completion and assignment marks.

Evaluation Question Two: Does the Programme Design and Delivery Incorporate the Quality Parameters Established in the Literature?

Does the programme set high standards for its participants?

Interviews with the programme coordinator and programme manager revealed specific mechanisms used by the programme to set high standards for their participants. Some of these mechanisms are similar to those cited in the literature (e.g., attendance policies, goal setting, and performance reviews). Interns' perceptions of whether the programme implements necessary practices to encourage and reinforce high standards is included in the analysis.

Specific mechanisms used by the programme:

1. The Gap Year Contract

The Gap Year Contract was cited as the main reference document when interviewees were asked about programme expectations and standards set for participants. The contract explicitly communicates to interns (a) what they can expect from the programme; (b) their commitments and responsibilities as interns; (c) the rules of the programme, and (d) cases that could result in a warning, probation or dismissal from the programme. Below are some extracts from the Gap Year Contract:

"I understand that continued absences from the programme (even with a valid excuse) may result in an enquiry into my ability to remain into the programme as a full-time intern and could result in dismissal from the programme"

"I understand that it is necessary to complete homework assignments in order to reach my goals. I agree to commit to at least one hour per night to homework or reviewing my subjects. [...] I agree that if I miss three assignments for one tutor, I will no longer have access to that tutor"

The conditions set forth in the contract are discussed with the interns during a meeting scheduled at the start of the programme. The contract is signed by the intern, the intern's parent or guardian, the programme coordinator, programme manager, and the director of SAEP. Individual folders of interns were accessed and reviewed to answer the questions presented in Table 17.

Table 17

Questions and Findings from the Gap Year Contract

Questions	Findings
Do all interns have a contract?	✔ All 15 interns have a contract
Was the contract signed by the relevant parties?	✔ All contracts were signed by the relevant parties
Are there any recorded cases that indicate a contract breach? Was any action taken?	1) Two possible cases of continued absences (✘ No formal action taken) 2) Case of an intern dropping out of the programme for a few days (without clear reasons and motivations) and requesting to be re-admitted thereafter. (✔ Formal action taken)

The fact that the programme has a formal contract that is discussed with participants and signed by all relevant parties, indicates that: (a) a certain level of commitment and performance standard is expected from participants; and (b) all participants understand the implications of not meeting programme expectations.

2. Leave of Absence Forms

Interns are required to submit a Leave of Absence form if they are unable to attend tutorials on a particular day. The form should outline the reason for the absence and be signed by both the interns and their parent or guardian.

To determine whether this practice is complied with, submitted Leave of Absence forms were checked against confirmed absences. Of the 35 confirmed absences recorded for the period of 18 February to 17 June, only nine confirmed absences were backed by either a Leave of Absence form or a medical certificate. This indicates very low compliance with the standards set up by the programme.

3. Academic Improvement Plan and Performance review

Based on the interview with the programme coordinator, it was understood that the programme encourages participants to set their own academic goals and develop their own academic improvement plan. During a “Study Skills” workshop in March 2009, interns were required to set goals for each subject that they are re-writing and specify the steps that they intend to take to achieve those goals.

Inspection of individual folders confirmed that all interns participated in the goal-setting exercise. An important observation that warrants attention here is the lack of realism among participants with regard to their target results (i.e., the marks they are aiming to achieve on their re-write). As reflected in their academic improvement plans, interns appeared to set unrealistically high academic goals. Table 18 presents the pre-programme scores and the target results of 5 interns, with the most unrealistic result expectations.

Table 18

Pre-programme scores and results of 5 interns

Intern	Pre-programme Maths results	Intern target for Matric rewrite	Pre-programme English results	Intern target for Matric rewrite
1	46	80	57	100
2	31	90	45	90
3	46	80-100	70	90-100
4	54	80	67	90
5	32	80	58	95

4. Performance review meetings

Even though the programme realises the need to continuously track the performance of interns and hold them accountable for their progress or lack of progress, no formal performance review system has been implemented to date. This is illustrated by the following quotes:

“ [...] That was one of the things that we identified towards the end of last year that we needed to do is kind of (1) learn how the students are doing as far as meeting their goals and (2) give some feedback so that you don't have to wait until a situation gets bad [...]” (Programme manager, June 2009).

“ [...] I would like to probably have more monthly meetings with the students to go over and track their progress, which we have not implemented as formally as maybe I would like to at the beginning of the year [...]” (Programme manager, June 2009).

To obtain an indication of extent of this practice, interns were asked to estimate the number of meetings they had with the programme coordinator or any other programme staff to discuss their progress. Of the ten interns who responded to this questionnaire item, four interns indicated that they had three review meetings since they joined the programme. The other six interns indicated that they had either one or two review meetings. The accuracy of these findings cannot be confirmed, given that those meetings occur at an informal level.

Interns' perceptions

Questionnaire items 9-17 (refer to Appendix C) were framed around the different ways the programme can set high standards for its participants (e.g., taking actions when interns do not comply to the rules set in the Gap Year Contract, making sure that the quality of assignments meet a certain standard). Figures 5 and 6 show an analysis of interns' responses to these items



Figure 5. Interns' perceptions of programme standards (1).

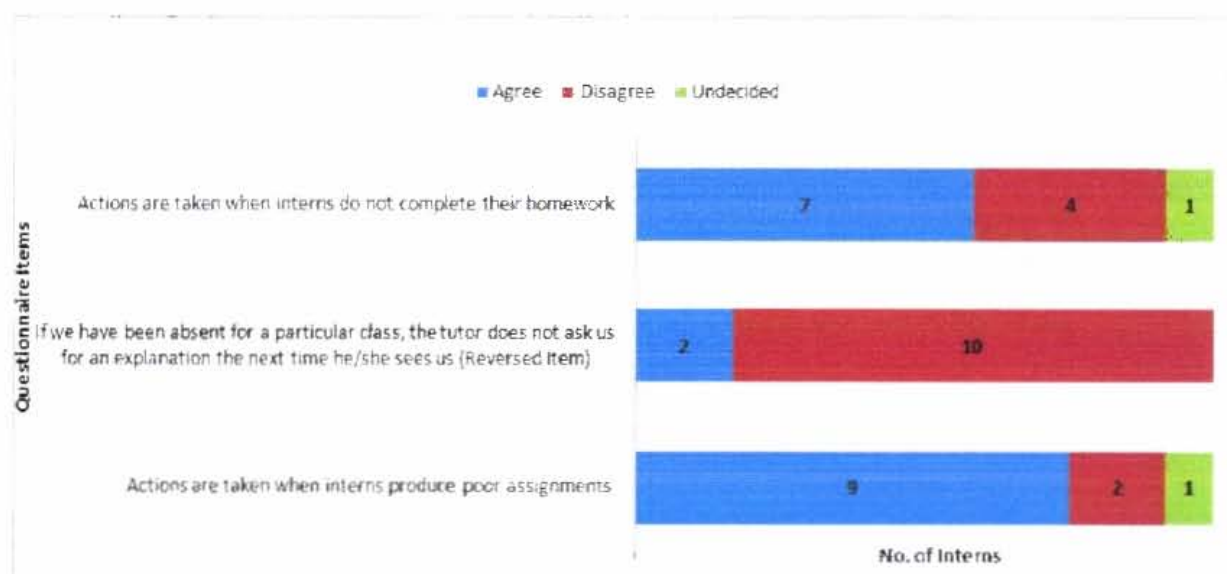


Figure 6. Interns' perceptions of programme standards (2).

A fairly consistent trend was found across all ten items, with the majority of interns responding in the positive for positively worded items and in the negative for reversed items. This response pattern indicates that interns perceive the programme to have a number of practices that encourage and reinforce high standards of participation. To obtain an indication of whether interns provided socially desirable answers, three items that were presented to the interns were also included in the tutors' questionnaire. Figure 7 shows an analysis of tutors' responses on these items.

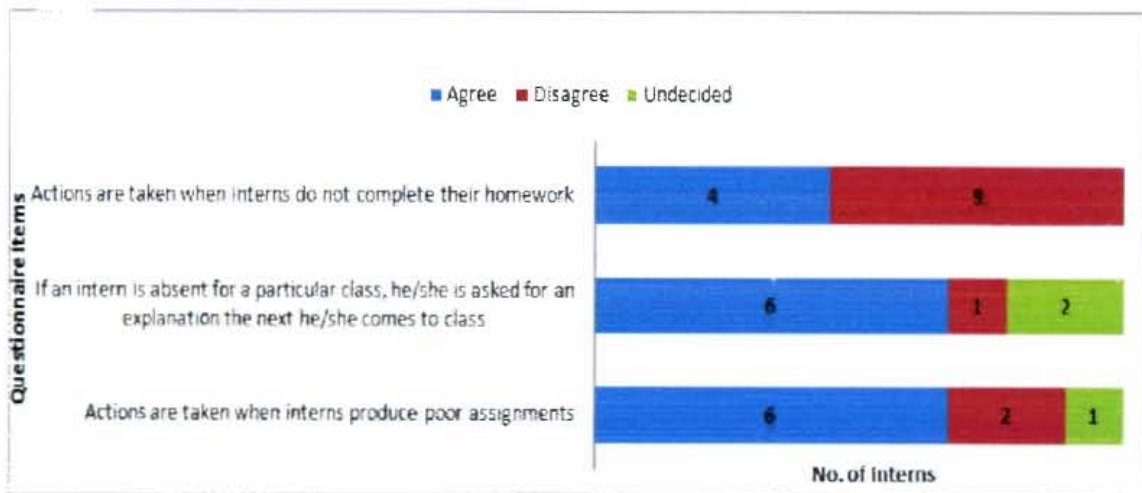


Figure 5. Tutors' perceptions of programme standards set for interns.

