Research Grants

PROPOSAL

ESRC-NRF Higher Education Call 2016

Organisation where the Grant would be held

<table>
<thead>
<tr>
<th>Organisation</th>
<th>University of Leeds</th>
<th>Research Organisation Reference</th>
<th>ESSL</th>
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<tbody>
<tr>
<td>Division or Department</td>
<td>Sch of Education</td>
<td></td>
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</tbody>
</table>

Project Title [up to 150 chars]
Unbundling education: Mapping the changing nature of Higher Education in South Africa

Start Date and Duration
a. Proposed start date 01 October 2016
b. Duration of the grant (months) 26

Applicants

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Organisation</th>
<th>Division or Department</th>
<th>How many hours a week will the investigator work on the project?</th>
</tr>
</thead>
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<tr>
<td>Principal Investigator</td>
<td>Professor</td>
<td>University of Leeds</td>
<td>Sch of Education</td>
<td>3.76</td>
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<tr>
<td>Co-Investigator</td>
<td>Dr</td>
<td>University of Leeds</td>
<td>Sch of Education</td>
<td>11.26</td>
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<tr>
<td>Co-Investigator</td>
<td>Dr</td>
<td>University of Leeds</td>
<td>Sch of Education</td>
<td>7.5</td>
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Classification
International in nature? Yes
Please give details
This proposal developed from existing collaborative relationships between the University of Cape Town and the University of Leeds, with the two PIs holding similar strategic responsibilities for the implementation of digital educational innovation programmes and the development of public-private partnerships in their respective institutions. The proposal addresses a timely topic, the so-called 'unbundling' of higher education, which is greatly relevant for the South African higher education system - and indeed for global and UK HE systems. In particular, the proposed study will examine the ways in which higher education systems are being re-organised in an increasingly global education market place, mainly by disaggregating (unbundling) curricula and using digital technologies strategically to distribute provision across several individual, more cost-effective components. This process goes in hand in hand with the growing presence of private providers working alongside, and increasingly in partnership with, universities to offer alternative forms of provision. Whilst unbundling holds great promise in terms of efficiency and increased access to education, especially for a very diverse social context like the South African one, there is very little collaborative research that appreciates the clearly international and interconnected nature of these dynamics, which are at the same time economic, educational and technological.

The two partners are extremely well positioned in their own countries to develop such an international outlook in a collaborative fashion. The University of Cape Town is the leading South African institution playing a pivotal role in the local HE landscape, and the Cape Town team comprises practitioners and researchers who are at the forefront of educational innovation in wider Africa and the global south, having implemented the first MOOCs in Africa in partnerships with major MOOC platforms. Similarly, the University of Leeds plays a leading role in the UK 'digital learning' landscape, where economic, technological and educational factors are pushing for the increasing marketization and unbundling of provision, amid growing public concerns over value for money for students and employers' calls for more flexible, skills-based education.

Against this background, the study will explore the following research question: How are unbundling and marketization changing the nature of higher education provision in South Africa, and what impact will this have on widening access, educational achievement, employability and thus the potential for economic development?

This question will be explored and answered collaboratively across South Africa and the UK, collecting primary data from decision makers, external providers and educational stakeholders (academic staff and students), and analysing a broad range of evidence such as policy documents, marketing information and technological platforms. Several globally positioned external providers (e.g. Pearson Education, FutureLearn) have already given their support to the proposal. The study will lead to a 'map' of the changing HE landscape, which will reflect the international and networked nature of bilateral business models, business relationships and educational innovation strategies, down to the level of actual provision in fully digital or 'blended' settings.

In compliance with the Official Development Assistance (ODA) requirements, the collaborative approach between the two partners will place particular emphasis on the challenges facing the South African HE context, and the impact strategy has been designed from the ground up to support economic development in South Africa and other African countries.
Objectives

List the main objectives of the proposed research [up to 4000 chars]

This proposal responds to an ESRC-NRF Newton call for collaborative research ‘Higher Education in South Africa’ and it addresses, in particular, the theme ‘Organisation of HE systems, HEIs and alternative providers’. Our proposal aims to explore the rapidly evolving nature of Higher Education in South Africa, which is leading to rapid and unprecedented ‘unbundling’ and marketization of Higher Education, as a result of educational technologies, public-private partnerships and shifting employer expectations. The overarching aims and objectives of the research project are to:

- produce a systematic mapping of emerging partnerships, innovations in educational technologies and public-private business models in the South African Higher Education system;
- ascertain the factors influencing the ‘unbundling’ and ‘marketization’ of Higher Education as perceived by influencers, institutional decision makers and private providers in South Africa and the UK;
- critically evaluate the implications of the reconfigured South African Higher Education landscape for key educational stakeholders: learners, employers and academics;
- demonstrate the potential benefits and risks of unbundling and marketization of Higher Education in the context of Africa’s economic growth plans.

Unbundling refers to the process of disaggregating curricula into standalone units often available in flexible online modes, allowing universities to respond to the pressures of widening access, increasing student numbers, competition from alternative providers and technological change, by distributing provision across several individual, more cost-effective components. Marketization refers to the increasing presence of alternative (private) providers offering HE provision alongside universities, often through online means and at lower costs, and the emerging partnerships between universities and private providers to offer accredited learning at a wide range of levels from foundation, through undergraduate and postgraduates degrees to continuing professional development and corporate training. Whilst these changes may offer opportunities for increased numbers of learners to access education and thus contribute to economic prosperity, there is very little empirical research about the process and impact of unbundling, or the marketization of Higher Education in Africa, or developed countries. For unbundled technology enhanced education or public-private partnerships to impact positively on sustainable economic growth in Africa, there is an urgent need for systematic research in this area, which is the topic of this timely and innovative proposal. Therefore, we ask how these new market opportunities are being approached and configured by universities and private providers in South Africa, with a particular focus on how they can support the development of the HE sector.

Crucially, the project will produce outcomes that support decision makers to ensure the long-term growth of Higher Education in South Africa and other African countries, and thus the economic development of these Newton Fund countries. The overarching aim of our pathway to impact relates to the capacity of key South African stakeholders to engage productively in policy debates which are likely to have profound transformational implications for the HE sector, and equally dramatic long-term consequences for the economic and social welfare of South Africa. We will work with a range of stakeholders through this project, including: educational decision makers, alternative providers, employers, academic staff, students and the general public.

Summary

Describe the proposed research in simple terms in a way that could be publicised to a general audience [up to 4000 chars]

The nature of Higher Education is rapidly evolving in South Africa. Educational technologies, public-private partnerships and shifting employer expectations are resulting in rapid and unprecedented ‘unbundling’ and marketization of Higher Education. For example, over the past few years we have witnessed the appearance of many flexible online courses and qualifications, short courses and MOOCs, often delivered in partnerships between universities and private organisations. Unbundling refers to the process of disaggregating curricula into standalone units often available in flexible online modes, allowing universities to respond to the pressures of widening access, increasing student numbers, competition from alternative providers and technological change, by distributing provision across several individual, more cost-effective
components. Marketization refers to the increasing presence of alternative (private) providers offering HE provision alongside universities, often through online means and at lower costs, and the emerging partnerships between universities and private providers to offer accredited learning at a wide range of levels.

In particular, the South African higher education context seems poised to benefit from market-based innovations that may assist with the need to increase equality and access across the diverse sectors of South African society. Whilst these changes may offer opportunities for increased numbers of learners to access education and thus contribute to economic prosperity, there is very little empirical research about the process and impact of unbundling, or the marketization of Higher Education in Africa, or developed countries. In practice, we are observing the emergence of unspecified business models based on different flavours of 'unbundling', which in turn are leading to unclear relationships between universities and private partners or providers.

For unbundled technology enhanced education or public-private partnerships to impact positively on sustainable economic growth in Africa, there is an urgent need for systematic research in this area, which is the topic of this timely and innovative proposal. Therefore, we ask the following overarching question: How are unbundling and marketization changing the nature of higher education provision in South Africa, and what impact will this have on widening access, educational achievement, employability and thus the potential for economic development? We will explore this research question through a focus on the process of 'educational market making'. We aim to examine marketization and unbundling in HE as the outcomes of negotiations and manoeuvres which have a 'constitutive' function. Our central assumption is that markets do not appear naturally, but are 'made' through increasingly networked interactions that involve individual decision-making, collective discourse, technical expertise and the deployment of key 'objects': educational technologies, data analysis techniques, and innovative business models. Our study will rely on primary evidence collected through interviews with 'experts', and on the analysis of available datasets, documents and other artefacts and, crucially, through systematic engagement with a wide range of stakeholders.

The outcomes of this project will directly impact the future development of HE in South Africa, other African countries and in the UK, through providing evidence of the effectiveness of disaggregation of curricula and alternative providers offering HE on educational outcomes, access to HE and employability. The project will have direct impact through critically evaluating the on-going trends of 'unbundling' and marketization on South Africa's economic development. The research will provide evidence of the effectiveness of educational technology to support the emerging HE market, directly impacting the educational technology sector, technology suppliers and alternative HE providers.

Academic Beneficiaries

Describe who will benefit from the research [up to 4000 chars].

The chief academic beneficiaries of this project are broad, due to the interdisciplinary nature of the research:

a) academic researchers and educators in the field of higher education
b) the educational technology research community

These academic beneficiaries will be actively targeted during and after the project to highlight the project outcomes, using a range of methods, including social media posts, blog articles, policy events, direct mailings, communications at conferences and other events (e.g. Westminster briefings). Research and advice from the London School of Economics Social Sciences Impact blog will be used to plan the dissemination of research outcomes to wide and diverse audiences.

The outcomes of the project will benefit researchers in a wide range of disciplines, as a result of the cross-disciplinary nature of the research. These disciplines include: higher education studies, sociology, HE strategy and policy, HE management, education studies, learning and teaching. Our study will also have important implications for the educational
technology research community - a field that has been, so far, reluctant to engage with the study of how social, economic and cultural factors influence innovation processes in education. This impact will be pursued through regular scholarly engagement across various academic networks. We view this aspect of as highly important for both our dissemination and impact strategies.

The outcomes of the research will have a large impact on the research into emerging practices in higher education in South Africa and the UK. The project will benefit other UK and international researchers in these fields in the following ways:

1) An evidence-based body of work available openly for further scrutiny, analysis and research;
2) A collection of research outputs in a range of formats to inform future research;
3) Raw data sets available for analysis;
4) Research outcomes providing theoretical advancements in the emerging organisation of Higher Education.

The project will also benefit a wide range of other UK and international academic beneficiaries, in the form of policy makers, HE leaders and managers working on institutional change, strategy and policy and adoption of new technologies. The project will benefit these groups in the following ways:

1) A map of the emerging relationships between HE institutions and other organisations, to demonstrate the changing nature of HE;
2) Detailed description and critical analysis of the key factors driving decision making in HE institutions working with external partners and providers;
3) Evidence of the impact of alternative educational offerings on HE practices and approaches to inform decision-making.

