# CHAPTER 5

# CDEP INSTRUCTIONAL SYSTEM

## 5.1 INTRODUCTION

This chapter continues the discussion begun in the previous chapter regarding Question 1 of this study, that is "What conceptions of ODL informs the CDEP and practices in distance education institutions in Southern Africa, and what differences are commonly perceived to exist between the two?". But the focus in this chapter shifts from the international and broader Africa region ODL conception, policy and implementation issues to the CDEP itself as an ODL collaboration programme and specifically the CDEP's instructional system. It prepares the ground for subsequent chapters by describing in detail the nature of the CDEP's instructional system to ensure that the later interpretation of the programme is based on a sound understanding of what the programme's originators wanted to achieve.

The aim of the chapter is, thus, to describe the CDEP's instructional system, that is, the original abstract formalised plans and statements of the CDEP's learning and teaching arrangements as contained in the educational catalogues, prospectuses and reports of the programme (Parlett & Hamilton 1976). The description of the CDEP is then followed by a comparison of its instructional system with the policy and implementation issues presented in the previous chapter, Chapter 4. Chapter 5 prepares the ground for the feedback on the delivery of the CDEP that will be presented in Chapter 6 as an understanding of the plans or blueprint of the CDEP is crucial for identification of key emergent issues and the later interpretation of the programme's impact.

## 5.2 ORIGIN

As mentioned earlier, the CDEP is a product of the SACHED Trust. Between the period 1960 and 1990 SACHED had been experimenting with the development of suitable distance education models, particularly for disadvantaged communities. Most of the members of these mainly Black disadvantaged communities were then denied easy access to quality education by the South African apartheid education system. SACHED was, in fact, established in 1959 as a non-governmental organisation when the University Extension Act of 1958 introduced separate Black universities and denied Blacks access to the so called White "open universities" (that is in terms of race and not necessarily mode of delivery) like the universities of the Witwatersrand and Cape Town (Nonyongo 1993: 8-10) SACHED provided an alternative access to quality tertiary education through enrolment of learners for the external London University degree courses. From 1959 to 1973 SACHED provided support for London University enrolled learners in the form of bursaries for registration, face-to-face tutorial support and the creation of a suitable learning environment for learners to interact with peers and other stakeholders. Support for London University studies was changed to supporting UNISA learners in the early 1970s when the external London University studies were being phased out and Black learners studying with UNISA requested similar support. The resultant UNISA support programme came to be called the Distance University Students Support Programme (DUSSPRO) and continued to provide valuable support to UNISA learners until 1995 when, despite some resistance from some DUSSPRO students and UNISA, it was incorporated in the UNISA learner support system (Basson & Nonyongo 1997; Ngengebule 1995).

In 1990, as the dawn of the new dispensation for South Africa approached and the need for reconstruction and development of the country intensified, SACHED, like many other non-governmental organisations whose future seemed uncertain, identified distance education practitioner training as a niche area that it could occupy. The idea was also based on SACHED's over 30 years experience of providing ODL learner support to university level students and training tutors who supported these learners. In addition, this kind of training was deemed to be in line with the human resources development programme of the Reconstruction and Development Programmes of the South African Government of National Unity (SACHED-DETU 1994: 5). SACHED supported by the Student Representative Councils of DUSSPRO and those aligned to the political movements like the ANC and PAC, had been engaging UNISA to convince it that learner support services provided by SACHED and other NGOs are in fact UNISA' responsibility and should be integrated in the university's system of distance education. This engagement reached fruition in 1994 when UNISA entered into an agreement with SACHED to pilot a joint support programme for one year. The success of the pilot led to UNISA taking over the programme and introducing a Department of Student Support to provide tutorial support for its learners. This department was resourced mainly by former staff from SACHED DUSSPRO and also by most of the part-time tutors who had served DUSSPRO for many years (Ngengebule 1995: 58). One other SACHED staff member joined the UNISA-ICE in 1995 and the CDEP became one of the two SACHED-UNISA collaboration projects in ODL. The second was the Post-Graduate Diploma in Distance Education (PGDDE).

The niche area that SACHED had identified for itself now that it had literally worked itself out of the DUSSPRO provision, led to the establishment of the Distance Education Training Unit

(DETU). This unit in collaboration with the IEC in London and supported by overseas donors like Misereor in Germany and the British Overseas Development Agency, developed a curriculum for training distance education practitioners at two levels; the basic and intermediate levels. The basic level course came to be called the CDEP, while the intermediate level course resulted in the development of two postgraduate level modules (Adult Learning and Student Support Services Modules) for the UNISA PGDDE.

