



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

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General Academic Rules

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General Academic Rules of the North-West University

Preamble

WHEREAS the Senate is responsible for the regulation of all teaching, learning and research functions, as well as for the academic support functions of the university and for the determination of policy and rules concerning all academic matters; and

AFTER consultation with the relevant academic and support structures of the university regarding the appropriate manner in which students' admission and registration, the course of their studies, assessment and related matters should be regulated; and

TAKING INTO CONSIDERATION the provisions of the Higher Education Act (101 of 1997), the Higher Education Qualifications Sub-Framework (HEQSF) (CHE; 2014) and the Statute of the North-West University (NWU);

SENATE MAKES THESE RULES for the effective and orderly execution of the academic processes of the university. Following approval by Council at its meeting of 21 September 2017, these rules become effective from 1 January 2018.

1 General provisions

1.1 Application and interpretation of the General Academic Rules

- 1.1.1 These rules must be read with and applied subject to the Higher Education Act (101 of 1997), the Higher Education Qualifications Sub-framework (HEQSF) and the Statute of the North-West University, and in conjunction with policies as determined by Senate and Council, such as, but not limited to, the Admissions Policy and all other related policies for the governance, management and administration of teaching, learning and research, as well as the schedule of payable fees as determined annually by the university.
- 1.1.2 These rules apply to all Senate-approved academic programmes that lead to formal qualifications listed in the Programme and Qualification Mix (PQM) of the university, regardless of the mode of delivery. Where applicable, the Rules distinguish between provisions that apply to programmes delivered by means of the contact and distance modes of delivery (referred to in these rules as “contact” and “distance” qualifications and programmes).
- 1.1.3 These rules prevail over faculty rules.
- 1.1.4 The Glossary of Teaching-Learning Related Concepts and Designations contained in the Appendix determines the interpretation and application of these rules.
- 1.1.5 Where these rules require or allow the exercise of a discretion, the senate may review and substitute a decision taken in the exercise of such discretion.
- 1.1.6 Where functions and decision-making authority are entrusted by these rules to persons or structures, senate or a duly mandated sub-committee of senate may at any time resolve to require the person or structure concerned to report on the performance of the function concerned or the making of the decision, and senate may, within the limits of reasonableness, taking into account the implications for those affected thereby, replace or revoke the act or decision concerned.
- 1.1.7 All decisions made by executive deans or other persons in terms of these rules must be recorded appropriately by the responsible academic or administrative unit.
- 1.1.8 The executive dean may, in writing, delegate any power or function vested in him/her in terms of these rules to any faculty sub-committee, the deputy dean, an academic director or deputy director. Any person aggrieved by the exercise of such a delegated power or function may, within a reasonable time, request the executive dean to reconsider a decision made in terms of such delegated authority, and the executive dean may confirm, replace or amend such a decision or refer it back to the person or committee to whom decision-making authority was delegated for reconsideration.
- 1.1.9 A person who demonstrates the intention to be associated with the university, by applying for admission, or being admitted to the university for formal study, is subject to these rules.

1.2 The structure of qualifications

- 1.2.1 The HEQSF provides the basis and minimum requirements for the design, structure and quality assurance of all qualification types offered by the university.
- 1.2.2 Only those qualifications that form part of the PQM of the university may be marketed, offered and conferred by the university.
- 1.2.3 The internal qualification standards of the university are provided for in faculty rules and published in faculty yearbooks to ensure compliance with the HEQSF.
- 1.2.4 The senate may approve faculty rules that allow for a maximum additional credit allocation of 20% more than the minimum required total credits for a qualification specified in the HEQSF.
- 1.2.5 The additional credit allocation contemplated in rule 1.2.4 may be exceeded in cases where it is required by a professional body competent to recognize or accredit a qualification.
- 1.2.6 Amendments to the credit structure, module outcomes or curriculum outlay of a programme leading to a qualification are subject to approval by the Institutional Committee for Academic Standards (ICAS).
- 1.2.7 In cases where an approved qualification undergoes a major change to its purpose, outcomes, field of study, or modules, application must be made via ICAS for the external approval of such changes.

1.3 Faculty rules

- 1.3.1 Every faculty board makes proposals to the senate for the adoption of faculty rules with regard to the requirements for qualifications and programmes that are part of the PQM of the university and offered by the faculty concerned.
- 1.3.2 In addition to matters provided for in these rules, faculty rules may, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures.
- 1.3.3 The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in the faculty rules.
- 1.3.4 Faculty rules are published in the yearbook of the university pertaining to the faculty concerned.
- 1.3.5 Where faculty rules are amended and approved by senate before the next version of the yearbook is published, reasonable steps must be taken to bring the amendments to the attention of students who are affected thereby.