Staff Duties

Summarise the roles and responsibilities of each post for which funding is sought [up to 2000 characters]

PI 10% (UK), PI 15% for 14-20 months, and 90% for 6-12 months (SA, UCT contribution)

Each PI will take a lead role in the intellectual leadership, strategic direction and management of the project, and management of the Impact plan. Each PI has a similar role in their respective institutions and will complement each other well through this collaboration.

Co-I 30%, Co-I 10% (SA, UCT contribution)

Each Co-I will project manage the day-to-day activities and direction of the project in each country. Each Co-I will attend and take a significant role in all meetings. Their roles will include providing significant input in the analysis and interpretation of desk research data and interview data and in the mapping activity. They will also lead report writing and be significantly involved in dissemination and the execution of the impact plan.

Co-I 20% (UK)

This Co-I will take the role of the data curator and management and supervision of the data analysis.

Researcher 100%, 26 months (UK)

The unnamed researcher will carry out the data collection (desk research and interviews), spending 6 months in South Africa, and analysis. They will attend all meetings and events in both countries, and will work in close contact with the SA bursaries. They will also be involved in report writing and dissemination.

SA Bursaries, 2 x Masters (2 years), 1 x PhD (3 years)

To carry out fieldwork, desk research and organisation of impact and data collection events.

SA technical support, (average 2.75 hours per week, 26 months)

Website support, curation and annotated digital bibliography, data management, research dissemination, monitoring and evaluation, coding and data analysis, event and related project management.

The South Africa personnel has strong qualitative skills whilst the UK team has strong quantitative skills which will benefit each other.

Impact Summary
Impact Summary (please refer to the help for guidance on what to consider when completing this section) [up to 4000 chars]

The planned outcomes of this project have been designed to directly impact on the future development of HE in South Africa, other African countries and in the UK, through providing evidence of the effectiveness of disaggregation of curricula and alternative providers offering HE on educational outcomes, access to HE and employability. The project aims to have direct impact through critically evaluating the on-going trends of ‘unbundling’ and marketization on South Africa’s economic development. The research will provide evidence of the effectiveness of educational technology to support the emerging HE market, directly impacting the educational technology sector, technology suppliers and alternative HE providers. During the project, short-term impact will be achieved through engagement and discussion with HE decision makers, alternative providers and employers at workshops and interviews. These sessions have been designed to have multiple benefits: (1) collection of research data for the project and (2) opportunities for participants to consider and vocalise the emerging trends from their experience, and network with peers. A robust knowledge base will contribute to the long-term dimension of our impact strategy in supporting South African stakeholders to engage productively in policy debates which are likely to have profound transformational implications for the HE sector, with consequential impacts for the economic and social welfare of South Africa. Our approach will produce knowledge and guidance to help South African stakeholders define criteria for decision-making and self-governance in relation to the emerging economic, educational and technological landscape.

The chief potential beneficiaries of our impact approach in South Africa are: (i) HE institutional leaders; (ii) policy makers in the HE sector; (iii) academics and students; (iv) employers; (v) alternative HE providers. We have identified a range of organisations and groups - governmental organisations, think tanks, professional membership associations - with whom we will engage directly during and beyond the project:

- The Council for Higher Education, which provides advice to the South African Minister of Higher Education and Training on all aspects of higher education policy.
- Universities South Africa: the main membership body representing South Africa's universities, whose Board comprises 26 Vice-Chancellors.
- The Higher Education Learning & Teaching Association of Southern Africa (HELTASA): a membership organisation focused on academic development.
- The Human Sciences Research Council (HSRC), whose mandate is to inform effective formulation and monitoring of government policy.
- Alternative HE providers, including Pearson Education, FutureLearn and Coursera, who offer large scale credit bearing HE provision in South Africa and globally.

With regard to policy makers and leaders in South African HEIs, the study will lead to guidance frameworks for informed decision-making, for example when approaching the following activities: (i) procurement and institutional deployment of educational technologies; (ii) development of public-private partnerships; (iii) design and delivery of educational curricula and co-curricular activities. In addition to decision makers and leaders, the study will be of value to employers, educators, students and communities of interest within the general public, as it will provide insights about the 'direction of travel' of HE, and opportunities to engage in the debate about the redefinition of areas of public value in higher education. The recent protests in South Africa, concerns about the rising costs of higher education, and the interest in MOOCs in the mainstream media suggest increasing interest in the trajectory of HE provision. Whilst the project is largely focussed on the South African HE system, beneficiaries in other countries, including wider Africa and the UK will also be potentially impacted.

Ethical Information

Has consideration been given to any ethical matters raised by this proposal?  

Yes

Please explain what, if any, ethical issues you believe are relevant to the proposed research project, and which ethical approvals have been obtained, or will be sought if the project is funded? If you believe that an ethics review is not necessary, please explain your view (available: 4000 characters)

The aim of this research study is to obtain maximum benefit for South Africa and the UK, whilst being as unobtrusive as possible. The main method of data collection will be via conversations and discussions in individual interviews and group
workshops. Ethical consideration is required for the interview and workshop data. If funded, the project will be required to obtain full ethical approval from the University of Leeds Ethics Committee and the Research Ethics Committee of the Faculty of Humanities at the University of Cape Town. Full ethical approval will be required as data will be transferred outside of the UK.

The project team will ensure that participation in interviews and workshops is voluntary and that 'informed consent' (including an information sheet and right to withdraw) is gained from all interviewees before an interview takes place. Where 'informed consent' is not obtained the interview will not take place, or the participant will not take part in the workshop. Informed consent is particularly important in this project given the sensitive nature of the subject area of the study. The project team will ensure that all interviewees/workshop participants fully understand that the interviews and workshops will be audio recorded and transcribed. All participants will also be given details about what the information will be used for. Participants will be assured that all reporting of data will be anonymous and not able to be attributed to an individual or institution, unless otherwise formally agreed. All participants will be able to withdraw from the project at any time and in this situation their data will not be used.

It is important that the research is conducted with integrity and as such, where interview questions may refer to previous interviews they will not mention the interviewee name or institution, in order that remarks cannot be personally attributed. The PIs and Co-Is will regularly read interview transcripts to ensure this is taking place.

All data will be securely stored on University of Leeds servers and securely sent between project teams (see Data Management Plan). A reputable transcription company will be used to transcribe the audio of interviews and workshops to ensure no data leakage.

All reporting of findings, whether on the project website, in documents or at impact events will ensure anonymity of the research participants unless participants have asked us to use their real name.

The data collected during this project will be archived and made available for reuse, subject to receiving the necessary level of consent from participants. All personal information will be removed from files to protect the identity of participants. Data will be anonymised as standard unless participants have asked us to use their real name.

The PIs and Co-Is in both countries will monitor the ethical aspects of the project and ensure that any ethical issues are dealt with immediately. Ethics will be a key item at each face-to-face project management meeting but will also be able to be responded to quickly if any issues arise.
### Summary of Resources Required for Project

#### Financial resources

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<tr>
<th>Summary fund heading</th>
<th>Fund heading</th>
<th>Full economic Cost</th>
<th>ESRC contribution</th>
<th>% ESRC contribution</th>
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| Exceptions           | Staff             | 0.00               | 0.00              | 100                 |
|                      | Other Costs       | 0.00               | 0.00              | 100                 |
|                      | Sub-total         | 0.00               | 0.00              |                      |
|                      | Total             |                    |                   |                     |

#### Summary of staff effort requested

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Other Support

Details of support sought or received from any other source for this or other research in the same field. Other support is not relevant to this application.

Previous Proposals
Enter the ESRC reference numbers of any support sought or received from ESRC in the past five years.
### Staff

#### Directly Incurred Posts

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<th>Role</th>
<th>Name /Post Identifier</th>
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<th>% of Full Time</th>
<th>Scale</th>
<th>Increment Date</th>
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<th>Superannuation and NI (£)</th>
<th>Total cost on grant (£)</th>
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#### Applicants

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<tr>
<th>Role</th>
<th>Name</th>
<th>Post will outlast project (Y/N)</th>
<th>Contracted working week as a % of full time work</th>
<th>Total number of hours to be charged to the grant over the duration of the grant</th>
<th>Average number of hours per week charged to the grant</th>
<th>Rate of Salary pool/banding</th>
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<td>Principal Investigator</td>
<td>Professor Neil Morris</td>
<td>Y</td>
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<td>Co-Investigator</td>
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Total

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Date Printed: 03/05/2016 13:55:14
Proposal original proforma document
Aim of Pathway to Impact
The overarching aim of our Pathway to Impact relates to building the capacity of key South African stakeholders to engage productively in policy debates which are likely to have profound transformational implications for the HE sector, and equally dramatic long-term consequences for the economic and social welfare of South Africa. Specifically, through a wide range of activities throughout and beyond this project we aim to:

- build awareness of the social and economic implications emerging from the research for a specific group of educational decision makers and influencers in South Africa, with the aim of enhancing their knowledge and leadership skills and their capacity to respond effectively to current trends and future innovations;
- provide a framework for informed decision-making in relation to a set of defined areas of educational unbundling and marketization. The key element of this framework will be a policy toolkit informed by the main project output: the sociotechnical map of the emerging landscape and other associated outputs, such as policy pamphlets and position papers;
- encourage dialogue and participation among key users (students, academics and employers) with respect to current trends in South African higher education, and with the aim of supporting their ability to influence current developments in a more participatory and democratic fashion.

In our Impact Summary we have identified specific organisations and stakeholders who will be involved in this research, its dissemination and its future Impact: educational decision makers, alternative providers, employers, academic staff, students and communities of interest from the general public. These stakeholders will be targeted through a tailored approach and specific impact activities will focus on translating knowledge developed during the empirical study into pragmatic guidance and advice to support decision-making, 'best practices' and participatory research in relation to the emerging unbundled landscape in South African higher education. In compliance with ODA guidelines, these activities will involve education, training and advice. In particular, we will be liaising closely with educational leaders and decision makers to ensure buy-in and participation in the knowledge exchange activities. A crucial role will be played by the South African PI (Prof [name]) who is a recognised member of key academic and policy networks that focus on innovation in higher education. In addition, we will identify academic staff and students in our respective institutions, liaising with departments, staff associations and student unions.

Short Term Impact (during the lifetime of the project)
From the outset of the project, we will review all existing links and relationships and identify key networks to engage with. Specific knowledge exchange activities starting in M13 with representatives from these networks, organisations and stakeholder groups. New lines of dialogue to support the knowledge exchange process will be developed in the context of the empirical phases. Knowledge exchange activities will begin as phase 2 nears its end (M13) and will continue until project completion in M26. Specific activities will be as follows:

- Two policy workshops in South Africa, involving 15 participants each. The workshops will engage decision makers and influencers involved in higher education policy, planning or evaluating innovation strategies in specific institutions (e.g. Johannesburg, Pretoria). The activities will draw on the empirical phases to inform discussions about current trends and how to respond to them in the best interest of South African society. The policy toolkit developed by the end of the first empirical phase will be used to arrange collaborative activities focused on specific aspects of the unbundled landscape; from curriculum redesign to the procurement of educational technologies or services from external providers. These workshops will serve to support capacity-building and knowledge exchange for institutional decision makers and leaders. The ‘flagship event’ in the engagement strategy with policy stakeholders and decision makers will be a large-scale policy event for up to 50 participants, to be held in Cape Town in month 26; this will also be an important milestone for the entire project.