SACHED, in 1996, entered into a formal agreement with UNISA's Institute for Continuing Education (ICE) for wider delivery and accreditation of the CDEP. The programme was then offered for the first time through distance education in 1997 through a UNISA-ICE and SACHED-DETU partnership.

### 5.3 AIMS

The main aim of the CDEP is described in SACHED-DETU and UNISA-ICE documents as to introduce lower level ODL practitioners to concepts, methods, practices and strategies of the ODL mode of delivery. The level and purpose of the programme are described as a "foundation course for distance education practitioners" which will "introduce them to distance education as a method that can facilitate open access to education and training" (CDEP Brochure 1998/99). Such an orientation or foundation course to open and distance learning is intended to contribute to the professional development of, especially lower level and part-time ODL practitioners. It is, thus, also described as a course that will help practitioners "develop the professionalism that distance education demands, also whet their appetite for further study in the field of distance

education and put into practice newly developing knowledge, skills and attitudes" (CDEP Brochure 1998/99). The programme is intended to enable these practitioners not merely to understand how to do their jobs effectively, but, importantly, why they are doing their jobs in a particular way and how they can improve their own organisations' ODL policies and practices. The ultimate aim of the CDEP is "improving the quality of distance education provision" (SACHED-DETU 1994: 4).

## 5.4 TARGET AUDIENCE

The target audience is described in the CDEP Brochure 1998/99 as "all those who work as: tutors; counsellors; fieldworkers; administrative staff; community learning centre coordinators or facilitators; in formal and non-formal distance and open learning programmes". In the SACHED-DETU planning documents this target audience was classified into the following three groups:

- Distance Educators for example tutors, programme educational/managerial staff, distance education materials developers or group leaders.
- Administrators**,** that is, staff providing administrative back-up in distance education programmes.
- Fieldworkers, that is, staff supporting learners or trainees on the field/ in local contexts. **(**SACHED-DETU 1994: 4-5)

The motivation given for selecting these groups of ODL practitioners is that while most ODL practitioners have not been formally trained, the abovementioned CDEP target groups seldom

benefit from the limited available institutional staff development programme because, in most instances, such programmes are mainly for full-time academic staff and not administrative or support or part-time staff.

The examples of the programmes from which the CDEP target audience would be drawn are night schools, industry and non-governmental distance education and community education initiatives (UNISA CDEP Brochure 2000).

The course assumes that the learners would have some experience in adult education and/or distance education. This is stipulated in various documents of the CDEP including the print study materials. For example, at the beginning of each CDEP Module, the general introduction to the course states that the course is "intended primarily for adults or young adults who have some experience in adult and/or distance education" and that if a learner:

> is not involved in distance education in some way, for example as a correspondence course writer or a tutor at a learning centre or a night school, or as a co-ordinator or administrator in a learning centre, etc, then you should ensure that you have access to a distance education programme or a learning centre which supports distance learners
> (UNISA CDEP01-Q 1996: 5)

## 5.5 ENTRY REQUIREMENTS

SACHED-DETU had envisaged this course to have few entry restrictions because:

> For DETU open learning should be an important element of distance education. Whilst recognising that educators and facilitators of distance education programmes should have a basic entry qualification, DETU is prepared to consider other access criteria for its courses, e.g. work experience.
> (SACHED-DETU 1994: 6).

This intention was included in the negotiations with UNISA-ICE and became part of the agreed CDEP policy as shown in the final CDEP entry requirements that have been implemented though the period of the CDEP's delivery. Entry to the CDEP is gained through a Senior Certificate or equivalent qualification, for example, the General Certificate of Education (GCE) Ordinary Level (OL) or suitable experience. This provides flexibility for people without university entry qualifications to gain access to the course. For South African applicants, for example, this means a school leaving certificate (Senior Certificate) without Matriculation Exemption. The inclusion of the GCE OL entry requirement opens access for people from the SADC sub-region and other African countries. Where applicants have neither of these two qualifications, experience in any of the categories of work of the abovementioned target groups is taken into consideration and this, thus, provides a recognition of prior learning route for entry to the programme.