The response pattern of tutors was similar to that of interns for two of the items. The majority of tutors however disagreed with the third item: "*Actions are taken when interns do not complete their homework*". This points to a breakdown in process at one of the following levels:

- tutors do not deal with unsatisfactory performance, as they arise.
- tutors do not report interns who consistently fail to complete homework to the programme manager or programme coordinator.
- no action is taken by the programme manager or programme coordinator when unsatisfactory performance is reported.

What is working well?

The programme has a number of formal mechanisms that set high standards for participants (e.g., The Gap Year Contract, Academic Improvement Plans, and Leave of Absence forms). In addition, interns perceive the programme to implement a number of practices that encourage and reinforce high standards of participation in the programme.

What is not working well?

Gap Year Contract not systematically enforced

There were two possible cases of continued absences that were not formally dealt with by the programme. In addition, as reported by tutors, no action is taken when interns fail to complete their homework. This is an issue of concern as both continued absences and failure to complete homework represent a contract breach. For contract policies to be effective, they need to be consistently enforced by an organisation (Railsback, 2004). This ensures that both parties (in this case the intern and the programme) honour their side of the contract.

Leave of Absence policy not complied with

There is very low compliance with the Leave of Absence policy. This can arise for two reasons:

- (a) interns do not fully understand the procedure that has to be followed if they are unable to attend tutorials (i.e., inform the programme coordinator or another designated person by phone, as indicated in the Gap Year Contract, and submit a Leave of Absence form on return, as expected by the programme coordinator).
- (b) the programme does not consistently enforce the policy.

By following up on absences and holding interns accountable for them, the programme can discourage unexcused absences and increase programme participation. As emphasised in the literature, increased programme participation is associated with better academic outcomes.

Academic Improvement Plans not realistic

The academic goals set by a number of interns appear to be unrealistic, with some interns aiming to increase their scores by up to 60 percentage-point (i.e., from 31% to 90%).

The unusually high level of ambition among students from disadvantaged backgrounds has been documented in the literature. Studies have shown that setting unrealistic academic goals does not have a positive effect on the academic performance of these students (e.g., Alexander, Entwisle, & Bedinger, 1994). This is because their goals are not securely grounded in a proper understanding of the “means-ends relationship that govern achievement striving” (Alexander et al., 1994, p.283).

Performance review meetings not implemented as intended

The programme did not implement monthly performance review meetings as intended. Interns report receiving informal feedback on their performance, with some interns receiving feedback more often than others.

Recommendations for Effective Standard-setting Mechanisms

Attendance and homework policies

It is recommended that the programme strengthens the policies that are directly related to programme success (e.g., attendance and homework policies). As a starting point, the programme needs to review the key clauses in the Gap Year Contract and state them more explicitly, so that policies can be consistently enforced. For instance, the programme needs to define what constitutes “continued absences” (i.e., does it mean being absent 5 days in a row or more than 5 days in a term; does it include excused absences) and specify how they will be dealt with (i.e., after how many absences will a verbal warning be issued or expulsion be considered). This will encourage interns to self-monitor their absences and allow the programme to: (a) identify when there has been a contract breach; and (b) legitimately take the necessary actions when needed (Railsback, 2004).

In addition, the programme needs to explicitly communicate to interns that they are expected to submit a Leave of Absence Form each time they are absent. The programme may consider to include a clause on the submission of Leave of Absence Forms in the Gap Year Contract.

The programme should also ensure that all tutors have a common understanding of the policies and procedures regarding non-completion of homework. It would be useful for the tutors to have a copy of the Gap Year Contract for their own reference.

Performance standards

It is recommended that the programme assists interns in developing a realistic Academic Improvement Plan. Academic goal-setting should be framed around the pre-programme NSC or SC scores of interns, and the entrance requirements (in terms of overall scores and subject specific scores) of their preferred institutions and chosen field of study.

It is also recommended that the programme formalises the performance review process to periodically assess whether Academic Improvement Plans are being implemented. By having a formal performance review process in place (i.e., planning in advance the frequency and timing of the review meetings and communicating this to interns when they join the programme), the programme can communicate to interns that they are expected to perform well and will be held accountable for their progress or lack thereof.

Does the programme set high standards for its staff?

Programmes that set high standards for their staff have been found to produce positive programme outcomes (Gullat & Jan, 2003; James et al., 2001).

Curriculum tutors represent key programme inputs as they are responsible for the delivery of the academic programme. A number of key quality control mechanisms have been identified in the literature to ensure high standards of staff performance. These include: written policies, pre-service and continued on-site training, and performance monitoring and appraisal (Brudney, 1999; Cnaan & Cascio, 1998; Reisner et al., 1989).

This section will assess whether these mechanisms are present in the programme. Tutors' perceptions of whether the programme implements necessary practices to encourage and reinforce high standards of delivery are included in the analysis.

Written polices

After being appointed by SAEP, tutors are required to sign a “tutor commitment form” to indicate their commitment to tutoring, agreed upon subjects (for a set number of hours per week) and meet the following expectations:

- “Arriving 10 minutes before the start of the class.
- Being prepared and also willing to adjust to the needs of the students.
- Being a good role model.
- Communicating with the coordinator about students’ progress.
- Marking homework, conducting and marking pop quizzes and tests.
- Logging attendance, homework, teaching hours, and conducting monthly student evaluations.
- Having a fantastic time.” (Extracted from the 2009 tutor commitment form).

The tutor commitment form is accompanied by a three page induction document that provides additional guidelines and clarifies some of the outlined expectations in the form. Extracts from the induction document are presented below:

“The Gap year Tutors’ records file is on the shelf in the Gap Year office. Use it to keep track of your hours and attendance. Please hand in your log at the end of each month, even if you are a volunteer tutor”

“ Provide homework assignments/ problems students can work on during the week. Please keep track of whether students are doing their homework”

“Test students periodically to monitor their progress”

“[...] Please fill in the mark and assessment sheets on a monthly basis, to enable us to offer feedback and make adjustments. In addition, please conduct pop quizzes with time limits, at least every second lesson, and record these marks too”

The tutor commitment form and the induction document are the only programme documents that outline the policies and expectations regarding tutorial delivery. Of the nine curriculum tutors surveyed, seven tutors reported having signed the tutor commitment form.

Performance monitoring and evaluation

Performance monitoring and evaluation of both volunteers and paid staff is considered as a best practice in the literature as it communicates, reinforces, and ensures high standards of service delivery (Brudney, 1999; Cnaan & Cascio, 1998).

From the interview with the programme coordinator, it was understood that the programme does not have a formal mechanism to provide feedback to tutors, either individually or as a group.

This is illustrated by the following quote:

“No we don’t and the main reason why this is so is because of scheduling [...] a lot of these tutors are students and over and above when they do come to teach, they are not really available all that much for more than what they are offering” (Programme coordinator, June 2009).

It was also understood that the in-house tutor evaluation survey (designed by the programme) had not been implemented at the time of the interview. This is illustrated by the following quote:

“We haven’t really done one but there is a mid-year evaluation where students are supposed to evaluate their tutors” (Programme coordinator, June 2009).

Pre-service and continued on-site training

Staff training is a particularly important component of academic programmes that do not have the resources to recruit certified teachers (Barley et al., 2002; Powell, 1997). As illustrated by the quote below, this is true of the Bridging Year Programme:

“[...] to have qualified teachers for each subject with only 15 students, that's quite expensive. If you think about it that is what they need but that would be really expensive”
(Programme coordinator, June 2009).

Eight out of the nine tutors surveyed indicated that they were not offered any form of pre-training before tutoring on the academic programme. Only four of the tutors indicated that they received teaching assistance (in-class support, feedback and guidelines) during their first few tutorial sessions.

As explained by the programme coordinator, it is difficult to schedule formal training for the tutors because the programme *“[...] recruits mostly from UCT [...] and a lot of students are not thinking about finding employment until quite late. So, setting it all up in advance, unless we really knew the tutors, it's not always possible”*.

Tutors' perceptions

The Curriculum Tutor Questionnaire (refer to Appendix C) included seven items that were framed around different programme practices that can encourage and reinforce high standards of performance among tutors. Figure 8 shows an analysis of tutors' responses to these items.