- Two public engagement workshops in South Africa involving 20 students, academic staff, and other members of the public. These activities will be organised as ‘concertation meetings’: participant-driven consultation events which draw on principles of participatory research methods (Nelson & Wright, 1995). These workshops will be an opportunity to present the research findings and discuss, in a deliberative fashion, possible methods to respond to and influence current trends. As with the policy workshops, impact activities with educational stakeholders will be informed by the empirical approach, as participants will be involved in discussions about how unbundling and marketization are changing the nature of higher
education provision in South Africa, examining the consequences in terms of widening access, educational achievement and employability.

- **One public lecture** in South Africa to present and discuss the findings and recommendations to members of the public, educators from other educational sectors, employers, potential students and their parents and representatives from other sectors of civil society such as educational charities. The public events will be filmed and will feed into the dissemination activities, via the website and social media content.

- **An intensive two-day event** based on the policy toolkit will be held in the UK in month 19. Five decision makers and educational leaders from South Africa will attend this event along with members from both research teams. Representatives from other UK HEIs, alternative providers, educational technology suppliers and other UK experts in educational innovation will also be invited to this event. Another aspect of impact will be the research capacity building as a result of the South African research team’s visit and active involvement in the event. The rationale for this event is to strengthen international links and support the knowledge exchange process by directly connecting South African decision makers with their British counterparts and other possible partners.

**Mid-Term Impact (up to a year after)**
The project website and associated social media content will be a key impact in the mid-term, quickly connecting research with policy. In particular, the website will perform two major functions: the first to publish interim findings from the empirical phases. These will be developed as three policy pamphlets, published online and distributed widely at key project junctures: M6 (after the preliminary mapping in Phase 1), M13 (at the peak of Phase 2, to coincide with the first project review and the beginning of the knowledge exchange activities), M19 (at the peak of Phase 3, to coincide with the only knowledge exchange event to be held in the UK). The second function of the project website will be to provide a meeting place, supported by social media, for the project stakeholders. The project website will have links to feeds on Twitter and Facebook, and will involve regular blogging contributions from all members of the project teams. Although the project website will be hosted and maintained by the University of Leeds, it will emphasise the South African dimension. In addition, four articles (in addition to contributions to international conferences) will be written during this timeframe to feed into current and forthcoming policy debates in South Africa. Target international journals include: Studies in Higher Education, Journal of Education Policy, Sociology of Education and Computers & Education.

**Long-term Impact**
The key dimension of long-term impact will be about building South African capacity to engage productively in policy debates which are likely to have profound transformational implications for the HE sector, and equally dramatic long-term consequences for the economic and social welfare of South Africa. The team will keep developing the connections established during the project, engaging in high-profile debates and activities (as already established in the team’s CVs) to inform the debate on the economic, educational and technological ramifications of unbundling and marketization in higher education. In addition, a media plan will stretch three years after the project and will both be reactive to requests from the media (live radio, TV broadcasts and newspaper journalists), and proactive through written responses to policy documents, proposals and Bills in the mainstream press.

**Managing the Impact Plan and Measuring Effectiveness**
During the first phase of the study we will establish an Advisory Board involving representatives from the various stakeholder categories (educational decision makers, alternative providers, employers, academic staff and learners). This Board will oversee the project and review and revise the Impact Plan, making it flexible and reactive to ensure the objectives are delivered. Both research teams will be involved in managing the plan, and the UK researcher will actively coordinate the activities during her/his visits to South Africa. A systematic evaluation process will be put in place for the knowledge exchange activities, with feedback collected after each event and follow-up information collected from selected participants after six months. Other measures of impact will be the level of engagement with the website and the social media feeds, and the constant monitoring of media coverage, as well as actual influencing of educational policy (e.g. mentions in working papers, Bills and other policy documents). The research team have extensive experience of running knowledge exchange and impact events (e.g. a MOOC for 20K teachers) and writing impactful outputs for a variety of audiences, both physically and virtually using web resources and social media tools.
1. Introduction
The nature of Higher Education is rapidly evolving in South Africa. Educational technologies, public-private partnerships and shifting employer expectations are resulting in rapid and unprecedented 'unbundling' and marketization of Higher Education. Unbundling refers to the process of disaggregating curricula into standalone units often available in flexible online modes, allowing universities to respond to the pressures of widening access, increasing student numbers, competition from alternative providers and technological change, by distributing provision across several individual, more cost-effective components. Marketization refers to the increasing presence of alternative (private) providers offering HE provision alongside universities, often through online means and at lower costs, and the emerging partnerships between universities and private providers to offer accredited learning at a wide range of levels from foundation, through undergraduate and postgraduate degrees to continuing professional development and corporate training. Whilst these changes may offer opportunities for increased numbers of learners to access education and thus contribute to economic prosperity, there is very little empirical research about the process and impact of unbundling, or the marketization of Higher Education in Africa, or developed countries. For unbundled technology enhanced education or public-private partnerships to impact positively on sustainable economic growth in Africa, there is an urgent need for systematic research in this area, which is the topic of this timely and innovative proposal. Therefore, we ask how these new market opportunities are being approached and configured by universities and private providers in South Africa, with a particular focus on how they can support the development of the HE sector. Crucially, the project will produce outcomes that support decision makers to ensure the long-term growth of Higher Education in South Africa and other African countries, and thus the economic development of these Newton Fund countries.

This proposal comes from academic researchers in South Africa and the UK who have senior leaderships responsibilities for the strategic deployment of educational technologies and development of public-private partnerships in their respective institutions. The University of Cape Town plays an important role as the leading South African institution with first-hand experience of the rapidly changing HE landscape and, as such, it provides a vantage point for the analysis of opportunities, barriers and tensions that are relevant for wider Africa. The research team have an existing collaboration, and this proposal will further strengthen their research and innovation partnership, providing opportunities for cross-country working and development of new skills and knowledge exchange within the African context. The UK based team, led by a Director of Digital Learning and Chair in Educational Technology, Innovation and Change for a leading Russell Group Higher Education Institution (HEI), will offer an experienced and external dispassionate perspective, and bring insights from the UK Higher Education system to the research, where educational technology is well embedded in the HE system and marketization and unbundling are similarly gathering pace amid growing Government concern about value for money for students and employers' calls for more flexible, skills-based education. In compliance with the Official Development Assistance (ODA) requirements, the collaborative approach of this proposal has been designed to place particular emphasis on the challenges facing the South African HE context, and to offer outcomes which can support economic development in South Africa and other African countries.

The overarching aims and objectives of the research project are to:

- produce a systematic mapping of emerging partnerships, innovations in educational technologies and public-private business models in the South African Higher Education system;
- ascertain the factors influencing the 'unbundling' and 'marketization' of Higher Education as perceived by influencers, institutional decision makers and private providers in South Africa and the UK;
- critically evaluate the implications of the reconfigured South African Higher Education landscape for key educational stakeholders: learners, employers and academicians;
- demonstrate the potential benefits and risks of unbundling and marketization of Higher Education in the context of Africa's economic growth plans.

The proposal aligns with a number of the topics highlighted in the Call Specification. However, it is primarily focused around the 'Organisation of HE systems, HEIs and alternative providers' theme, as we will be
exploring the process of institutional change in South Africa, focusing on the emerging business models, new educational technologies and innovative forms of educational provision. The catalyst that inspired this proposal is the disruptive influence of Massive Open Online Courses (MOOCs) and the potential for ‘unbundling’ that these offer, particularly as they evolve into accredited courses and involve organisations other than universities. In South Africa, online learning (including use of MOOCs) is growing rapidly, due to increased technology and Internet access, and the demand from learners for flexible and inclusive learning opportunities, and many alternative providers are exploring opportunities for public-private partnerships to meet the growing needs of learners. Whilst this growth of online education supports the country’s aspirations of preparing Higher Education graduates for a knowledge-based economy, the impact on HE systems, HEIs and the alternative providers is an under-researched area, and the benefits and risks of these approaches are not clearly understood. The South African research team comprises the first and (as of writing) only practitioners that have implemented MOOCs in Africa in partnerships with major MOOC platforms and therefore bring a unique perspective of a Global South MOOC provider. Importantly, the South African PI is extremely well connected within a range of HE networks (e.g. the Department of Higher Education and Training; Council for Higher Education; Centre for Higher Education Transformation) and alternative providers (e.g. Coursera, FutureLearn) vital for the collection of data during this study.

The overarching research question for this proposal is:
How are unbundling and marketization changing the nature of higher education provision in South Africa, and what impact will this have on widening access, educational achievement, employability and thus the potential for economic development?

2. Contextualising the study
The study is contextualised in networked technologies, emerging HE markets and the disaggregation of curriculum provision. The appearance of networked technologies and their perceived opportunities to increase access, flexibility and quality is leading to the development of new forms of educational provision in Higher Education (HE), such as online courses and qualifications, short courses, blended and flexible programmes and MOOCs (Castillo et al., 2015; Lawton et al., 2013). These new forms of provision are generating new business models that rely to varying degrees on the involvement of private providers and on the acceleration of what is known as unbundling and marketization of higher education (Robertson & Komljenovic, 2016; Sharrock, 2015). This disaggregation of learning into smaller parts offers, in theory at least, opportunities for HEIs to separate traditionally integrated components and reimagine new products and services (Yuan et al., 2013). Robertson & Komljenovic (2018) conceptualise this re-imagining as ‘market-making’: a process that needs to be critically analysed and understood. For instance, the advent of MOOCs and the modularity brought about by digitisation are not only being construed as forms of educational improvement, but also as a result of economic necessity, because the groupings of the various components of educational provision promise hard-to-ignore efficiencies (Sharrock, 2015). These business models, based on different values of unbundling - some more mature and some at an early stage of development - are in turn leading to newly constituted relationships between institutions and private partners or providers; between different institutional entities; and between actors with various roles within the institutions. At this point, whilst these developments are gathering pace in South Africa and globally, there is little empirical evidence of their effectiveness to enhance educational outcomes, widen access or boost economic development, and there has been little discussion of possible alternative models of evolving Higher Education using educational technologies.