## 5.6 DURATION

The duration of the course is one year. Registration for the course takes place between December and March each year. Examinations are written yearly in October with provision for supplementary examinations in January/February and May the following year (UNISA-ICE 1998: 9).

## 5.7 COURSE CONTENT

The CDEP learning materials are a combination of printed materials and audio cassettes. There are five modules and each is divided into four units. Each unit, except for Unit 4 in Module 1, is developed around an audio programme, thus making the core learning of the unit to be contained in audio programme while the print materials assist learners to explore further what has been presented on tape (UNISA CDEP01-Q 1996: 6). Interactive learning is nurtured through the use of activities based on discussion of key questions presented in each unit, reflection on what has been learned and application of knowledge to learners' own context (UNISA CDEP01-Q 1996: 7-9). The five Modules and 19 audio programmes cover the topics listed and described below.

### 5.7.1 Adult education and learning

The first two units of Module 1 introduce learner to adult education and the characteristics of adult learners. The third unit covers needs analysis while the last one discusses open learning. All four units relate adult and open learning to distance education and provide a foundation for Module 2 on distance education.

The audio programmes for Module 1 cover a panel discussion on adult education in South Africa chaired by the Director of SAIDE and with members of the panel coming from the Congress of South Africa Trade Unions, the Rural Education Forum and the University of the Witwatersrand. A note in the print materials notes that though this discussion is "about South Africa, we believe it has relevance to the whole of Southern Africa (UNISA CDEP01-Q 1996: 14). The next audio programme consists of descriptions of three adult learners' experience of going back to study as adults and a comment from an adult educator explaining the three learners' experiences are common to many adult learners. The last audio programme is a talk by an adult educator on what is a needs analysis, why it is necessary and the steps to follow in carrying out a needs analysis.

**5.7.2 Introduction to distance education**

The first unit of Module 2 introduces the concept distance education and how it differs from contact or face-to-face education. Unit 2 concentrates on the uses of distance education while the third unit assesses the relevance of distance education in Southern Africa. The last unit then discusses the advantages of distance education and the problems faced by learners studying through this mode of education.

The audio programmes for Module 2 cover interviews, discussion and dramatisation of different aspects of distance education. The experience and problems of studying through distance education is amplified through interviews with three South African learners. The uses of distance education are first covered through a general talk/lecture on the topic and then an interview with a specialist who describes an example of using distance education for basic

education in Pakistan. The discussion between two SACHED staff is on the relevance of distance education to South Africa. The drama that concludes Module 2's audio programmes demonstrates the experience and problems faced by learners with very busy lives, particularly women, in finding the time, energy, family support to study through this mode while continuing to be responsible family, community members and/or workers.

### 5.7.3 Distance education materials

The four units of Module 3 cover the nature of distance education materials (Unit 1), selecting media for distance education (Unit 2), the use of media (Unit 3) and effective and efficient delivery of distance education materials.

The audio cassette of this Module has only two audio programmes. The first audio programme is a talk by two specialists on the characteristics of good distance education materials and active learning as an important part of good learning materials. This programme is reviewed later in the module for consolidation purposes. The last audio programme is again a talk by one of SACHED's staff members, but its focus is now on adapting materials (especially those that are not well designed) and providing supplementary materials for distance learners.

### 5.7.4 Introduction to learner support services

Module 4 introduces learners to the nature of learner support services in distance education and the two-way communication practised in this delivery mode (Units 1 & 2 respectively). Unit 3, then, concentrates on the role of the tutor in distance education while Unit 4 is on educational counselling.

The audio programmes of Module 4 cover talks, interviews and drama. The introductory talks are about the general types of support services provided in distance education and also about the counselling services provided by the UNISA Students Services Bureau. The next programme is an interview with a senior staff member at the University of Zambia on the kinds of support services that can be provided at a distance. The next part of the cassette covers a drama on problems of communication between the providing institution and the learners as depicted by a group of learners. The concluding unit of the audio is a discussion between two SACHED tutors on the counselling requirements of distance learners, skills and qualities of counsellors and the training that could be provided.

**5.7.5 Management and administration at the local level**.

In Module 5, learners are introduced to management and administration in distance education. The focus of the module is on management and administration at the local level, for example local learning centre or programme but not at national or regional levels. After the introductory description of what is meant by management and administration at the local level in Unit 1, the remaining three units cover planning distance education, managing resources and maintaining quality in distance education at the local level, Units 2, 3 and 4 respectively.