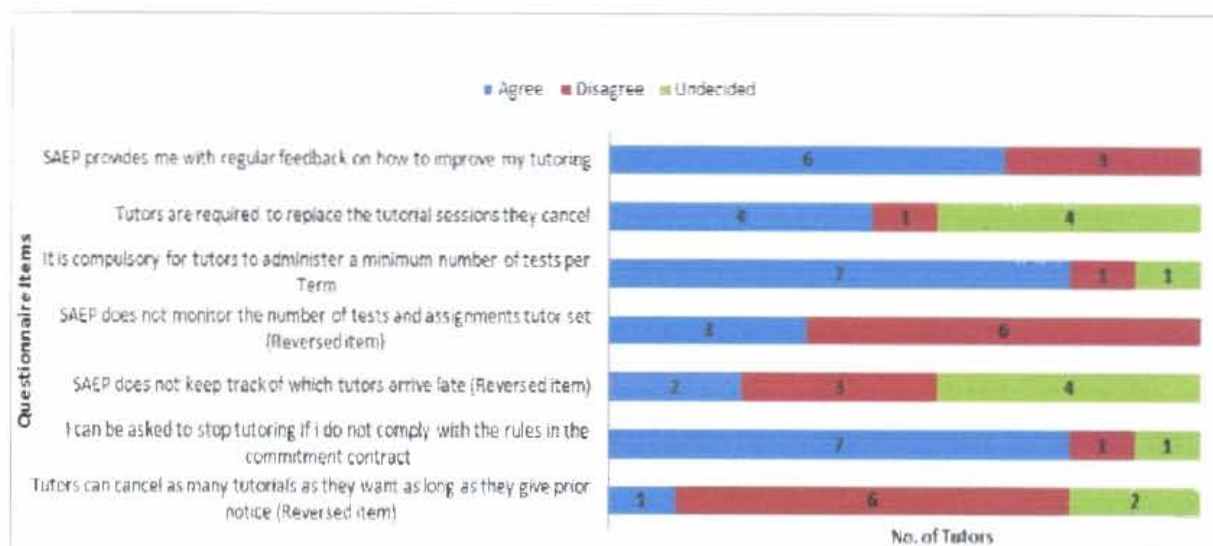


Figure 6. Tutors' perceptions of programme standards.

A consistent pattern was found in the tutors' responses on five of the seven questionnaire items. If considered in isolation, the responses on these five items, indicate that the majority of the surveyed tutors perceive the programme to: (a) provide them with regular feedback; (b) have certain expectations regarding tutorial practices; and (c) be capable of taking measures if they do not meet the expectations outlined in the tutor commitment form.

The item "Tutors are required to replace the tutorial sessions that they cancel" yielded mixed responses. Two of the four tutors who chose the "Undecided" response category for this item provided the following remarks:

"I am not sure of the policy on this, I usually speak to the programme coordinator and try to schedule replacement sessions" (Tutor 1).

"Again I was not informed of this although during the two sessions I've missed I had the students write a test" (Tutor 2).

The item "SAEP does not keep track of which tutors arrive late" also yielded mixed responses, with the majority of tutors choosing the "Undecided" response category. Two of the tutors provided the following remarks:

“I am not sure how the programme coordinator keeps track of this” (Tutor 1).

“ I was never late so i am not sure if this happens” (Tutor 2).

The programme coordinator was in the process of designing a tutor “sign-in and sign-out” system, at the time of the interview. According to the programme coordinator, this will allow the programme to *“immediately see who is in and who is out, and who hasn’t arrived”*.

Implementing such a system will also provide an indication of whether tutors are meeting the expectations set forth in the commitment form (i.e., “Arriving 10 minutes before the start of the class”) and allow the programme to intervene if a tutor is consistently late.

What is working well?

The programme requires tutors to sign a commitment form that binds them to a specific time commitment every week. This is a common practice among programmes and is thought to communicate high standards of performance, minimise absenteeism and ensure a consistent pattern of volunteer involvement (Brudney, 1999; Reisner et al., 1989).

In addition, tutors perceive the programme to have a number of practices that encourage and reinforce high standards of service delivery.

What is not working well?

No concrete standards set for tutors

Neither the tutor commitment form nor the induction document sets concrete standards for tutors regarding important aspects of tutorial delivery. For instance, these documents do not clearly specify how many tests and assignments tutors are expected to administer during a given term.

In addition, the expectations outlined in the tutor commitment form and induction document are not linked to any incentives or consequences (e.g., there is no indication of how the programme will deal with failure to honour the commitment contract).

No form of training provided to tutors

The programme does not provide training for tutors. This is a concern because without quality tutors the programme cannot realistically expect to produce the desired outcomes.

Staff training is critical for programmes with limited ability to select staff. The literature emphasises the importance of providing pre-service and in-service training to tutors without teacher training (Barley et al., 2002; Powell, 1997; Reisner et al., 1989). Tutor training is also recommended when tutor racial, cultural and socioeconomic backgrounds differ from their students (Reisner et al., 1989).

Pre-service training is particularly important in the context of the BYP academic programme because:

- (a) the selection process relies on an interview). Peterson (1995) warns against treating interviews as evidence for teacher quality. The programme also has a weak tutor selection criterion (the minimum requirement is to have studied that subject up to at least second year university level). Effective teaching requires more than subject matter knowledge (Dalton, 1998; Darling-Hammond, 2000; Fenstermacher & Richardson, 2005).
- (b) even though all surveyed tutors had previous experience in teaching, none of them had been formally trained.
- (c) most of these tutors had minimal prior exposure to the NSC curriculum. Only one had taught the curriculum before. In addition, only three had completed their secondary schooling locally.
- (d) there is minimal interaction between the tutors and other programme staff, and hence limited scope to work in a collaborative environment, as illustrated by the quote below:

“But in reality they don’t see each other, they don’t interact with me that much, they come in and if i’m here i can give as much as possible, but ideally there should be a place where they talk and bounce off ideas to each other [...]” (Programme coordinator, June 2009).

Haphazard induction, lack of institutional support and basic preparation for the job can result in tutor isolation, burnout, and turnover (Brudney, 1999; Peterson, 1995). It is important for the programme to recognise that costs associated with replacement of tutors, poor service delivery and poor programme outcomes are higher than those associated with providing proper induction and basic training to tutors.

No performance monitoring and evaluation of tutors

At the time of the evaluation, the programme did not have any form of tutor performance evaluation. The only form of monitoring data available was the number of tutor hours contributed per month. Staff performance monitoring and evaluation carries a negative connotation, particularly in programmes that are staffed mostly by volunteers (Brudney, 1999; Cnaan & Cascio, 1998). The literature however argues that, if the emphasis is more on recognising existing value and quality and less on achieving control and accountability, performance evaluations can be perceived as a useful tool by both paid tutors and volunteers (Grossman & Furano, 1999; Peterson, 1995).

Recommendations for Setting High Tutor standards

It is recommended that the programme links the key expectations in the tutor commitment form and induction document to specific and measurable standards (e.g., the number of tests that needs to be administered) as this will: (a) help the programme to monitor whether these expectations are being met; and (b) ensure that all tutors have a common understanding of what is expected from them in terms of important aspects of tutorial delivery (e.g. policies regarding tutorial cancellations and replacement sessions). Setting measurable performance standards forms the basis for effective tutor monitoring and evaluation.

It is recommended that the programme provides a short induction session and pre-service training to all tutors. Pre-service training may include training tutors on how to best deliver the curriculum (subject-specific and learner-specific pedagogy), and how to set quality assignments and tests. Tutors will also benefit from learning more about the new curriculum (e.g., how it is structured, what chapters need to be covered) and about the procedural routines that the

programme expects tutors to perform. It is highly recommended that the programme involves formally trained Grade 12 teachers in the pre-service training of tutors.

It is recommended that the programme implements a formal feedback mechanism (which includes some form of tutor performance monitoring and evaluation), and is tied to ongoing training for tutors. Many academic programmes conduct regular meetings with their tutors, as a monitoring and quality improvement strategy (Reisner et al., 1989). Formative assessment data (such as interns surveys) can be used to inform those meetings (Peterson, 1995).

Does the programme provide personalised attention to participants?

Academic programmes that create personalised learning environments for learners produce better academic outcomes (Barley et al., 2002; Schultz & Mueller, 2006). One-on-one tutoring and personal mentoring are commonly cited mechanisms for providing personalised attention to learners in academic programmes (Barley et al., 2002; Gullat & Jan, 2003). Ongoing staff availability is also a key feature of successful academic programmes, as it allows the programme to offer a more personalised service (Gullat & Jan, 2003).

This section presents an assessment of whether the BYP academic programme has the necessary mechanisms to identify and address the unique needs of interns. Interns' perceptions of whether personalised attention is being offered in the programme are also included in the analysis.

One-on-one tutoring

There is strong evidence suggesting that additional support in the form of one-on-one tutoring is effective at improving academic outcomes of high-risk learners (Barley et al., 2002; Powell, 1997). As indicated by the programme coordinator, one-on-one tutoring has been incorporated into the 2009 academic programme. Interns are provided with one-on-one tutoring on request or upon tutors' recommendation. Analysis of whether this new programme component is being implemented as planned is covered under evaluation question 4.

Initial Assessment and Action Plan

An initial “needs assessment” is conducted for each intern upon joining the programme. The goals and needs of the interns are explored and action items are derived accordingly (e.g., “*find information about Accounting and Electrical Engineering minimum entrance requirement*”). As evidenced by the “Gap Year Initial Assessment and Action Plan” records, all interns had an initial assessment session. There is however no tangible evidence of whether the information derived from this session has been used to inform the delivery of the programme. In addition, it is difficult to assess whether action items have been implemented because their status (whether completed or in progress) were not systematically recorded for all interns.