Until now, unbundling and its multifarious implications have been at the centre of a lively ‘policy discourse’ which emphasised the imminent transformational effects of competition, innovation and reduced public funding for HEIs (e.g. Barber et al. 2013; Kamenetz, 2010, Staton, 2012). Whilst there are a few excellent examples focused on the UK or US contexts (e.g. Komljenovic and Robertson, 2016) and, as Marginson notes (2013:355), there is a growing interest in the fast-developing HE contexts of East and Southeast Asia, there is a lack of evidence about how these market dynamics are affecting institutions in other regions of the global south (chiefly Africa), and the role of Western providers or partners. This is the timely challenge we
aim to address through our proposed study, which will engage in the systematic mapping and exploration of the emerging practices at the intersection of HE’s ‘global economics’ and innovation in educational technologies. In particular, we aim to unpack and interrogate the emerging business models, the bilateral relationships and the underlying tensions, examining the implications of these changes for key educational stakeholders: learners, employers and academics.

3. Conceptual framing
Theoretically, this proposal draws on the fields of education, educational technology and sociology. We utilise established sociological framings whereby markets (including educational markets) are not natural, inevitable phenomena that develop ‘organically’ driven by internal necessity. Conversely, markets can only be studied through an appreciation of the sociocultural contexts from which they emerge (Polanyi, 1944). Therefore, we conceptualise ‘unbundled’ and marketised HE systems as the result of negotiations which are inherently political and have a constitutive function. Markets are thus ‘made’ through a series of networked interactions that involve, in equal measure, individual decision making, collective discourse, technical expertise and the deployment of key ‘objects’- technologies, data analysis techniques, and innovative business models - that act as ‘performative devices’. A central theme is that of performativity: the notion that social practices, forms of knowledge, and objects do not simply represent reality but are implicated in its reproduction. This view is indebted to several influential contributions in economic sociology which emerged over the last decade, showing how global market conditions are not only the result of structural factors, but also the product of the loose networks of economic theory, research and innovations which actively intervene in the enactment (and legitimation) of a particular version of economic reality (Law, 2009).

As Komljenovic and Robertson (2016) argue, a relatively common approach has been, until now, to analyse how HE markets are narrated or ‘talked about’ in institutional and public discourse (Brown 2011; Jessop, Fairclough and Wodak 2008; Marginson and Considine 2000; Williams 2004), whilst only recently we have been observing an interest in the performative dimension, with lines of inquiry more open to the ‘political’ work, the actual exchanges, the frictions and, indeed, the performances, through which markets materialise. More importantly, recent work is receptive to the role of non-human agency, that is, to the fact that devices and technologies are not only tools in the hands of political actors, but are involved as active agents in the ‘assemblages’ through which new economic (and educational) relations are formed and given legitimation. Komljenovic and Robertson (Ibid) expand on these promising suggestions, developing their own descriptive account of one specific, emerging market revolving around a UK-based HE institution (Newton University), starting from basic transactional aspects (what is being sold to whom? How many sub-markets involving different forms of material and immaterial exchanges are there?), and then moving on to a more ethnographic analysis involving interviews, official data and a range of formal and informal documents. By doing so, they manage to unpick the proliferation of market exchanges that occur through macro, meso and micro political work (Çalışkan and Callon 2009).

The underlying assumption here, and a key theoretical framing in our own proposal, is that an array of sociotechnical negotiations contribute to the constitution of the very economic and educational realities under consideration (Callon, 2010). The implication is that there is no single way of organising the emerging HE market, and that the idea of ‘universal’ market forces imposing themselves in different geopolitical contexts (e.g. Africa and the UK) according to the same rules and templates should be critically interrogated. This proposal is also an opportunity to build on our own collaboration at the intersection of sociology and educational technology studies, in which we explored the ‘sociomaterial co-construction’ that underpins recent trends in higher education, chiefly the emergence of MOOCs and Learning Analytics (Perrotta, Czerniewicz & Beetham, 2015, Perrotta & Williamson, in press; Morris, Swinnerton & Hotchkiss, 2015), and the implications that these sociotechnical developments may have on the social and educational role of higher education in South Africa and the Global South (Czerniewicz & Brown, 2009; Czerniewicz 2016).

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4. Research questions and methodology
The research question comprises two interlinked questions, with a number of specific, more focused sub themes and questions:

1. How are unbundling and marketization changing the nature of higher education provision in South Africa?
   a) Who are the South African HE decision makers with regards to unbundling and marketization and what are their views about the changing nature of Higher Education?
   b) Who are the potential partners and private providers and what are their drivers for engaging in South African Higher Education?
   c) What are the new emergent revenue and business models?
   d) What role does educational technology play in unbundling and marketization?
   e) What perceptions do UK based experts have of unbundling and marketization of Higher Education, as it relates to the potential impacts on South Africa, Africa and western countries?
   f) What alternative models for the evolution of Higher Education might educational technologies offer, apart from unbundling and marketization?

2. What impact will this have on widening access, educational achievement, employability and thus the potential for economic development?
   a) What are the perceived effects of unbundling and marketization on the availability, flexibility and inclusiveness of Higher Education in South Africa?
   b) What are the perceived effects of unbundling and marketization on academic quality and standards, educational achievement and development of employability skills in South Africa?
   c) What are the implications of unbundling and marketization HE provision on the potential for economic transformation given the specific challenges of South African Society?

5. Methodology and analytical framework
We will explore the research questions through a systematic focus on three interrelated aspects of 'educational market making', examining the performative qualities of: a) decision making processes in the context of bilateral relationships, business deals and the expected wider economic impacts; b) artefacts, digital technologies, documents and other 'mediating objects' and c) perceptions of employers, students and academic staff. This triple focus will enable us to understand the factors that influence institutional strategies; and some of the social, educational and economic aspects that are influenced by such strategies. Three types of data collection methods will be employed: a) interviews with senior decision makers, senior support staff, private/public alternative providers and employers; b) analysis of documents and other artefacts to be identified through desk research and c) data collection workshops with students and members of academic staff. The rationale underpinning this process is that individuals can act as expert informants whose perceptions, understandings and forms of localised knowledge can be systematically explored. The 'expert informant' method is popular in social research for very pragmatic reasons: it is an efficient and concentrated method of gathering data, especially in light of the growing difficulty of systematic quantitative surveys to ensure the required response rates. Expert interviews or group-based data collection activities (e.g. workshops) allow researchers to shorten time-consuming data gathering processes because experts are viewed as 'crystallisation points' for practical insider knowledge and as surrogates for wider cohorts of actors (Bogner, Littig & Menz, 2009). The methodological approach also draws on social cartography (Andreotti et al. 2006; Erkkilä, 2000; Liebman & Paulston, 1994), which is used in education research and development studies as a hermeneutic method to represent educational cultures, practices and networks of interests, rendering these phenomena as forms of 'visualised reality' (Liebman & Paulston, 1994: 239). The study will involve three phases: a preparatory phase involving desk research and two empirical phases which reflect the progression through the research questions. As part of the Official Development Assistance (ODA) mandate, members of the UK research team will spend time at the University of Cape Town, offering external perspectives to the research data collection, collaborating directly on the data analysis, and contributing to the impact activities.
Phase 1 (M1-M5): As part of the initial desk-research we will develop a comprehensive picture of Higher Education in South Africa. This will be achieved through extensive review of the literature and by drawing on datasets which examine various aspects of tertiary education from an international perspective. These include: OECD Education Statistics; South African Higher Education Open Data and Higher Education data from the Unesco Institute for Statistics. During this phase, we will also begin to identify and contact respondents for the empirical phases, and will initiate the iterative process of developing and refining the topic guides and semi-structured interview schedules.

Phase 2 (M6-M16): Once the initial phase is complete, we will carry out a first round of data collection involving semi structured interviews with decision makers and other institutional personnel in South African HEIs (e.g. Heads, Directors, VCs, Finance Directors), contacted via the South African Pls extensive networks and drawing on support from Universities South Africa, and HE networks. Informants will include individuals in position of responsibility who are currently planning or sponsoring institution-level innovation strategies, large-scale educational technology programmes, and curriculum redesign programmes. Additional interviews will then be carried out with representatives of private alternative providers (e.g. Pearson Education, Coursera and FutureLearn), all of whom the applicants have existing relationships with and have agreed to provide their insights. Experts will be treated as gatekeepers for the selection of documents and artefacts, such as annual reports, marketing information, university websites, articles or contracts of provenance/ownership, policy documents produced by State Departments of HE, guidelines and papers, specialist educational media. The ‘mapping’ carried out during this phase will also consider the prevalence and use of educational technologies in the South African HE sector to establish the nature of what is unbundled and how technology is actually being used as part of this process. To inform our understanding of how the UK is approaching these issues, and the UK’s perceptions of the challenges facing South African HE, we will also conduct interviews with UK HE decision makers. We will carry out a total of 40 interviews in South Africa, involving around 15 universities with institutional respondents as well as individuals in alternative providers operating within Africa. We will also carry out around 10 interviews in the UK, with senior individuals with institutional or business responsibilities, and global perspectives on the changing nature of Higher Education (e.g. VCs, PVCs for International Development, PVCs for Student Education, Business / Partnership Development managers in private provider organisations). Each interview will last approximately 60 minutes. The main output of this phase will be the first iteration of a ‘map’ (in the shape of a draft report or working paper) documenting the intertwining of economic, educational, and technological elements in the emerging HE market, focusing on the contextual factors and drivers in South Africa, delineating possible reasons for engaging with private providers or other public institutions, and including an analysis of opportunities and risks. During this phase, additional data will be collected via peer-reviewed literature, reports on the use of ICTs in educational sectors and through coordinating bodies (e.g. organisations such as NADESA, who focus on online and distance learning in South Africa).

Phase 3 (M17-M24): By the end of phase two, we will have built a sizeable body of evidence and a collection of preliminary findings about the interrelations between economics, educational strategies and technology. We will use these results as a framework for additional data collection activities involving employers, members of academic staff and students. In particular, we will examine the implications of the emerging unbundled landscape considered so far, focusing in particular on perceptions and beliefs in relation to key aspects of the educational process: flexibility, inclusiveness, educational achievement, development of employability skills and employment prospects, and potential economic benefits. Employers in South Africa will be involved in telephone or face-to-face semi-structured interviews to explore their perceptions of the potential graduate market in an unbundled HE landscape, and seek their views about the parity of ‘traditional’ qualifications from South African universities versus unbundled qualifications and awards from alternative providers. Additional topic areas will be explored including the skills, knowledge and competences necessary for economic development in emerging knowledge economies such as South Africa (and Africa more broadly). We will carry out a total of 15 (60 minutes) interviews in South Africa, and 5 interviews with recruiters in large multi-national corporate organisations in the UK (e.g. Marks and
Spencer and IBM, with whom the University of Leeds have strong links) A similar approach will be used for the data collection workshops with students and members of staff. These sessions will be held in Cape Town, involving members of staff and students. The workshops will involve between six and eight participants and will be organised as focused discussions guided by a number of overarching themes and more specific questions, a number of which will reflect the challenges of South African society. We will carry out 12 workshops in South Africa lasting up to 2 hours each. All audio recordings of interviews will be transcribed and analysed using NVivo, a qualitative data analysis software package used to analyse text, to uncover themes to code. A coding framework will be developed and used to analyse all the interview text. The reliability of coding will be measured using inter-rater reliability, where 10% of interview text will be recorded by an independent person and compared to the original coding.