The audio cassette for this Module has four audio programmes covering, through interviews and drama, different aspects of management and administration at the local level. Management and administration of the materials development and delivery is covered through an interview with one of UNISA's senior staff, while the interview with a senior staff member of the South African Extension Unit, a Tanzania based NGO involved in education for refugees, covers the

organisation and management of learner support. The last two programmes on this cassette use drama to present the challenges of managing resources and providing effective and efficient administration systems at the local level.

In the development of course materials, DETU specifically mentioned that it "strives to relate the body of distance education knowledge and skills to the South African context and the specific programmes in which participants are located" (SACHED-DETU 1994: 6). Indications of the outcomes for each of the Modules and units of the CDEP are made explicit in the course materials and this is said to make the course "outcomes based" because:

> The term "outcomes based" means that there are clear indications of what you can expect to know and do when you have successfully completed each unit and module. One of the expected outcomes of the course as a whole is that you will have begun to apply within your own work and within your community the knowledge, skills and attitudes you have developed.
> (UNISA CDEP01-Q 1996: 5)

The expectation that learners will apply the knowledge, skills and attitudes developed during the course in their working environments and communities, is also linked to the notion of giving learners first-hand experience of ODL through a "spiral process" that "circle back to the same points, but from different perspectives and at an ever rising level" (UNISA CDEP01-Q 1996: 6)

## 5.8 DELIVERY METHODS

The course is delivered through distance education and the SACHED-UNISA Contract of Agreement (1996) specifically mentions that the intention is to achieve "large-scale delivery". Learners receive the study materials (print and audio cassettes) on registration. The learner support system described in the DETU documents cover face-to-face workshops, fieldwork support, print and audio materials (SACHED-DETU 1994: 8). In the CDEP Brochures the learner support is described as consisting of face-to-face tutorial sessions, telephone tutorials, tutor marked assignments and a personal tutor system especially for remote learners. The 1996 SACHED-UNISA Contract of Agreement goes further to describe the learner support services that would be provided after consultation with SACHED as "integrated learner support services, both at a distance and through face-to-face methods according to the principles of well functioning distance education" (SACHED & UNISA 1996: 4)

The reason for choosing the distance education mode of delivery for the CDEP is that it would enable practitioners to experience, first-hand, the advantages and disadvantages of ODL. This is said to be a way of enabling the CDEP participants to:

> … appreciate the difficulties faced by the learners who are enrolled in CDEP participants' ODL institutions and, hopefully, equip these participants to support their institutions' learners effectively and with greater empathy.
> (SACHED-DETU 1994: 5)

## 5.9 ASSESSMENT

Assessment in the CDEP is by means of written assignments and a three hour final examination which has recently been changed to a two hour examination in line of current UNISA policy and practice.

The continuous assessment strategy of the CDEP consists of five compulsory assignments, one for each module. The fifth assignment is a portfolio through which learners are expected to demonstrate what they have learned in all the Modules of the course by applying this knowledge in their area of choice. Assignment 1 covers the first two modules while the remaining modules have one assignment each. Assignments 1 – 4 were originally designed to carry 15 credits each towards the final mark for the qualification, while the portfolio had 40 credits. This system was changed in 1999 to a credit system of 50% for all assignments and 50% for the examination.

Learners who fail an assignment have an opportunity to re-submit. The marking of assignments entails detailed comments and explanation of why a certain mark was awarded. The initial plan for assignment marking was for personal tutors to mark the assignments of all the learners assigned to them. This system was later changed to a more centralised system of marking done by the CDEP coordinator and the SACHED representative only.

## 5.10 COLLABORATION IN PRESENTING THE CDEP

In its conceptualisation of the CDEP, SACHED-DETU envisaged collaboration as a crucial vehicle for the development of a comprehensive distance education system in South Africa. This would be achieved through a three-pronged strategy covering:

- The development of "well informed, highly experienced" personnel who will "… put SACHED's models of distance education firmly on the national agenda" through advocacy and collaboration with key national and strategic organisations in programme development and implementation.
- Contribute to the development of a comprehensive distance education system in South Africa by training educators/facilitators and administrators of distance education programmes; developing suitable training materials and participating with key national and strategic organisations in the transformation of distance education institutions in South Africa
- Develop greater outreach of existing distance education materials and training programmes through the implementation of appropriate marketing strategies and mediation in a variety of forms, for example, fieldwork, workshops and two-way communication at a distance).