Assessment of academic gaps

According to the programme coordinator, a Mathematics and English test was administered at the beginning of the year to identify the core weaknesses of the interns and tailor the academic programme accordingly. This is illustrated by the following quote:

“I think those two subjects are fair indicators [...]. Maybe students have a problem with vocabulary, and you know that will filter through to all other subjects. Or if they are struggling with Maths, they will have problems with Physics as well. They did question papers for all the subjects. But I think the Maths and English ones were the ones that we looked at the most to make sure that we knew what their weaknesses were” (Programme coordinator, June 2009).

Assessment of whether the academic programme is addressing the unique academic weaknesses of interns is beyond the scope of this evaluation.

Informal mentorship

According to the programme coordinator and programme manager, interns receive informal mentoring from various programme staff, throughout and beyond the Bridging Year. The interview quotes below illustrate that even though the mentoring function is not well-defined, the interviewees perceive that mentor-mentee relationships exist within the programme:

“They are not assigned certain, you know, staff members or anything like that. We all take care of it. A lot of what [the programme coordinator] does is mentoring. A lot of what I do is mentoring but not in a formal way [...] the students will bunch on to various people that have taught them [...] and everyone that gets involved with the Bridging Year Programme likes doing that, I mean getting to know those kids and welcoming that relationship” (Programme manager, June 2009).

“[...] it’s not formalised yet and they are going to the people they trust. So we mentor them, but it’s just ad-hoc, as they need mentorship” (Programme coordinator, June 2009).

Given the informal and ad-hoc nature of the mentoring function, it is difficult to reliably assess the extent to which interns are accessing the perceived support system and establish its quality. It is possible that those interns who require the most help find it difficult to: (a) reach out for support; and (b) initiate and maintain a close relationship with a programme staff.

According to the programme coordinator, SAEP is in the process of formalising its mentorship function as part of the Tertiary Support Programme. This programme is offered to interns who enroll in tertiary education after completion of the BYP.

Interns’ perceptions of staff availability

Ongoing staff availability allows programmes to attend to the needs of individual participants (Gullat & Jan, 2003). In this evaluation, questionnaire items used to assess perceptions of staff availability were framed around two questions:

1. Are interns comfortable to approach programme staff?
2. Are programme staff accessible and willing to help?

Figure 9 provides an analysis of the responses of interns on those items.

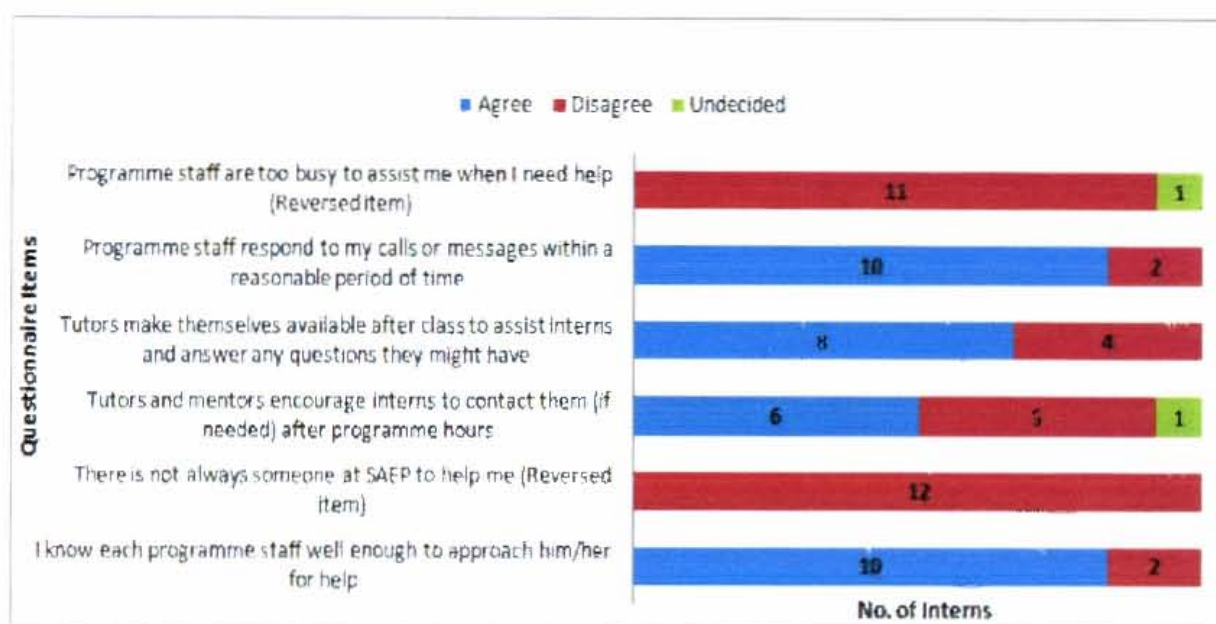


Figure 7. Interns' perceptions of staff availability.

As seen in Figure 9, there is a consistent response pattern across all 6 items, with the majority of interns responding in the positive for positively worded items and in the negative for reversed items. This indicates that, overall, interns perceive the programme to have good staff availability.

Interns' perceptions of personalised attention

Figure 10 presents an analysis of interns' responses on five items that assessed their perceptions of whether tutors provide them with personalised attention, within and beyond the tutorials.

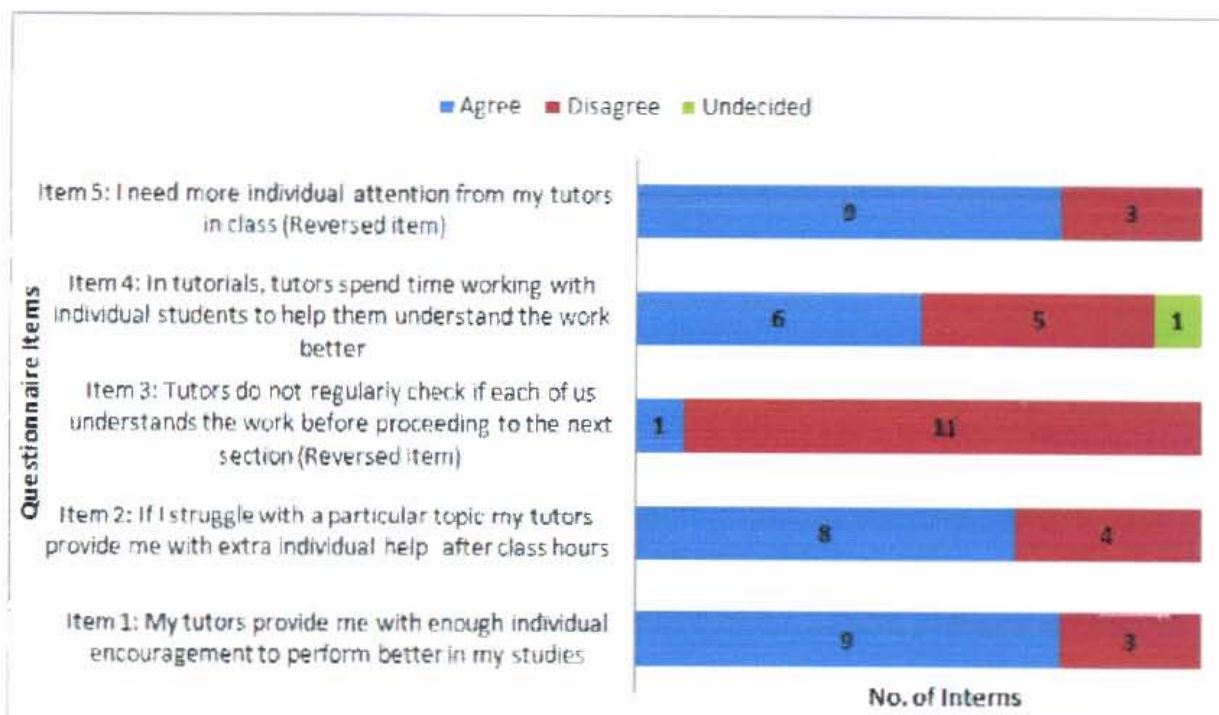


Figure 8. Interns' perceptions of personalised attention.

The responses on item 1 and item 2, indicate that majority of interns perceived their tutors to provide them with sufficient encouragement and individual assistance beyond the tutorials.

The last 3 items reflect perceptions of whether tutors offer personalised attention to interns within the tutorials. The responses on item 3 are difficult to reconcile with those on item 4 and item 5. While the majority of interns perceived tutors to regularly check their understanding before proceeding to the next section of work, most of them still indicated that they require more individual attention in class. About half of the interns also did not perceive tutors to spend time working with individual students in the tutorials. Taken together, the responses on the last three items suggest that one-on-one tutoring might be a more satisfactory learning arrangement for interns.

What is working well?

The programme has a number of mechanisms in place to identify the unique needs, strengths, and weaknesses of each intern and tailor its service delivery accordingly (e.g., by providing one-on-one tutoring and informal mentoring). Providing personalised attention to participants is a key quality parameter of successful academic programmes (Barley et al., 2002; James et al., 2001; Schultz & Mueller, 2006).