6. Expected outputs
The outputs of this research will be spread across academic, corporate and policy sectors to reflect the wide impact of the findings. Traditional scholarly outputs will include:

- A ‘map’ in the form of a detailed report and policy toolkit to tell the story of the evolving unbundled landscape in South Africa, including the stakeholders involved in HE provision, their roles, their business models, and the relationships between universities and alternative providers.
- A policy toolkit will be developed at the end of phase 1 and will be added to and amended as the project progresses. This tool will be used during the Knowledge Exchange activities with decision makers. It will be based on a set of idea generation activities, discussion prompts and emerging findings from the empirical phases.
- Briefs for institutional and national decision makers in the form of ‘position papers’ (such as http://www.cilt.uct.ac.za/cilt/ciltpapers)
- Contributions to the disciplinary domains of higher education studies and the interdisciplinary areas of educational technology and sociology, including literature reviews, journal articles, and peer-reviewed conference proceedings.

Impact-related outputs (see Pathways to Impact section for more details) will include:

- Two policy workshops in the South Africa and one in the UK for policy makers and decision makers, involving methods for participatory agenda setting, such as roundtables and other interactive sessions to discuss our findings and explore their implications in the context of actual decision making processes.
- A public engagement strategy for the wider community interested in the impact of Higher Education on economic growth in South Africa, of which a project website will be a part. The public engagement strategy will commence at the start of the project to establish visibility and awareness of the project and its goals to promote buy-in from key stakeholders and to help facilitate ongoing identification of key players, potential research recipients and influencers. Dialogue and conversations will be pursued through an open communications strategy which will include and open lecture and two workshops with educational stakeholders including HEI leaders, alternative providers, employers, academics, students and the general public to disseminate widely our findings about the ‘direction of travel’ of HE in SA. Articles and blogs will be pitched to the education media and other knowledge intermediaries.
- A large-scale ‘flagship’ policy event for up to 50 participants, to be held in Cape Town in month 26.
- Attendance and presentation at academic conferences to promote the key findings and their implications on the HE provision in different contexts.

We will involve representatives from the various stakeholder categories (educational decision makers, alternative providers, employers, academic staff and learners) in an Advisory Board, which will enable the Impact Plan to be reviewed and revised, making the plan flexible and reactive to ensure the objectives are delivered. The Advisory Board, consisting of the UK and South African teams and five key representatives from South Africa will meet four times, coinciding with the four face-to-face project management meetings in South Africa.
Justification for resources - UK

**Directly allocated staff costs:**
The project requires strong leadership in the UK from an academic with experience in Higher Education (HE) and with experience of the impact of technology on the changing HE landscape. The UK PI, Prof [redacted], will be required for 10% of his time for the duration of the project. He will work closely with South Africa PI [redacted] to provide intellectual leadership and strategic direction for the project. He will also ensure that the project is progressing as planned and that key milestones are achieved. His senior role at the University of Leeds as [redacted] provides him with a privileged view of the current landscape in HE. Prof [redacted] has extensive first-hand knowledge of emerging trends in HE, such as unbundling, modularisation through educational technology and marketization, and he will provide essential strategic steering to the project. [redacted] role in South Africa as Director of the Centre for Innovation in Learning and Teaching at the University of Cape Town gives her a similar kind of view in a different context, and their collaborative role will provide different but complementary perspectives on the project. The 10% allocation takes into account the leadership role that Prof [redacted] will play in this project.

The cross-country, collaborative nature of the project requires day-to-day project management to ensure all aspects of data collection and analysis in the two countries are coordinated and stay on track. It also requires academic leadership and supervision from someone with experience in this context. The first UK Co-I, Dr [redacted], will manage the UK side of the project, and he will also be required for 30% of his time for the duration of the project. Dr [redacted] has significant expertise in research around recent trends in Higher Education, educational technology and social research methods, including qualitative research based on interviews and fieldwork methods. He will co-manage the day-to-day activities of the project with the South African research team, sharing the supervision of the UK researcher who will spend a significant period (six months) in South Africa. Together, they will ensure the project progresses as planned and that key milestones are reached. He will attend and take a significant role in all face-to-face project management meetings. He will also provide direction for all aspects of data collection in the UK and carry out approximately half of all data collection activities in the UK: 5 interviews during Phase 2; two or three interviews with recruiters in Phase 3. Some of these activities will require travel and overnight stay. Dr [redacted] role will be much hands-on than the PI role and the 30% allocation takes this into account.

The project will collect a large volume of primary and secondary data which requires analysing and curating. The second UK Co-I, Dr [redacted], a researcher with considerable qualitative and quantitative experience, in particular in the role of MOOCs in HE, will take responsibility for the data curation (including the data management plan), management and supervision of the data analysis. She will be required for 20% of her time for the duration of the project. A system of annotation and recording of data across the project will be introduced so that any and every piece of data is easily accessible across the project. She will integrate relevant data from the desk research, interviews, from both countries, and clean the data ready for analysis, e.g. for NVivo. Dr [redacted] will also lead the analysis of the data working closely with the UK researcher, the rest of the UK team and the South African research team. All data will be stored on the University of Leeds servers, which will be accessible to the South African team via the Citrix VDI portal.

**Web support** (Other DA costs, £11,333): In order to facilitate mid-term impact the project will develop a website, hosted and maintained by the University of Leeds, to publish interim findings and to provide a meeting place for the project. Development and maintenance will take approximately five days of a member of web support.

**Directly incurred Staff Costs**
The project requires a post-doctoral researcher for 100% of their time for the duration of the project, to carry out the majority of the data collection and analysis, under the supervision of Dr [redacted], Dr [redacted] and Dr [redacted] (Co-I at UCT). An important aspect of the role will be a commitment to establishing constructive, sustainable links between the research teams, predominantly to the advantage of the South African context, thus improving the capacity of the host country to undertake and disseminate research, and to replicate impact activities beyond the end of the project. They will spend a total of six months in South Africa to co-ordinate data collection alongside the South African team and developing a transferable model for the impact activities with educational stakeholders, and the remainder of the time in the UK, carrying out data collection and analysis. The researcher will take part in project meetings and will be involved in the writing of reports and dissemination. In addition to methodological expertise, it is essential that the researcher will have experience in researching educational challenges from an international development perspective. The volume of data collection and the required visits to South Africa for a total of six months, fully justify a 100% allocation.

**Clerical support** will be required to organise travel for the UK team when visiting South Africa, and to liaise with the South Africa team on event logistics including Pathways to Impact. This will require a clerical post at 20% for the duration of the project.

**Travel and subsistence:**
The researcher will need to be recruited, and travel for candidates to attend interview has been included to facilitate this process, as it is crucial that we recruit the most appropriate candidate.
The project requires regular project management meetings. In addition to regular Skype meetings, the project requires four face-to-face meetings to be held in South Africa to ensure key milestones are met. Three out of four of the UK team will travel to South Africa for these meetings and will require travel and subsistence for five days/ nights on each occasion. These meetings will coincide with at least two impact events being held at the same time in South Africa. Fieldwork: The Both UK and SA research teams will be contributing to the fieldwork in South Africa. Hence, it is envisaged that the UK researcher will spend six months in Cape Town; three months in phase 2 and three months in phase 3, co-conducting interviews and working on data analysis and planning impact activities alongside the South African team. This will require return travel to South Africa, and accommodation and subsistence whilst there. Accommodation has been costed based on UCT staff accommodation rates and monthly subsistence allocation has been included for the duration of their stay. It is assumed that the UK researcher will conduct a total of 15 interviews -10 with decision makers and 5 with employers. Internal flights, accommodation, subsistence and local travel for a total of 15 trips across phases 2 and 3 have been costed. The researcher/Co-I will also be required to travel to interviews in the UK in phase 2 and in phase 3. A total of 15 trips in the UK across phase 2 and 3, including overnight accommodation, has been budgeted for, using standard uoL rates. Advisory Board (Cape Town): The project requires an Advisory Board, thus return travel, one nights’ accommodation and subsistence for 5 advisors from South Africa to attend the four Advisory Board meetings held in Cape Town have been costed in. There will be no additional costs for UK team members as they will be in Cape Town for the face-to-face project management meetings. Impact travel: A series of impact events and workshops will be held in South Africa as part of Pathways to Impact activities. The UK will share the cost of these events with the South African partner. The UK will incur costs for 1 local public engagement and 1 local policy workshop with decision makers, both held in Cape Town. Local travel for participants has been costed in for the public engagement event, for approx. 20 participants. Internal flights to Cape Town from other parts of South Africa and 2 nights’ accommodation and subsistence have been included for up to 12 policy makers attending the policy event. The remaining impact events will be covered from the South African P/Is budget. The UK team members will attend impact events in South Africa. Each of the four UK team members will attend one policy workshop or public engagement event. This will require one return flight and five nights’ accommodation and subsistence per team member (calculated at standard uoL rates). The flagship impact in event in South Africa (covered by South Africa’s budget) towards the end of the project will coincide with the final project management meeting for which costs are already included, so no extra travel is required. The UK policy workshop held at Leeds: Costs of flights, 5 nights accommodation and subsistence in Leeds for up to 5 South African attendees have been budgeted for. The UK attendees (up to 12) will also have their travel reimbursed and will require one night’s accommodation and subsistence. Conferences: The UK team will attend four international conferences to disseminate the project findings (each team member to attend one conference). Return flights, accommodation and subsistence will be required for each conference. These particular conferences were selected because of their Africa focus, global focus especially in developing country contexts, and high quality higher education research communities respectively. The SA partners will be attending the same conferences and it is essential given the strong collaboration that both parties are able to attend and to jointly present.

Other directly incurred costs

Transcription: All interview and workshop audio files must be transcribed so that they can be analysed in NVivo. The transcription of approximately 94 hours of audio files will be outsourced to a reputable company which is sensitive to the confidential nature of the material. This will be paid at standard UK market rates.

Other Fees: The policy toolkit will be an online resource which will require some graphic design input to develop. It is estimated that 6 days will be required for design and editing, costed at standard market rates. Fees have also been included for a series of 12 data collection workshops with students and academic staff which will take place in Cape Town to facilitate discussions and collect data from these stakeholders. The events will require quite detailed organisation, room hire, the utilisation of a skilled facilitator, and catering for attendees. Consumables including impact-related costs:

Advisory Board meetings in Cape Town: The meetings will incur room hire costs and a small amount of catering for the team and advisors. A two-day policy workshop will be held in the UK in month 19. This will be attended by approximately 20 delegates from UK HEIs, educational technology suppliers and other UK experts, South African HEIs, the South African team and the UK team, to share insights and knowledge. This event will be held at the University of Leeds and therefore will not incur room or equipment hire costs, but costs of materials and catering for attendees have been included. Costs of room hire, catering and materials have also been included for the two Impact events (policy workshop and public engagement event) in Cape Town covered from the UK budget. The researcher will require a laptop to use during fieldwork in South Africa. They will also require a smart mobile phone with internet connection, for which the charges have been included. In order to disseminate findings across Africa and thereby increase impact, hard copies of the final report will be designed, printed, shipped and distributed to a range of stakeholders across Africa. Two digital recorders will be required for the interviews/workshops in UK and South Africa. The larger workshops will require two recorders to ensure all dialogue is captured. Conference attendance registration fees for the four international conferences are being requested.
Justification for resources - South Africa
Total amount: R 2 489 746.14

Research materials and supplies R30 000.00
Production and printing of pamphlets for policy impact events.