(Adapted from SACHED-DETU 1994: 6).

SACHED-DETU, therefore, built into the different stages of the CDEP development aspects of collaboration. During the development of the curriculum, for example, it worked closely with the IEC, an international ODL NGO based in London with extensive experience in supporting ODL

initiatives in developing countries and which was, at that stage, offering a diploma level training programme and providing consultancy services in ODL internationally. During the development of learning materials, arrangements were made with several organisations to pre-test materials, for example with organisations like the Sekhukhuneland Projects Forum in the Northern Province, the South African Democratic Teachers Union in the Eastern Cape, Ministry of Education in Namibia and internally with other SACHED Programmes (SACHED-DUSSPRO 1993: 10-14). At the same time SACHED began negotiations with the Independent Examination Board, the South African Institute on Distance Education and UNISA on certification and accreditation of the course. The latter negotiations were then extended to include wider delivery of the course through the UNISA distance education system. On 3rd October 1996, SACHED and UNISA signed an agreement to collaborate in the presentation of the CDEP as a non-formal certificate offered jointly by the two organisations through ICE (SACHED-UNISA 1996)

The responsibilities of the two partners are clearly stipulated in the agreement. SACHED as owners of the course, are responsible for the development of the course, its editorial content, layout and assessment criteria, but UNISA "may make recommendations in this respect" and may also "after consultation with SACHED, adapt the course to suit its special circumstances". UNISA's main responsibility is stated as offering the course "in collaboration with SACHED for large-scale delivery through distance education methods" which includes marketing, administration and learner support arrangements and certification (SACHED-UNISA 1996: 2-3). Copyright for the materials of the original course vests with SACHED, while the revised layout and printed form of the materials is jointly owned by UNISA and SACHED. Another jointly shared responsibility is that for securing funding for external evaluation of the course.

Once the distance education delivery of the course was introduced in 1997, UNISA marketed the course in the SADC region and eventually a cooperation arrangement was agreed with DEASA for training staff from the different DEASA member institutions. In turn DEASA entered into an agreement with COL for sponsorship of, at first, 50% of the registration fees and later this was increased to 75% payment by COL. The DEASA member institutions either paid the balance of the fees (that is 50% and later 25%) or, in very few instances, encouraged their staff to cover this from their own resources. From 2000 onwards COL extended its sponsorship to institutions in other Sub-Saharan African countries namely Malawi, Kenya and Zambia.

The duration of collaboration between SACHED-DETU and UNISA-ICE was meant to subsist for five years with provision for extension. By the date of completion of this study the agreement was still in force as it had been extended in 2001 for another five years (SACHED & UNISA 2001). The collaboration between DEASA and COL is negotiated yearly.

## 5.11 POLICY ENVIRONMENT

From conception, the CDEP was developed as a collaborative venture which was in line with the ideals of the WCEFA and the African Region ODL policy documents, including the SADC PET and the South African education policies. However, none of the international policy documents discussed in Chapter 5 is specifically mentioned in CDEP documents. The reasons for this are mainly due to South Africa's history of isolation during the apartheid period and thereafter its focus on national reconstruction during the early years of the new dispensation. The SADC PET was also not operational at the time of CDEP's conception as it was only signed in 1997. Most

South African ODL institutions' interaction with southern African policy issues was very limited. South African educational institutions' involvement in the SADC Technical Committees during the new millennium has helped to kindle interest and participation in the region's policy and implementation initiatives. This interest and participation has been dramatically increased by recent initiatives like the African Renaissance, NEPAD, the African Union and African Parliament.

The CDEP's conception and delivery have addressed crucial sections of the WDEFA mentioned in Chapter 5, namely Articles 2-5 and 7-10. It has also addressed particularly the ODL sections of the SADC PET that relate to these international ideals. With regard to Articles 2, 3 and 4 regarding the expanded vision of education located in the notion of lifelong learning, universalising access to education and broadening the scope of education, the CDEP, through its use of the ODL, is providing an alternative mode of education to face-to-face education and enabling ODL practitioners to acquire a qualification relevant to their job context and, thus, also improve their knowledge and practice of ODL. It enables these practitioners to achieve the learning outcomes whilst employed and contributing to their institutions' implementation of programmes. It also provides access to education and professional development to lower level ODL practitioners, that is full-time administrative staff and part-time tutors, who seldom benefit from institutions' staff development programmes. In addition, it opens the possibilities for these staff members to study further and develop a career in ODL or "whet their appetite for further study in the field of distance education" (CDEP Brochure 1998/99) and promotes lifelong learning.