What is not working well?

Design of the mentoring function is not optimal for producing positive outcomes.

Mentoring is provided as an ad-hoc function in support of the academic programme. SAEP is in the process of formalising this function as part of its Tertiary Support Programme (TSP). At the time of the evaluation, the objectives of the mentoring function (in both programmes) were not well-defined and the programme's conceptualisation of how mentor-mentee relationships are supposed to work was faulty. This is illustrated by the following interview quotes:

"They kind of jump from mentor to mentor. I don't think they know that we can assign them [...]. Like [intern name] does not know who her mentor is so I'm dealing with her thing. I don't think [intern name] knows either" (Programme coordinator, June 2009).

"[...] in reality we do keep tabs on them but it's really based on their own initiative. It is more like who ever needs help will approach his mentor so if they connect with us then they do get support from us but we are all completely overworked" Programme coordinator, June 2009).

"I mean they are not assigned certain you know staff members or anything like that. We all take care of it" (Programme manager, June 2009).

The current design of the mentoring function is not optimal for the development of a stable and trusting mentor-mentee relationship. The quality of mentor-mentee relationship is key to

producing the positive outcomes (DuBois et al., 2002; Jekielek et al., 2002; Sipe, 2002). Multiple features of the mentor-mentee relationship, such as consistency and frequency of contact, emotional closeness and mentor approach (developmental approach v.s. prescriptive approach; mentor plays a bigger role in initiating the contact), determine the quality of the relationship (DuBois et al., 2002; Jekielek et al., 2002; Sipe, 2002).

Summative evaluations of mentoring programme show that these programmes *can* yield a number of tangible benefits for youth, including better school attitudes and attendance, and improved grades in some programmes (Eby et al., 2008; Jekielek, et al., 2002). These benefits are however quite modest (DuBois et al., 2002; Eby et al., 2008).

Across evaluations of mentoring programmes, specific features emerge as being critical for achieving positive outcomes: ongoing training for mentors, structured activities for mentors and youth, expectations for frequency of contact, and monitoring of overall programme implementation (DuBois et al., 2002; Jekielek et al., 2002; Sipe, 2002). Without those requisites, mentoring cannot be effective.

None of these features are present in the current design of the BYP and TSP mentoring function.

Recommendations for the design of an effective mentoring function

It is recommended that the programme formally assigns mentors to interns at the start of the Bridging Year. This will facilitate the development of trusting relationships that will potentially hold beyond the BYP. In addition, studies have found that mentoring relationships that last a year or longer yield the largest number of improvements for mentees (Grossman & Rhodes, 2002; Jekielek et al., 2002).

It is also recommended that SAEP designs and implements its mentoring function based on the best practices established in the mentoring literature. These include:

1. Having structured activities for mentors and mentees.
2. Setting expectations for frequency of contact.

3. Having clear mentor eligibility requirements.
4. Assigning mentors to mentees based on similar interests or on the needs of the mentee (Respect the preferences of the mentee during the matching process).
5. Providing pre-match mentor training.
6. Providing match support and monitoring.

Does the programme provide appropriate instruction to participants?

Evaluation of teaching quality calls for high levels of professional judgement and specialised expertise (Peterson, 1995) and therefore falls beyond the scope of this evaluation. An attempt was however made to provide formative data on the following 3 aspects:

1. Is the curriculum being covered in the tutorials?
2. Is the curriculum being delivered using the pace, language clarity, and instruction level suitable to the learners?
3. Are tutorials producing learning outcomes?

A set of 9 self-report items were developed in collaboration with the programme coordinator and with reference to relevant literature (e.g., Buckingham et al., 2009; Dalton, 1998; Fenstermacher & Richardson, 2005). Figure 11 shows an analysis of the interns' responses on items framed around curriculum coverage.

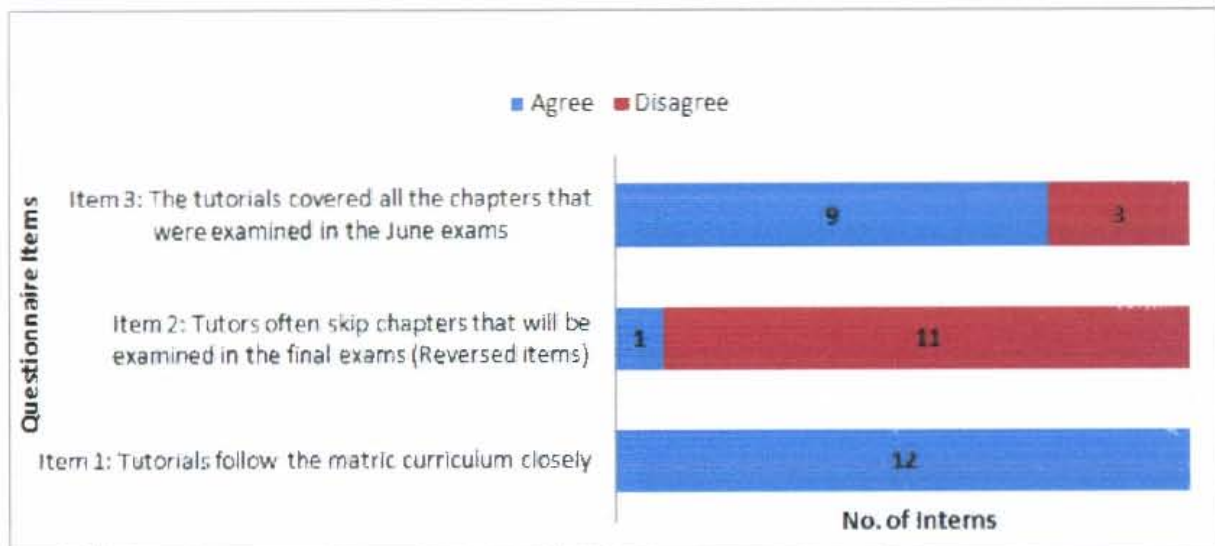


Figure 9. Interns' views of curriculum coverage.

Figure 12 shows an analysis of the responses on items framed around curriculum delivery.

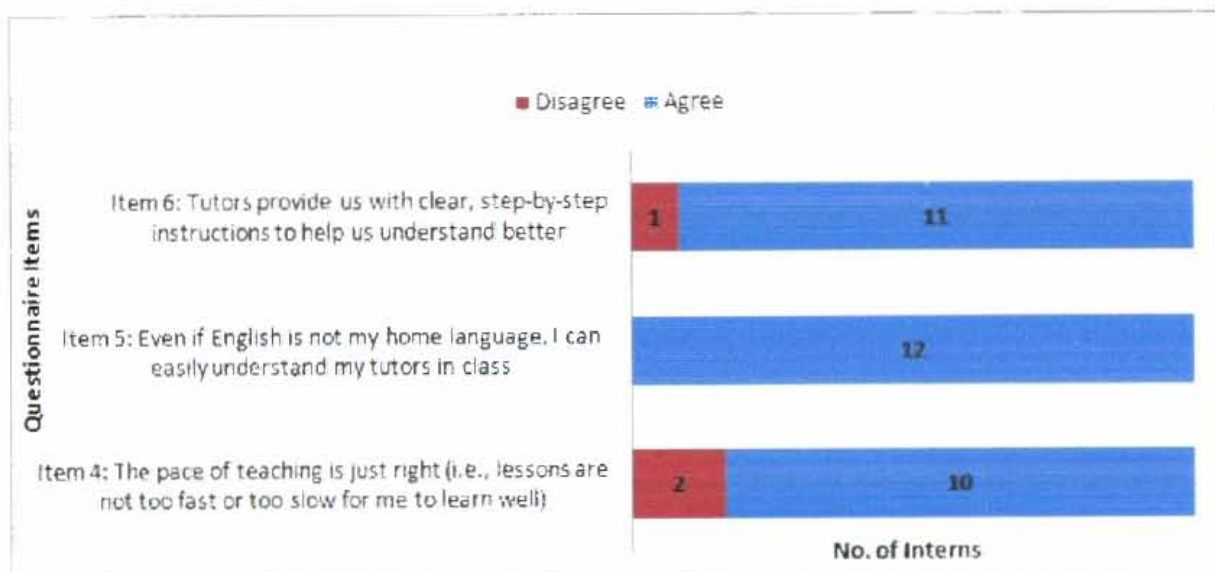


Figure 10. Interns' views of curriculum delivery.

Figure 13 shows an analysis of the responses on items framed around learning outcomes.