Bursaries R 480 000.00
2 x Masters over 2 years; 1 x PhD over 3yrs.
Bursaries will be advertised specifically to work on this research project.
These bursaries will be advertised as specifically part of this research project. They will carve out appropriately scoped dimensions of the overarching research to fit the requirements of their dissertations and will be appropriately linked to the fieldwork, desk research, helping with organisation of impact and data collection events, working closely with the UK researcher when s/he is spending time at UCT.

Equipment: R17 556.00
A laptop, which is required for the research, will be purchased for conducting the interviews and coding and analysing the data.

International travel R 83 747.14
1 visit by 2 SA team members to UK to meet with UK partners in 2018: to attend project meeting and 2-day training event. Four of the 5 project team meetings will be held in Cape Town, but the SA team would come to Leeds for the project meeting and two day impact policy workshop as it is important in terms of collaboration, capacity building, etc. While in the UK, the PI and Co-I will part in and contribute to the Leeds School of education research seminars.

International Conference R 372 548.68
Four conferences across the project period: 1 person to 1 conference; 2 people to 3 conferences. Estimates based on likely conferences: E-learning Africa in Egypt; ICDE World Conference 2017 in Dubai; Society for Research into higher education annual Conference Wales 2018; American Educational Research Association New York 2018. These particular conferences were selected because of their Africa focus, global focus especially in developing country contexts, and high quality higher education research communities respectively. The UK partners will be attending the same conferences and it is essential given the strong collaboration that both parties are able to attend and to jointly present.

Technical Assistance R 823 065
Technical assistance for this project includes: Website Support (R130 000 per month calculated at PC 9); Curation and annotated digital bibliography (R30 000 per month calculated at PC10); Data Management (R34 000 per month calculated at PC10); Research Dissemination (R12 000 per month calculated at PC11), Monitoring & Evaluation (R33 000 per month calculated at Assistant Lecturer); Coding and Data Analysis (R333.25 per hour calculated at Assistant Lecturer), Event and related Project Management (R24 000 per month calculated at PC11). Est 2.75 ave hrs per week over the duration of the 26 month project although this will vary as the requirements of the different phases shift. These include the organisation of policy impact events in liaison with the UK team, the booking of venues and travel for participants, data management such as the preparation of data collected during interviews for transcription, data encryption as required by the data policies

Local Travel R 176 796.96
The project will require 40 interviews with decision makers and HEI personnel across South Africa to be carried out in Phase 2 of the research and 15 interviews with employers in Phase 3. Some of these interviews will be conducted locally in Cape Town (thus no travel funding required) and some will be conducted via Skype. Both research teams will be contributing to this part of data collection, and it is assumed that the South African team will require funding for up to 12 local visits (SA PI, Co-I or PhD student) to conduct interviews
where face-to-face is essential. 10 in 2017 and 2 in 2018 to be held in Johannesburg/ Pretoria, Durban and Bloemfontein. Flights, subsistence and accommodation costs have been included. Other non-Cape Town interviews will be conducted via Skype.

Local Conference R 506 032.36
The UK partners and the ESRC have a strong commitment to ensuring that the research outputs lead to policy and scholarly impact and influence. Given the overarching focus on SA development, this part of the budget if for 4 events: Policy workshop in Cape Town with 15 decision makers (institutional decision makers, representatives from Western Cape Education Department and possibly other Regional Education Departments); Smaller scale public engagement workshop with local academic staff, students and members of the public (20 participants); Large scale impact event for 50 participants in Cape Town/Other- Open lecture for up to 100 participants

UCT contributions

- 15% FTE for 14- 20 of the 26 Months of the Project as well as 90% for 6-12 months of the project during planned Study and Research Leave (this has been agreed to by UCT in principle, formalities to be finalised. It is yet to be confirmed whether the duration will be six or 12 months- six months is definite and twelve months possible.)

- 10% FTE for the duration of the project.

At the time of writing, the possibilities of fellow UCT researchers joining in the project are being discussed, these will be finalised in the next months.

UCT will also contribute through space and infrastructural costs (such as Library and connectivity) for the UK researcher/s who will spend months in South Africa. UCT administrators will also be supporting the project through financial support, events support etc.
References


1st May, 2016

To Whom It May Concern:

Re: ESRC/NRF proposal application entitled ‘Unbundling education: Mapping the changing nature of Higher Education in South Africa’ by Prof. [Name] and colleagues.

I am writing to confirm my support for being named as an interviewee within this grant application, as the Partnership Development Manager of Pearson Education. I believe that this proposal is both important and timely, and I would be willing to be interviewed as part of the data collection process if the grant were to be funded.

Pearson Education will be very interested in the outcomes of this research, given its importance for the future of Higher Education and our global reach.

Yours faithfully

Steven Brimble
Head of Partnership Development

University Partnerships and Online Programme Management
Pearson Higher Education Managed Services
1st May, 2016

To Whom It May Concern:

Re: ESRC/NRF proposal application entitled 'Unbundling education: Mapping the changing nature of Higher Education in South Africa' by Prof. [Name] and colleagues.

I am writing to confirm my support for being named as an interviewee within this grant application, as the CEO of FutureLearn Ltd. I believe that this proposal is both important and timely, and I would be willing to be interviewed as part of the data collection process if the grant were to be funded.

FutureLearn will be very interested in the outcomes of this research, given its importance for the future of Higher Education and our global reach. We have strong partnerships with the University of Leeds and the University of Cape Town.

Yours faithfully

[Signature]

Simon Nelson
CEO, FutureLearn
Data Management Plan

1. Existing Data Sets

This project is focused on the changing nature of Higher Education provision in South Africa, as a result of new educational technologies, public-private partnerships and shifting expectations from students and employers. This is a rapidly evolving environment and up-to-date data needs to be collected for this project. The data will consist of interview data, from senior decision makers and other stakeholders in South Africa to create a mapping of the current landscape. Additional data will be derived from desk research of a range of documents and artefacts.

Searches of the UK data service datasets (using terms such as ‘Higher Education in South Africa’, ‘Higher Education and marketization’, ‘Higher Education decision makers’, ‘Unbundling of Higher-Education’) confirm there are a number of national and international datasets which examine various aspects of tertiary education from a national or comparative perspective. These include:

- OECD Education Statistics
- South African Higher Education Open Data
- Higher Education Statistics Agency (UK)
- Higher Education data from the Unesco Institute for Statistics

However, there are no datasets directly relevant for our purposes.

2. Analysis of the gaps identified between the currently available and required data for the research

As part of the initial desk-research we will develop a comprehensive comparative picture of Higher Education in South Africa, drawing on the national and international datasets listed above. However, there are no existing datasets containing the types of qualitative data we require to explore our research questions, making it necessary to undertake primary data collection. The data provided from this project will provide a detailed knowledge base of the changing nature of Higher Education in South Africa and will provide insight into the impact of educational technologies on Higher Education, and how unbundling and marketization will impact on access, flexibility, educational outcomes and employability.

3. Data that will be produced by the research project and an indication of volume

3.1 Data volume and type

The project will create two types of qualitative data – interview and desk research:

- Phase 1 – Initial desk research – downloaded or photocopied, such as annual reports, marketing information, university websites, articles or contracts of provenance/ownership, policy documents produced by State Departments of HE, guidelines and papers, and specialist educational media. Notes will be derived from this desk research. Documents will be stored in PDF format.
- Phase 2 – Audio (WAV / MP3) of interviews, 50 of around 60 minutes each (40 in South Africa and 10 in the UK), and transcription of interviews (Microsoft Word [.docx])
- Phase 2 – Additional desk research – downloaded or photocopied, such as peer reviewed literature, reports on use of ICTs in educational sectors and through coordinating bodies e.g. NADEOSA, who focus on online and distance learning in South Africa. The analysis will also include private sector documentation such as annual reports, websites, and financial consultancies. Notes will be derived from this desk research. Documents will be stored in PDF format
• Phase 3 – Audio (WAV / MP3) of interviews, 20 of around 60 minutes each (15 in South Africa and 5 in the UK), and workshops of up to two hours each (12 to be held in South Africa) and transcription of interviews (Microsoft Word [.docx])

3.2 Quality, format and standards

The project will result in approximately 70 audio files of approximately 60 minutes each, and 12 audio files of approximately 120 minutes each. All audio files will be transcribed in the UK. The audio files will be kept confidentially and shared only between members of the research team and the professional transcriber (who will access them via a secure virtual desktop infrastructure (VDI) portal). We will use a transcription firm familiar with academic research and the ethical issues involved in such work. The transcribed data will be anonymised, and then stored as Microsoft Word [.docx] files with only basic formatting and accompanied by brief field notes on the context in which they were collected. Interview transcripts will be transformed into files that can be coded within NVivo. We will archive the NVivo file of the material, coded along with full details of the sampling procedures and descriptions of the codes used.

The data will be converted to appropriate formats (on the advice of local data management experts) before being submitted to a repository, such as RTF or PDF-A for text documents and FLAC for audio files. The following metadata will be included: a plain text file containing the interview schedules used; a CSV file summarizing basic demographic information on each participant (removing any information that allows the individual or institution/company to be identified); an NVivo file containing the coded data; a .doc file describing fully all the codes used and giving sample text for each code. NVivo data will be prepared for archiving in accordance with the UKDS guidelines (http://data-archive.ac.uk/media/262066/ukda-datamanagement-nvivo.pdf)

4. Methodologies for data collection

Phase 1: desk research and preparation for empirical phases. The initial desk research will focus on developing a picture of Higher Education in South Africa. Subsequently, desk research will focus on a range of documents and artefacts which will be read and analysed. They will be chosen by the research team and from suggestions from interviewees.

Phase 2: primary data collection: We will conduct an initial round of semi structured interviews with decision makers and other stakeholders involved in processes of modularisation, curriculum redesign, educational technology and procurement of external educational services. We will carry out 40 interviews (60 minutes) in South Africa and 10 interviews (60 minutes) in the UK. This phase will lead to a first iteration of a ‘map’ in the shape of a draft report or working paper.

Phase 3: primary data collection: We will conduct a second round of interviews with employers and recruiters. The interviews in this phase will involve 15 employers in South Africa and 5 recruiters in the UK (60 minutes). A series of data collection workshops with students and members of staff in South African Higher Education Institutions will also be held in this phase. 12 workshops of up to two hours each will be held.