In its cooperative materials development process, the CDEP is also taking forward the SADC PET Article 9 (A) 5, whose aim is to foster cooperation in the design, development and dissemination of materials including training of ODL practitioners:

> Member States agree to promote cooperation among distance education institutions in the Region in the design, production and dissemination of distance learning materials, in the training of distance educators and trainers and in some of their programmes (SADC PET Article 9(A)5).

The target audience of the CDEP, lower level administration, management and part-time teaching staff, have within their job contexts wide outreach to youth and adult learners participating in ODL programmes. The tutors, for example, contribute to broadening the scope of basic and other higher levels of education provided in their institutions. The learner support services and feedback they provide to institutions about learners' needs and problems, help to improve the quality of institutions' products (for example learning materials) and services (for example the nature and type of tutorials). The administration staff members located at institutional headquarters or decentralised learning centres, on the other hand, provide services that complement institutional teaching services and their direct interface with learners either face-to-face, telephonically or through other media demand sound knowledge of the institutions' policies and practices. They register learners, post learning materials, administer examinations, arrange the contact sessions between tutors, academics and learners, etc. and in all these different ways ensure that delivery systems and available channels of communication within their institutions are effectively utilised as envisaged in Article 5 of the WDEFA.

Through the collaboration approach described above, the CDEP addresses Article 7, which is about strengthening partnerships in the provision of education. It is also implementing the overall ideals of the SADC PET, a protocol whose prime purpose is to foster regional collaboration in education generally and in distance education as stated in Article 9 above.

It is clear that from its conceptions, the CDEP has built partnerships in its development, implementation and evaluation as evidenced in the SACHED-DETU plans to put "distance education on the national agenda through advocacy and collaboration with key national strategic organisations in programme development and implementation" (SACHED-DETU 1994: 8) and also the inclusion of joint evaluation of the programme within the SACHED-UNISA agreement. But the CDEP was developed for a South African and not southern African audience, although SACHED was already a member of DEASA at its conception.

Articles 8-10 WDEFA have more direct relevance to public, private and voluntary organisations responsible for ODL policy development and resourcing of programme. From SACHED's point of view, programmes or institutions' contribution to policy development emanate from models of best practice, advocacy and the role that SACHED's successful learners play in their institutions and communities, for example in terms of being "well informed, highly experienced" people who will "put SACHED's models of distance education firmly on the national agenda" (SACHED-DETU 1994: 6).

## 5.12 CONCLUSION

The above description of the CDEP instructional system, addresses only the conceptions section of Question 1 of this study, namely, "What conceptions of ODL inform the CDEP and its practises in distance education in southern Africa, and what differences are commonly perceived to exist between the two?" An understanding of the CDEP conceptual framework as articulated in the programme's instructional system is crucial for the subsequent comparison with and interpretation of the programme's delivery and practices, aspects which will be the focus of the next chapters of this study. The description of the programme's instructional system was based on various SACHED and UNISA documents including the programme's learning materials. The availability of these SACHED, UNISA and CDEP documents including the data used in subsequent chapters of this study is a strength which McAnany (1975: 153) found not to "exist in most radio schools" that were the subject of his evaluation.

From the description of the CDEP instructional system in this chapter it is clear that the programme is an ODL staff development programme introduced to serve the needs of South African ODL practitioners working as lower level operational staff, but it was later extended to southern Africa. These practitioners could be administrative staff in lower level management, other support staff or part-time tutors. The extension of the programme to southern African with limited modification turned out to be one of the issues emerging from the CDEP delivery as Chapter 7, Section 7.3.2 will demonstrate. Also while the target audience of the programme is broad enough to cover all practitioners needing ODL orientation, the difference in the levels of

education and experience of these practitioners presented problems cited in Chapter 7 and which originators of the programme do not seem to have envisaged.

The purpose, method of delivery and intended aims and objectives of the programme are clearly stated in the various documents reviewed in this study. So also is the intended collaborative approach for the development and delivery of the course. The description of the CDEP in this chapter has provided the backdrop against which the next chapters of this study evaluated whether and how what was intended actually materialised and what issues have emerged from implementation.