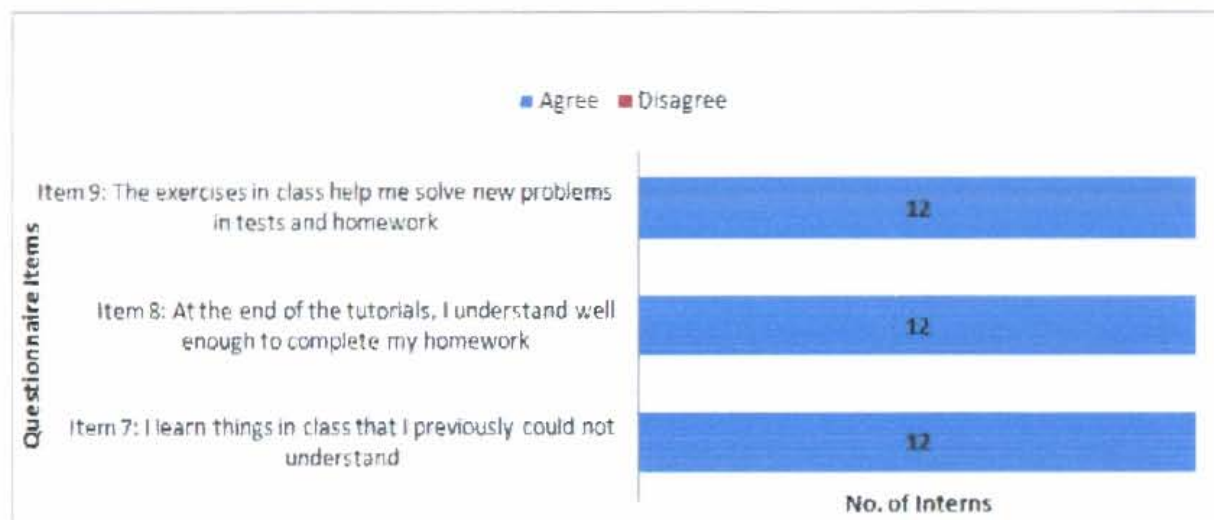


Figure 11. Interns' views of learning outcomes

Taken together, the responses on the 9 items provide a strong indication that interns perceive that they are receiving good instructional support from their tutors.

In the absence of external validation of teaching quality, these findings should be interpreted with caution. Although students' reports can be useful for formative evaluations, they should not be used in isolation for drawing conclusions. As cautioned by the educational expert consulted to review questionnaire items, learner's perceptions should not be equated to what actually happens in classrooms.

Good teacher evaluation requires multiple sources of data because "no single data source is sufficiently variable, works for all practitioners, addresses all that a teacher does, or is agreed to by all educators" (Peterson, 1995, p. 6).

Because the programme relies on intern surveys and does not have the infrastructure to conduct more comprehensive tutor evaluations, it is recommended that the programme invests in pre-service and in-service tutor training to ensure quality teaching on the academic programme.

Evaluation Question Three: Are Key Process Steps of the Academic Programme Being Implemented as Intended?

From the interviews with the programme coordinator and programme manager, it was understood that a number of steps have been taken to add more academic rigour to the 2009 programme. As illustrated by the following quotes, fewer tutorial sessions are being cancelled, interns are assessed more regularly, homework is assigned and marked, and one-on-one tutoring has been introduced:

“I don’t think we were very rigorous with the academic lessons last year, we had tutors who would not show up sometimes. I mean, not that they would not show up, they would call, and there was no big deal that a tutor who is a volunteer said that they can’t make it today. I think this year we’ve addressed that” (Programme manager, June 2009).

“We definitely made an effort this year to have a lot of testing. So, we’re giving them a termly report, every term they can see how well they are doing. We are giving them tests. Homework is marked, we assign marks to the homework. We are trying to get them to fit in the sense, you know, continuously evaluating them” (Programme coordinator, June 2009).

This section provides formative data on the key aspects of tutorial delivery. The service utilisation plan of the academic programme (refer to Figure 2) was used to assess whether key process steps were being implemented as intended.

Tutorial sessions and cancellations

According to the programme coordinator, the only form of monitoring data available is the number of tutor hours contributed per month. Inspection of the tutors’ log sheets revealed that these records are not well-maintained. The total number of tutorial sessions that have been cancelled over a given period of time is not recorded. This data was therefore re-constructed using estimates provided by interns and tutors.

As reported by the nine surveyed tutors, a total of 15 tutorial sessions was cancelled over a period of 4 months (May - August 2009). Only 7 of these sessions were reportedly replaced. Table 19 shows the average number of cancelled sessions per subject, as reported by the interns.

Table 19

Interns' estimates of average number of tutorial cancellations and replacements

Subject	No. of tutorials cancelled	No. of tutorials replaced
Mathematics	0	0
English	1	1
Accounting	7	0
Life Sciences	2	2
Physical Sciences	3	1
Maths Literacy	4	3
Geography	1	1
Total	18	8

Taken together, the data suggests that approximately half of cancelled tutorials are not being replaced. Cancelled tutorials represent a reduction in programme dosage and can hence reduce the effects of the programme (Huang et al., 2008). As discussed earlier, it is imperative that the programme strengthens its policy regarding cancellations and replacements. The number of tutorial sessions delivered also needs to be closely monitored as it represents a key programme output.

Curriculum coverage

There were no objective data to assess whether the curriculum has been covered as intended.

Homework assignments

According to the programme coordinator, tutors assign homework at their own discretion (frequency of homework assignment not specified in programme design).

Half of the surveyed tutors reported assigning homework more than once a week while the other half reported doing so at least once a week.

Interns confirmed that homework was assigned at least once a week in all their tutorials. However, their perceptions regarding the quality of feedback given on homework differed from subject to subject, with the lowest quality ratings being assigned to Accounting and Maths Literacy.

Some oversight of the marking process might be necessary here, with the programme coordinator or programme manager periodically reviewing the feedback and marks that tutors provide on homework and other forms of assessments. For the programme to have an effective homework policy, it needs to ensure that there is quality attention given to homework submissions.

Test administration

According to the programme coordinator, tutors also administer tests at their own discretion. The only record available is the average test mark of each intern for a given term (submitted by tutors at the end of each term).

Estimates provided by tutors and interns were used to obtain an indication of the average number of tests administered during Term 1 and Term 2. Interns' estimates are presented in Table 20. Where there were large variations in the responses (i.e., for Mathematics, Accounting and Physical Sciences), the range is presented.

Table 20

Interns' estimates of test administration

Subject	Average number of tests administered in Term 1 and Term 2
Mathematics	6-10
English	4
Accounting	2-4
Life Sciences	2
Physical Sciences	3-4
Maths Literacy	3
Geography	2

The majority of surveyed tutors (6 out of 9) reported administering between one and three tests, on average, for each term. Three tutors reported administering between five to six tests, on average. Some tutors therefore seem to be assessing interns more rigorously than others. The programme coordinator confirmed this finding:

“I would say last term was a bit rough because some of them just didn't bother. I mean, I told them, we're writing tests, and some of them just didn't do it” (Programme coordinator, June 2009).

As discussed earlier, it is imperative for the programme to make expectations regarding test administration clear to tutors (i.e., specify the number of tests that needs to be administered over a given period of time).

One-on-one tutoring

One-on-one tutoring is provided to interns on request or upon tutors' recommendations.

As indicated by the responses on section E of the New Curriculum Intern Questionnaire (refer to Appendix C), the majority of interns struggled the most with Accounting and Mathematics. Only two of the nine interns who reported needing one-on-one tutoring in either subject were receiving this service.

The data suggests that most interns who needed one-one-one tutoring were not receiving this service, at the time of the evaluation. This indicates a possible breakdown in programme process as tutors are not properly assessing the needs of the interns and referring them for one-on-one tutoring. For the referral system to be effective, the programme needs to establish which interns need to be referred for one-on-one tutoring (e.g., interns who fail more than 2 tests) and communicate this criterion to tutors.

The programme does not have the resources to provide one-on-one tutoring to all interns, in every subject. It is therefore imperative for the programme to have a good system in place to identify interns who are in most need of help. As discussed earlier, it would be useful for the programme to centralise the process of assignment submissions, and require tutors to periodically report back on homework completion, and assignments and test marks.

Summary of Key Evaluation Findings and Recommendations

The academic programme was found to have a number of strengths including an intern cohort that exhibits the behaviours associated with positive programme outcomes, formal mechanisms to set high standards for participants and to identify their unique strengths, weaknesses and needs.

This evaluation has identified a number of possible areas of improvements. These were discussed in details under the relevant evaluation questions. The key programme weaknesses that require priority attention are:

(a) Lack of concrete policies and procedures regarding implementation

The design of the academic programme leaves too much discretion to the tutors with regard to key aspects of tutorial delivery, including tutorial cancellations and replacements, lesson plans, test administration, and referrals for one-on-one tutoring. In the absence of well-defined standards, it is difficult to make an evaluative judgment of whether actual performance is satisfactory or not (Rossi et al., 2004).

It is recommended that the programme strengthens its implementation policies and sets specific and measurable standards for important aspects of tutorial delivery (e.g., the number of tests to be administered and the chapters that need to be covered over a given term).

(b) Poor implementation monitoring (dose delivered and dose received)

Monitoring of selected indicators of programme implementation is fundamental to implementation success and quality (Rossi et al., 2004). It allows a programme to continuously track how well it is performing its critical functions and assess the extent to which beneficiaries are actually using the services delivered (Kusek & Rist, 2004; Linnan & Steckler, 2002). Such continuous feedback allows the programme to take corrective actions if needed, and hence increases the likelihood of achieving the desired outcomes (Kusek & Rist, 2004).