5. Quality assurance and back-up procedures

5.1 Planned quality assurance and back-up procedures (security/storage): electronic data will be stored on the University of Leeds SAN (Storage Area Network), which comprises enterprise level disk storage and file servers located in physically secure data centres with appropriate fire suppression equipment. Snapshots are taken every day at 10pm (and accessible for 1 month). A second level of snapshots is taken every month and are kept for 11 months. Snapshots are user recoverable from the desktop. A full back up to tape is taken
once every month and an incremental copy to backup tape is taken every night (and kept for 28 days). Every quarter, the most recent set of full dump tapes are moved to a long term storage facility where they are kept for 12 months. Tapes are initially stored in on-campus fireproof safes and then moved to off-campus secure locations. The SAN is located behind the University's Institutional firewall to protect against external attacks. Access to electronic data is controlled by Active Directory (AD) group membership. The Faculty IT team will create a dedicated folder for this research project and create read-only and read/write AD groups. Only the PIs will be able to request changes to group membership. Off campus access is via the secure Citrix VDI portal. The international PI/Co-Is will be the only external users who will need access to the data. They will apply for a University username and then be assigned to the appropriate AD group. Any sensitive data (as defined by the Data Protection Act) that is stored on portable electronic devices will be protected by encryption software to FIPS 140-2 standard. This is costed into the proposal. Any sensitive data that needs to be transmitted electronically will first be encrypted to FIPS 140-2.

6. Management and archiving of collected data: the data will be deposited for archiving and re-use with the ESRC data service providers, UKDA and ESDS, at the end of the project and within three months of the end of the award. We will add a metadata record to the University Research Data Repository which will point to the main dataset in UKDA. If UKDA don’t accept the dataset then we will upload the data to the UKDA ReShare service.

The data management plan will be reviewed during the life of the project to ensure the success of the long-term strategy. The UK 2nd Co-I will prepare the dataset for archiving with the ESDS in conjunction with the PI.

The existence of this dataset will be advertised through the project website, via key networks and at all project events and in footnotes to publications.

7. Difficulties in Data Sharing: all primary data will be generated through interviews and workshops with human participants and the ability to make it available for reuse will be subject to receiving the necessary level of consent from the individuals involved. All personal information will be removed from files to protect the identity of participants. Data will be anonymised as standard unless participants have asked us to use their real name.

8. Copyright and intellectual property ownership of the data: the IP for this project rests with the participating Universities. However, the University of Leeds policy of the management of research data requires all data arising from research projects to be made openly available where possible. The project will be carried out in line with the requirements set down in the Copyright, Designs and Patents Act 1988.

9. Responsibility for Data Management: the PIs will have overall responsibility for implementing the data management plan. The Faculty IT Manager will be responsible for ensuring that electronic file permissions have been correctly assigned and for advising on other aspects of data storage and security. Staff involved in the project at participating institutions will be responsible for following data management procedures.
Official Development Assistance (ODA) compliance

The Council of HE in South Africa recently acknowledged that the impact of new and emerging technologies cannot be ignored or underestimated\(^1\). Innovations like MOOCs are revolutionising both distance education and traditional education\(^2\), and they are accompanied by the emergence of new business models and forms of educational provision which are likely to have profound implications for the organisation of higher education in South Africa, and for its potential as a driver of 'equity, social justice and democracy'\(^3\). Against this background, this study will examine how these new market opportunities are being approached and configured by universities and private providers in South Africa, with a particular focus on how they can support the development of the HE sector. Crucially, the project will produce outcomes that will support decision makers and educational stakeholders to ensure the long-term growth of Higher Education in South Africa and other African countries, and thus their economic development.

The study will create, and then transfer to the South African context, new knowledge about the higher education landscape that is emerging across the global north and south, building on the UK's established position in the international education environment, with British HE institutions acting as early entrants into the marketisation of HE, and with a country-level track record of technology programmes and innovation in higher education spanning more than 20 years\(^4\). In the British context, the University of Leeds is a sector leading institution with commitment to educational innovation, significant investments in digital learning and in innovative forms of educational provision (e.g. Europe's largest automated lecture capture system\(^5\); over 30 MOOCs on FutureLearn\(^6\) with 300,000 participants from over 140 countries), internationally recognised academic leadership of digital learning\(^7\), and strong expertise in social research on educational change and innovation processes within a University Research Centre for Digital Learning\(^8\) In a School of Education where our world leading research ranks in the UK Top 5, as assessed by the Research Excellence Framework 2014\(^9\).

The impact strategy has been designed from the ground up to benefit primarily the South African context, by enhancing decision-making capacity among educational leaders and policy makers, and providing other educational stakeholders with the tools to interrogate recent trends, and influence the direction of travel of a sector which holds great public value for South African society. The impact activities will take the shape of educational services and training sessions, targeting two groups of beneficiaries: (i) Policy makers and HE leaders in South Africa, and (ii) South African academics, educators and students. The activities (workshops, seminars, a policy conference and an open lecture) will focus on translating knowledge developed during the empirical study into a pragmatic framework to support decision-making, 'best practices' and participatory research in relation to the emerging landscape in South African higher education. One of these events will take place in the UK, in order to strengthen international links and support the knowledge exchange process by directly connecting South African decision makers with their British counterparts and a range of UK possible partners. The activities will involve knowledge sharing, education, training and advice. As part of our collaborative approach, one member of the UK project team will assist with the successful delivery of the impact events, while at the same time supporting the process of capacity building in the South African context. This statement has been informed by the principles of ODA, and reflects a development-oriented approach to the delivery of impact activities in South Africa.

\(^1\) [http://www.che.ac.za/content/che-ict-colloquium-2014](http://www.che.ac.za/content/che-ict-colloquium-2014)
\(^2\) See recent blog post by John Daniels, former Assistant Director-General for Education at UNESCO: [http://blog.ozp.com/2016/04/moocs-higher-education/](http://blog.ozp.com/2016/04/moocs-higher-education/)
\(^4\) [visit www.jsac.ac.uk for an overview](http://www.jsac.ac.uk)
\(^6\) [https://www.futurelearn.com/partners/university-of-leeds](https://www.futurelearn.com/partners/university-of-leeds)
\(^7\) [http://www.education.leeds.ac.uk/people/academic/morris](http://www.education.leeds.ac.uk/people/academic/morris)
\(^8\) [http://www.education.leeds.ac.uk/research/teaching-and-learning/CDL](http://www.education.leeds.ac.uk/research/teaching-and-learning/CDL)
\(^9\) [http://www.education.leeds.ac.uk/research](http://www.education.leeds.ac.uk/research)
## Project Management

### Online internal communication

- **Milestone 1**: Project commencement
- **Phase 1: preparatory phase**
  - Literature review and desk research (datasets analysis)
  - Identify and contact respondents
- **Instrument development**

#### Milestone 2: End of preparatory phase and beginning of empirical phase (1st pamphlet)
- F2F project management meeting in SA/Advisory Board meeting

#### Milestone 3: Mid-project review and beginning of impact activities (2nd pamphlet)
- F2F project management meeting in SA/Advisory Board

#### Milestone 4: Completion of 1st empirical phase

### Phase 2: 1st empirical phase
- 50 interviews (40 in South Africa, 10 in UK) - decision makers and external educational stakeholders
- Conducted 3 focus groups in South Africa
- Analysis of documents and artefacts, transcription and analysis of interviews, data curation
- Draft mapping activity

### Phase 3: 2nd empirical phase
- 20 interviews with employers and recruiters (15 employers in South Africa and 5 recruiters in UK)
- Researcher to spend 3 months in South Africa
- 12 workshops for academic staff and students in South Africa
- Transcription and analysis of interviews and workshops, data curation

### Ooa: Impact/knowledge exchange activities in South Africa

- 2 Policy workshops and an open lecture
- 2 Public engagement workshops

### Dissemination

- Two-day ‘policy workshop’ in UK (3rd pamphlet)
- F2F project management meeting in UK

### Milestone 5: Key deliverable (report) is published: detailed ‘map’ of the emerging socio-technical landscape.
- Flagship larger scale policy event held in Cape Town
The chart on page 1 of this document is a diagrammatic representation of all of the project activities.

**Project management** will take place for the duration of the project. The PIs have overall responsibility for this. The UK first Co-I and the SA Co-I have day to day responsibility for this.

**Online internal communication** will take place for the duration of the project. The second UK Co-I will have responsibility for this although all project team members will engage in this activity.

The project has five key milestones:

1. The beginning of the project in Month 1;
2. Month 6, the end of phase 1, the preparatory phase and the beginning of the 2nd phase (1st empirical phase)
3. Month 13, project meeting, mid-project review and beginning of impact activities;
4. Month 16, end of phase 2, 1st empirical phase, and beginning of phase 3, 2nd empirical phase;
5. Month 26, key deliverable (report) is published: detailed ‘map’ and main policy event is held in Cape Town.

Three of the **face-to-face project management meetings** coincide with the key milestones in months 1, 6, and 13. A face to face meeting also takes place in month 19 in the UK to assess progress and will coincide with the two-day ‘policy workshop’ in the UK. The final face-to-face meeting takes place at the end of the project.

The face-to-face project management meeting will take place in the UK at the same time as the UK event in month 19. The other four project management meetings will take place in South Africa.

The **Advisory Board meetings** will take place in months 1, 6, 13 and 26 to coincide with face-to-face project management meetings in South Africa.

**Phase 1, months 1-5,** consists of the literature review and exploration of existing datasets. At the same time the project will begin to identify and contact respondents for the empirical phases. The interview schedules will be developed, and the groundwork will be laid for the dissemination process. At the end of this phase the first policy pamphlet will be published.

**Phase 2, months 6-16,** consists of the first round of data collection: semi-structured interviews with decision makers and other institutional personnel in UK and South African Higher Education Institutions, and additional interviews with private companies and other external individuals. The UK researcher will spend three months in South Africa during phase 2 to share methodological expertise, collaborate directly in the data collection and contribute to impact activities. During this phase, additional data will be collected via peer-reviewed literature, reports on the use of ICTs in educational sectors and through coordinating bodies (e.g. JISC in the UK). During the second half of this phase, the draft mapping activity will take place.

**Phase 3, months 17-24,** consists of the second phase of interviews with employers in South Africa and recruiters in the UK. The workshops with staff and students in South Africa will take place also.

The UK researcher will spend a total of six months in South Africa, three months during each phase, to contribute to data collection, analysis and impact events. Towards the end of this phase and until the end of the project, the final report will be developed.

The activities from phase 1 will feed into the preparation of the dissemination and impact events and into the data collection in phase 2. The findings from phase 1 and 2 in the form of the draft ‘map’ will feed into the remainder of the interviews, and the impact and dissemination events.

**ODA impact activities in South Africa and UK, months 13-26,** consists of two policy workshops, an open lecture and two public engagement workshops in South Africa, and a two-day ‘policy workshop’ in the UK in month 19. A larger scale ‘flagship’ policy event will be held in Cape Town in month 26. In months 13 and 19 the second and third policy pamphlets will be published.

**Dissemination, months 22-26,** consists of conference presentations and development of peer-reviewed journal articles and policy briefings.
International funding agencies resources form

Please complete the following information as completely as possible. This form should be submitted as part of your application to ESRC-NRF Newton call for collaborative research – Higher Education in Africa.

1. Names of all researchers and staff involved in the project being paid for by NRF. Include their role, title, name, organisation, division, department or unit and country.

   - Associate Professor and Director of the Centre for Innovation in Learning and Teaching, University of Cape Town.
   - Associate Professor in Higher Education Studies, University of Cape Town, Centre for Innovation in Learning and Teaching.
   - Two MA students and one PhD student for whom bursaries have been requested from the NRF for this project. These students will be supervised by the South African PI and Co-I.

2. Project title and please identify which topic areas you have addressed:

   **Unbundling education: Mapping the changing nature of Higher Education provision in South Africa and the UK**
   The project aligns with a number of the topics highlighted in the ESRC-NRF Newton call for collaborative research Higher Education in South Africa. However, it is primarily focused around the ‘Organisation of HE systems, HEIs and alternative providers’ theme, as we will be exploring the process of institutional change in South Africa, focusing on the emerging business models, new educational technologies and innovative forms of educational provision.

3. Name and contact details of your UK contact person:

   Prof [Name], University of Leeds.
   Email: [Email]
   Tel: +44(0) [Telephone]

4. Name and contact details of your South African lead contact person:

   Prof [Name], University of Cape Town.
   Email: [Email]
   Tel: [Telephone]

5. Total funding amount requested from each funding agency:

   NRF: R 2,489,746.214
   ESRC: £488,103
influencing/developing government policy (e.g. Prof Narend Bajnath [CEO, Council for Higher Education]; Diane Parker [Deputy Director General for Higher Education] and Trudi van Wyk [Director: Career Development and Open Learning], both in the Government Department of Higher Education and Training; Prof Michael Cross [All Mazzul Centre for Higher Education, University of Johannesburg]). Other invited participants include Prof Nan Yeld [British Council, Africa Desk] and Prof Martin Hall [Graduate School of Business, University of Cape Town, ex-DVC Salford University]. These collaborative events will draw on the policy toolkit developed in the empirical phase to inform discussions about current trends and how to respond to them in the best interest of South African society. Outcomes of the workshops include capacity-building and knowledge exchange for institutional decision makers and leaders, continued collaborative development of the policy toolkit and identification of best practice case studies. Outputs from the workshops will be used in later impact activities.

- **An intensive two-day event based on the policy toolkit will be held in the UK in month 19.** The rationale for this event is to strengthen international links, develop research capacity and relationships and support the knowledge exchange process by directly connecting South African decision makers with their British counterparts and other possible partners. Five decision makers and educational leaders from South Africa (e.g. Deputy VCs) who are engaged in our project will attend this event along with members from both research teams. These individuals are likely to be selected from the participants who attend the initial workshops as well as recommendations from the Advisory Group. Representatives from other UK HEIs, alternative providers, educational technology suppliers and other UK experts in educational innovation will also be invited to this event. The MOOC will be publicised at this event.

- **Two public engagement workshops in South Africa involving 20 students, academic staff, and other members of the public with links to, and interests in higher education, will be held in month 20.** These workshops will be an opportunity to present the research findings and discuss, in a deliberative, consultative and participatory fashion, possible methods to respond to and influence current trends. The MOOC will be publicised at this event and participants encouraged to sign up.

- **One public lecture in South Africa (in month 24) to present and discuss the findings and recommendations to educators from other educational sectors, users (e.g. employers, current and potential students and their parents) and representatives from other sectors of civil society such as educational charities.** The public events will be filmed and will feed into the dissemination activities, via the website, the MOOC and social media content. Co-located with these public events will be an exhibition of best practice case studies from both the UK and across South Africa.

- **The ‘flagship event’ in the engagement strategy will be a large-scale policy event for up to 50 participants, to be held in Cape Town in month 26.** We will invite all engaged stakeholders and beneficiaries from the organisations listed above to the event, and we will publicise the event and its benefits throughout the project as well as publicise the MOOC. Invites would include the individuals invited to the initial policy workshop. This event will be used to describe the outcomes of the research, debate the findings and build collaborative networks of individuals equipped to take the research findings into their own decision-making.

**Mid- to long-term impact activities (beyond the project)**

The project team will develop a MOOC to be delivered on the FutureLearn platform, utilising the considerable experience of MOOC development and delivery by the UK and South African team members. The MOOC will provide open access to the study findings and offer a place for interaction, collaboration and discussion. All publications from the project will be contained within the MOOC (e.g. policy toolkit, policy pamphlets, case studies, recordings of events) etc., with a narrative, and content will be licenced via Creative Commons (where possible), to support wide access and use including offline access. The MOOC will include training and advice to support decision-making, with live Q&A sessions specifically related to this aspect. The MOOC will be open to all but will be specifically marketed to our stakeholders and beneficiaries. We will include video interviews collected from attendees at the KE events within the MOOC. The MOOC will be jointly developed and delivered by the UK and South African teams. The MOOC will be delivered at least twice a year (from M19 onwards) for at least 3 years after the funding period. This will encourage impact to continue after the project has ended in both the UK and in South Africa.

Further publications will be produced in this period, including four journal articles (in addition to contributions to international conferences) to feed into current and forthcoming policy debates in South Africa. Target international journals include: Studies In Higher Education, Journal of Education Policy, Sociology of Education and Computers & Education. These will be used with key stakeholders and the project network to support the impact of the project. The team will also continue to develop the connections established during the project, engaging in high-profile events and media activities to inform the debate on the economic, educational and technological ramifications of unbundling and marketisation in higher education.

**Measuring Effectiveness**

A systematic evaluation process will be put in place for whole project, to measure the effectiveness and impact of our activities. Details of attendees will be recorded at all knowledge exchange activities, with feedback collected after each event and follow-up information collected from selected participants after six months. Other measures of impact will be the level of engagement with the MOOC (numbers of participants, amount of interaction), the website and its content and the social media feeds (measured through tracking and analytics), and the constant monitoring of media coverage, as well as actual influencing of educational policy (e.g. mentions in working papers, Bills and other policy documents). The research team has extensive experience of developing and delivering MOOCs, running knowledge exchange and Impact events and writing impactful outputs for a variety of audiences, both physically and virtually using web resources and social media tools.
Aim of Pathway to Impact

The overarching aim of our impact plan is to build South African capacity to engage productively in policy debates which are likely to have profound transformational implications for the HE sector, and equally dramatic long-term consequences for the economic and social welfare of South Africa. We will achieve this through a range of activities, including (i) publication of newsletters, policy pamphlets and position papers disseminated widely through digital (network mailing list, website and social media) mechanisms; (ii) Knowledge exchange events for decision makers and policy experts; (iii) Public engagement workshops and a public lecture; (iv) a Massive Open Online Course (MOOC) delivered regularly after the grant funding period; and (v) a media plan to proactively engage in the debate about unbundling and marketization with the SA government and policy makers. Our impact strategy is focused around the following group of stakeholders in South Africa: (i) Educational decision makers; (ii) Educational policy experts; (iii) Educational influencers; (iv) HE scholars and (v) Users (e.g. alternative providers, employers and students). Activities in our impact and communications strategy will engage these stakeholders during and beyond the grant period.

Stakeholders

We have identified a range of organisations and groups - governmental organisations, think tanks, professional membership associations and HE scholars - with whom we have existing relationships and will engage directly during and beyond the project. These relationships are long-standing and arise out of the South African PI’s profile in the Higher Education sector and other team members’ professional relationships. Representatives from these organisations and groups will sit on our Advisory Board, which will meet physically or virtually regularly and will have responsibility for offering advice to the project team and supporting project dissemination and engagement in their networks. We envisage that the broad representation on our Board will significantly enhance the potential impact of our research. Stakeholders include:

- The Council for Higher Education, which is the statutory body which provides advice to the South African Minister of Higher Education and Training on all aspects of higher education policy;
- Universities South Africa: the main membership body representing South Africa’s universities, whose Board comprises 26 Vice-Chancellors, and whose mandate includes influencing HE policy positions;
- The Higher Education Learning & Teaching Association of Southern Africa (HELTASA): a membership organisation focused on academic development;
- The Human Sciences Research Council (HSRC), whose mandate is to inform effective formulation and monitoring of government policy;
- Alternative HE providers, including those such as Pearson Education*, FutureLearn®, Coursera and GetSmarter, who offer large scale non-credit and credit bearing HE provision in South Africa and globally (*see letter of support);
- HE academic scholars, and academic researchers working on Higher Education, including colleagues in Johannesburg (Ali Mazrui Centre for Higher Education), Rhodes (Centre for Higher Education Research, Teaching and Learning) and University of the Free State (Centre for Research on Higher Education and Development);
- Key individuals in SA Government including technical advisers, programme managers, evaluators, research analysts and economists who are all involved in the process of policy formulation.

Once the project commences we will carry out a detailed stakeholder analysis and produce a list of beneficiaries, including analysis of their motivations and communication preferences; these will be agreed with the Advisory Board and will form the basis of our impact activities, stakeholder engagement and evaluation during and beyond the project. The stakeholder analysis will be periodically reviewed and updated as the project activities, and in particular the mapping process reveal new players and relationships.

Short-term impact activities (during the lifetime of the project)

Specific impact activities will focus on translating knowledge developed during the empirical study into pragmatic guidance and advice to support decision-making, ‘best practices’ and participatory research in relation to the emerging unbundled landscape in South African higher education. In compliance with ODA guidelines, these activities will involve education, training and advice. Using our stakeholder analysis and list of beneficiaries (described above), we will invite individuals to join a network to accompany this project. We will use a mailing list and a policy-focused project website to communicate monthly with our network, and participants will receive project updates via a regular newsletter, providing information about events and links to updates on our website. The project website and associated social media content will be a joint collaborative venture between the UK and SA teams, and will perform two major functions: the first to provide project updates and a curated repository of our documents and publications. The second function of the project website will be to provide a meeting place, supported by social media, for the project stakeholders.

During the project we will publish a wide range of documents on our website, disseminate these widely via our network and social media, and use them to engage the media. We will publish our policy toolkit, three policy pamphlets, regular blog posts from all team members and key stakeholders, links to our journal articles and position papers. Our media plan will commence during the project (and stretch three years after the project) and will both be reactive to requests from the media (live radio, TV broadcasts and newspaper journalists), and proactive through written responses to policy documents, proposals and Bills in the mainstream press.

Specific face-to-face knowledge exchange (KE) events will take place with representatives from our network between M13 and M26, as follows:

- Two workshops in Cape Town, South Africa involving 15 participants each will be held in month 13 (attendance physical or virtual). The first of these workshops will be for South African HE scholars and researchers, and the second will be for stakeholders involved with implementing HE policy (e.g. VCs / DVCs from universities in South Africa) and