(c) Lack of mechanisms to ensure tutor quality (no pre-service or in-service training of tutors, no tutor performance management system)

This is an issue of concern because without quality tutors (i.e., committed tutors who are able to deliver quality instruction) the programme cannot realistically expect to produce the desired outcomes. Staff training is a particularly important component of academic programmes that do not have the resources to recruit certified teachers (Barley et al., 2002; Powell, 1997).

It is recommended that programme provides a short induction programme and pre-service training to all tutors and involve formally trained Grade 12 teachers in the training. It is also recommended that the programme implements a formal feedback mechanism (which includes some form of performance monitoring and evaluation, and is tied to ongoing training) for tutors.

(d) Poor programme theory

This formative evaluation presented information which suggests that the programme's theory should be strengthened. A programme's theory is the foundation on which the remaining elements of the programme rests (Rossi et al., 2004).

The literature suggests that there is little evidence to support the argument that academic programmes are effective at improving direct indicators of academic achievement, such as grades and test scores. In light of this finding, it is recommended that the programme revisits its goals and objectives, and review the adequacy of the programme inputs and activities for producing the desired outcomes.

Limitations of the Evaluation

At least four limitations of this evaluation should be noted. First, the recommendations presented throughout this dissertation were informed by literature on programmes that have been implemented in developed countries. The academic programme was benchmarked against quality parameters/best principles of practice, derived from programmes that operate in different cultural and socio-economic contexts. There are no evaluations of a similar nature that have been conducted on South African educational programmes. It would therefore be useful to evaluate whether the recommendations provided for the SAEP programme are implemented and are associated with improved learner outcomes. Second, given the small sample size, it was not possible to run a reliability analysis on the questionnaire items. Some items might therefore be measuring constructs other than those which are under study. Third, perceptions of tutors and learners do not necessarily equate to what is actually happening in the programme. Finally, process data was reconstructed based on tutors and interns estimates. The accuracy of this data is questionable. This points to the need for a more comprehensive monitoring framework that will facilitate subsequent evaluations of the programme.

This formative evaluation of the academic programme has highlighted a number of key areas for improvements. Consideration should be given to implementing the proposed recommendations of the evaluation in order to strengthen implementation.

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APPENDIX A

Programmes similar to the Bridging Year Programme (BYP)

Ikamva Lizezandleni Zethu (n.d.). *Supplementary Tutoring*. Retrieved September 23, 2009, from <http://www.ikamvayouth.org/programmes/tutoring>

Impala Platinum Holdings Limited (2007). *Mathematics and Science Post Matric, Learner Support and Educator Development Programmes*. Retrieved September 20, 2009, from <http://www.implats.co.za/cr/reports/2007/postmatric.htm>

Isabelo Learning (2009). *TDS Maths and Science Revision Programme*. Retrieved September 22, 2009, from <http://www.isabelolearning.co.za/our-current-programmes/tds-maths-science-revision.htm>

University of Stellenbosch (2009). *SciMathUS: Science and Mathematics at the University of Stellenbosch*. Retrieved September 22, 2009, from <http://www.imstus.sun.ac.za/scimathus.html>

APPENDIX B

Interview Schedule

Section A: Programme information

1. What is your role in the programme?
2. What are the main goals and objectives of the Bridging Year Programme?
3. Is the 2009 academic programme different from that of 2008 programme in terms of content and the way it is delivered?
4. What were the main challenges of 2008 programme?
5. What was done in 2009 to address those concerns?
6. Did the programme meet its key objectives in 2008?

Section B: Service utilisation

7. What are the demographic profiles and characteristics of target beneficiaries?
 - What determines eligibility for the programme?
8. Have the same selection criteria been used in 2008 and 2009?
 - What has changed and why?
9. What specific problems did SAEP encounter with the 2008 interns?
 - What was their engagement with the programme?
 - What are indicators of poor engagement for the programme?

Section C: Programme delivery

10. Can you give me a step by step account of what is supposed to happen in the academic programme?
 - How is the curriculum covered?

- What are the key aspects of the academic programme?

11. How does the mentoring component operate?

- What does the mentoring relationship involve? (Clarify activities, nature of the relationship)
- How many times on average do you expect the mentors and interns to meet in one month?
- How many mentors do you have on the programme?
- How are mentors selected?
- On what criteria are they assigned to interns?
- Are they given any form of training at the beginning of the year?
- How is the mentor-mentee matches supervised? (Is there a system which monitors whether matches meet regularly?)

Section D: Programme quality parameters
--

12. How the unique academic needs of each intern identified?

- How are they dealt with in the classroom or in the programme?

13. How are programme expectations communicated to interns at the beginning of the programme and during the year?

- How do they know what is expected from them in terms of commitment, behaviours and deliverables?
- What steps taken if they fail to comply?
- Is there a system of individual short-term and long-term goal-setting and monitoring in place? How does it work?

14. Are programme expectations clearly stated to tutors and mentors? How is the message reinforced?

- Does the BYP have a written standard of practice tutors (Does the programme have regularly updated manuals of standards and practices? For whom, why, what do their contain)
- Are performance reviews conducted with tutors?
- How often does programme staff meet?
- Are indicators of poor performance (e.g., unexcused absences) monitored and what are the steps taken if a tutor perform below acceptable levels?

15. How are tutors recruited into the programme?

- What are the eligibility requirements?
- How do you assess whether they have adequate subject knowledge and understanding of how learners learn (Subject specific pedagogy)?
- Do tutors undergo pre-service training?
- How are their performance monitored and improved?

16. Does the programme provide any form of specialised assistance to interns with significant personal problems? How are those interns identified and referred?

APPENDIX C

New Curriculum Intern Questionnaire A

SECTION A

1. Age: _____
2. Gender : [1] Male [2] Female
3. Where do you live? (Tick the appropriate box)

[1] Phillippi	<input type="checkbox"/>
[2] Samora Machel	<input type="checkbox"/>
[3] Nyanga	<input type="checkbox"/>
[4] Khayelitsha	<input type="checkbox"/>
[5] Other	<input type="checkbox"/>
4. In which year did you write your matric exams for the **first time**? _____ **Year**
5. How many attempts did you have at your matrix exams **before** joining the programme?
_____ **Attempts**
6. List all the matric subjects that you wrote **before** joining the programme and your results in each subject. Provide both the percentage and the corresponding symbol.
(If you wrote more than once, provide results on the **most recent** attempt).

Matric Subjects	Results (%)	Results (Symbols)

7. List all the subjects that you will be re-writing this year
-

8. Did you apply to any universities, technikons or FET colleges **before** joining the programme?

[1] Yes [2] No (**Skip to Part B**)

If yes, please provide the name of the institution/s that you applied for:

Have any of your applications for further studies been successful? (Please circle)

[1] Yes [2] No (**Skip to Part B**)

If yes, please specify which institution/s made you an offer:

SECTION B

Instructions: Please indicate (with an X in the appropriate box) the extent to which you agree or disagree with the following statements.
--

Where spaces are provided, elaborate on your responses. This is the most important part.
--

9. The tutors and mentors at SAEP have high expectations regarding my performance in the matric exams

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided

10. It is compulsory to submit a leave of absence form if we do not attend class on a particular day

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

11. When tutors assign homework, they do not clearly communicate what is expected from us (e.g., How the assignments should be presented or structured)

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

12. Actions are taken when interns produce poor assignments (e.g. poor presentation, obvious lack of effort)

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

[1] If applicable, give an example an action taken:

[2] Not applicable

13. If we have been absent for a particular class, the tutor does not ask us for an explanation the next time he/she sees us

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

14. Actions are taken when interns do not complete their homework

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

If applicable, give an example of an action taken:

[2] Not applicable

15. SAEP takes actions if interns fail to obey the rules set in our contract

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

--	--	--	--	--

16. At least one programme staff member monitors and discusses my progress (or lack of progress) with me

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

17. I can be asked to leave the programme if I do not comply with the rules

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

18. How many meetings did you have with the programme coordinator or any other programme staff to discuss your progress since you joined the programme? ____

SECTION C

19. I know each programme staff well enough to approach him/her for help

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

20. There is not always someone available at SAEP to help me

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

21. Tutors and mentors encourage interns to contact them (if needed) outside programme hours (after 5 PM)

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

--	--	--	--	--

22. Tutors make themselves available after class to assist interns and answer any questions they might have

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

23. Programme staff respond to my calls or messages within a reasonable time

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

24. Programme staff are too busy to assist me when I need help

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

SECTION D

25. I am working hard enough to meet the academic goals that I set at the beginning of the year

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

26. I use most of my free periods at SAEP to study or do my homework

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

27. I often think of dropping out of the programme

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

--	--	--	--	--

28. I try to speak English with the other interns as much as possible

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

29. I am often tempted to do things with my friends or stay at home rather than go to class

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

30. My attitude towards studying is better than it was before joining the programme

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

31. I would not recommend this programme to others

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

SECTION E

32. List each of the subjects you are re-writing and provide the name of your tutor/s.

Matric subjects	Name of Tutor (s) for Term 1	Name of Tutor(s) for Term 2

33. Indicate the subject in which you are struggling the **most**. Answer the questions (a)-(f).

→Subject 1: _____

a. Do you need more group tutoring in this subject?

[1] Yes [2] No (*Skip to c*)

b. **If yes**, please indicate how many hours of **extra tutoring (per week)** will help you progress faster in this subject?

_____ Hours

c. Do you need individual tutoring in this subject?

[1] Yes [2] No

d. Are you currently receiving individual tutoring in this subject?

[1] Yes [2] No

e. **If yes**, is this enough to make you progress in this subject?

[1] Yes [2] No

f. If no, please indicate how many **extra hours of individual tutoring (per week)** will help you progress faster in this subject?

_____ Hours

APPENDIX D
New Curriculum Intern Questionnaire B

SECTION F

Some tutors might be better than others on certain aspects. Please indicate the extent to which you agree or disagree to each of the following statements, based on your general experience of the tutorials and the tutors in the programme.

Please reflect only on tutors/tutorials that cover the subjects that you will be re-writing.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Undecided
1. My tutors provide me with enough individual encouragement to perform better in my studies					
2. If I struggle with a particular topic, my tutors provide me with extra individual help after class hours					
3. Tutors do not regularly check if each of us understand the work before proceeding to the next section					
4. In tutorials, tutors spend time working with individual students to help them understand the work better					
5. I need more individual attention from my tutors in class					
6. Tutorials follow the matric curriculum closely					
7. Tutors often skip chapters that will be examined in the final exams					

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Undecided
8. The tutorials covered all the chapters that were examined in the June exams	1	2	3	4	5
9. The pace of teaching is just right (i.e., The pace of the lessons are not too fast or too slow for me to learn well)	1	2	3	4	5
10. Even if English is not my home language, I can easily understand my tutors in class	1	2	3	4	5
11. Tutors provide us with clear, step-by-step instructions to help us understand better	1	2	3	4	5
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Undecided
12. I learn things in class that I previously could not understand	1	2	3	4	5
13. At the end of the tutorials, I understand well enough to complete my homework	1	2	3	4	5
14. The exercises in class help me solve new problems in tests and homework	1	2	3	4	5

SECTION G

15. For each of the subjects you are re-writing, indicate: 1) how many tests you wrote in Term 1 and Term 2; 2) the frequency with which homework was assigned; and 3) the quality of the feedback on the tests and homework.

Matric Subjects	How many tests did you write in this subject	How often were you assigned homework in this subject	Quality of feedback (A rating of 6= When the homework is marked and returned within the same week, when the feedback is clear enough to allow you to understand your mistakes and make immediate progress)
		<input type="checkbox"/> Never <input type="checkbox"/> About once every 2 months <input type="checkbox"/> About once a month <input type="checkbox"/> 2-3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> More than once a week	Very Poor 1 2 3 4 5 6 Excellent
		<input type="checkbox"/> Never <input type="checkbox"/> About once every 2 months <input type="checkbox"/> About once a month <input type="checkbox"/> 2-3 times a month <input type="checkbox"/> About once a week <input type="checkbox"/> More than once a week	Very Poor 1 2 3 4 5 6 Excellent

16. In the table below, for each subject that you are re-writing, indicate:

- How many tutorials sessions have been cancelled in the last **4 months because your tutor was not available?** (Do not include instances where there were no tutorials because of public holidays, winter break or study breaks)
- How many of these sessions have been replaced?

Matric Subjects	Number of sessions cancelled	Number of session replaced

Some interns do not attend all their tutorials even if they signed the front desk register in the morning

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

7. How did you find out about tutoring opportunities at SAEP?

[1] Position was advertised

[2] Through other tutoring networks

→ Specify _____ (e.g. UCT TEACHOUT)

[3] Other

→ Specify _____

8. Did you fill in a tutor application form?

[1] Yes [2] No

9. Were you interviewed by any SAEP staff before being offered the position?

[1] Yes [2] No

10. Did you sign a tutor commitment form/contract before joining SAEP?

[1] Yes [2] No

11. Do you have any previous teaching/tutoring experience?

[1] Yes [2] No

If yes, please specify:

Number of years of teaching/tutoring experience: _____

Grade/level taught: ____

Subject taught: _____

Institution where you taught/tutored: _____

12. Did you receive any formal training as a teacher/tutor before joining SAEP?

[1] Yes [2] No

If yes, specify:

Type of training: _____

Duration: _____

13. Did SAEP provide you with any form of training **before** you started tutoring on the programme?

[1] Yes [2] No

If yes, what was the nature of the training? [1] Formal [2] Informal

14. Is this the first year that you are tutoring on the programme?

[1] Yes [2] No

If No, please specify for how long you have been teaching on the Bridging Year Programme?

Years _____ Months _____

15. Did you receive any teaching assistance (i.e., in-class support whereby someone who is more experienced in teaching assists you in your first few sessions and provides you with necessary guidelines/feedback) when you first started tutoring on the programme?

[1] Yes [2] No

16. How many curriculum subjects did you teach this year?

_____1_____

17. Did you teach in **both Term 1 and Term 2** this year?

[1] Yes [2] No →Specify in which Term: Only Term_____

If yes, did you teach the same subjects: [1] Yes [2] No

18. Do you teach on any other SAEP Programmes?

[1] Yes: Specify _____ [2] No

19. Do you teach at any other organisation?

[1] Yes: Specify _____ [2] No

20. Are you a paid tutor or a volunteer?

[1] Yes [2]

PART B

Please indicate the extent to which you agree or disagree with the following statement. Mark the appropriate box with an X

1. Actions are taken when interns produce poor assignments (e.g. poor presentation, obvious lack of effort)

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

[1] If you answered in the positive, please give an example of the type of action taken:

[2] Not applicable

2. If an intern is absent for a particular class, he/she is asked for an explanation the next he/she comes to class

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

3. Actions are taken when interns do not complete their homework

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

[1] If you answered in the positive, please give an example of the type of action taken:

[2] Not applicable

4. It is compulsory for tutors to submit a leave of absence form if we cannot tutor on a particular day

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

5. Tutors can cancel as many tutorials as they want as long as they give prior notice

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

6. I can be asked to stop tutoring if I do not comply with the rules set in the commitment contract

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

7. SAEP does not keep track of which tutors arrive late

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

8. Tutors are rewarded if they meet all the expectations set in the commitment contract

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

[1] If you answered in the positive, please give an example of the type of action taken:

9. SAEP does not monitor the number of assignments and tests that tutors set

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

10. It is compulsory for tutors to administer a minimum number of tests per term

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

11. Tutors are required to replace the tutorial sessions that they cancel

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

12. SAEP provides me with regular feedback on how to improve my tutoring

Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly disagree	Undecided
----------------	----------------	-------------------	-------------------	-----------

13. Did you have any meetings with the programme coordinator or manager to discuss your performance over the period that have been tutoring this year (i.e., Go over your strength as a tutor and discuss possible areas of improvement)?

[1] Yes [2] No

→ If yes, please specify the number of meeting: **At least** 3 **meetings**

What was the nature of those meetings?

[1] Formal [2] Informal (1 formal meeting)

→ If No, to what extent do you think that would have been helpful to you in conducting the tutorials?

[1] Not at all helpful [2] To a small extent [3] Quite helpful [4] Extremely Helpful

PART C

1. Have you been providing one-on-one tutoring (in addition to group tutoring) this year (From Term 2 onwards)?

[1] Yes [2] No

2. How often do you assign homework in the subject that you tutor?

- Never
 About once every 2 months
 About once a month
 2-3 times a month
 About once a week
 More than once a week

3. On average, how many tests did you administer in the subject you teach?

For Term 1 and 2: _____ (If you only taught in Term 1): For Term 1 _____

(If you only taught in Term 2): For Term 2 _____

4. In the **last 4 months** how many tutorial sessions did you have to cancel? (do not include instances where no tutorials were scheduled because of public holidays, winter break)

Approximately _____ sessions

5. How many of these cancelled sessions did you replace? (i.e., reschedule again on another day/time)

At least _____ sessions

APPENDIX F

Programme Documents

Academic Improvement Plans

Daily sign-in sheets (attendance records) for the period of 18 February - 17 June 2009

Gap Year Monthly Report (January, 2009)

Gap Year Programme - 2008 Assessment and 2009 Improvement Suggestions: Memorandum compiled by Johnson & Lewis (August 1, 2008)

Gap Year Programme Budget document (2008)

Grant Application to Friends of the Mandela Rhodes Foundation (August, 2008)

Interns' goal-setting sheets (March 2009)

Leave of Absence forms (period: 18 February - 17 June, 2009)

New curriculum attendance sheets for Maths (recorded dates: April 8 - June 5, 2009), Life Sciences (recorded dates: February 16 - June 12, 2009), and Accounting (recorded dates: February 19 - May 25, 2009)

Recommendations for the Gap Year Selection 2009: Document compiled by Johnson & Lewis

SAEP Initial Assessment and Action Plan

SAEP Executive Summary (2008)

SAEP Matric Exam Scores: Pre-programme and Post-programme scores for 2007 and 2008

SAEP Memorandum (August 2008)

SAEP Strategic Planning Document (2007)

The Gap Year Internship Contract (2009)

The Gap Year Programme: Unspecified Funding Application (September, 2008)

Tutor commitment forms (2009)

Tutoring at SAEP - Gap Year Programme: Tutor induction document (March 11, 2009)