1.4 Recognition as a student of the university

- 1.4.1 To be recognised as a student of the university for the purposes of these rules, a person must have been admitted to the university and must have been registered for a programme leading to the attainment of a qualification.
- 1.4.2 In order to continue with studies at the university, a returning student who has been admitted and registered at the university must register annually in accordance with these rules.

1.5 Application, selection and admission to the university

1.5.1 Application and admission

- 1.5.1.1 A prospective student applies for admission to the university by completing the prescribed application form, either on paper or electronically, and submitting it to the North-West University Central Application Office according to the admissions procedure required by the faculty concerned, together with the required additional application documentation and proof of payment of applicable fees for application and selection.
- 1.5.1.2 The general requirements for admission to all formal contact and distance qualifications and related programmes offered by the university, as well as the provisions for conditional exemptions, are set out in the Admissions Policy of the NWU as recommended by the Institutional Admissions Requirements Committee, adopted by Senate, and approved by Council (http://www.nwu.ac.za/content/policy_rules).
- 1.5.1.3 Programme-specific additional admission requirements may be provided for in faculty rules and no application for admission may be accepted unless the applicant complies with both the general admission requirements and faculty-specific requirements where applicable.

1.5.2 Selection

- 1.5.2.1 The university reserves the right to set selection criteria, in addition to the minimum admission requirements, and apply such criteria to admit or refuse admission to specific qualifications and programmes, taking into consideration the university's targets for the size (total number of students) and shape (fields of study and diversity profile) of the student population, and the capacity available to the university to offer the qualifications and programmes concerned.
- 1.5.2.2 The allocation of a number for identification purposes to an applicant who meets the minimum admission requirements does not constitute or create a right to be admitted to the university as a student.

1.6 Admission and advanced standing on grounds of recognition of prior learning

- 1.6.1 An executive dean may, by means of the recognition of prior learning (RPL) in accordance with the university's Recognition of Prior Learning Policy, grant a student who does not meet the minimum admission requirements admission to a programme of a qualification, or grant advanced standing to a student by exempting the student from the recognised modules required for the completion of a particular programme.
- 1.6.2 Only proven informal or non-formal learning may be taken into consideration by means of RPL, the process of equivalence-setting between such learning and formal modules must be documented, and its outcome must be recorded on the official student record.

- 1.6.3 Where a student was granted exemption for one or more modules as a consequence of RPL, the remaining HEMIS credits required for the qualification must be obtained by completing the relevant programme.
- 1.6.4 The maximum portion of a qualification from which a student may be exempted by means of RPL is fifty percent of the credits of the full qualification.

1.7 Credit recognition and transfer

1.7.1 Definition and application

- 1.7.1.1 Credit recognition and transfer entails a documented process by means of which a student receives credit for specified prescribed modules or coursework components of a formal programme offered by the university, allowing the adjustment of the minimum study period for the completion of a programme offered by the university within the framework of rules 2 to 5.
- 1.7.1.2 Credit recognition and transfer may only be granted for credits obtained during studies towards a formal qualification, including credits obtained for modules taken for non-degree purposes.
- 1.7.1.3 For the purposes of credit recognition and transfer, distinctions are maintained between programmes leading to a qualification that have been completed and those that have not been completed, and between credits received in programmes offered by the university and credits received from other recognised higher education institutions.
- 1.7.1.4 Credit recognition and transfer applies to –
- 1.7.1.4.1 a student of the university who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to the same qualification;
 - 1.7.1.4.2 a student of the university who is registered for, but has not completed a programme, and who wishes to change to a different programme linked to a different qualification;
 - 1.7.1.4.3 a student registered at another recognised higher education institution who has not completed the programme at that institution, and who wishes to register for the same or a different programme at the university;
 - 1.7.1.4.4 a student who has completed a qualification at the university or at another recognised higher education institution who wishes to enrol for a programme leading to another qualification at the university, and
 - 1.7.1.4.5 qualifications that consist entirely or partially of coursework modules or components, but not to qualifications that consist purely of a research component.
- 1.7.2 Credit recognition and transfer can only be granted to a student who meets the minimum admission requirements of the qualification and programme for which the student wishes to register.
- 1.7.3 The procedure and form of written application, and the conditions for credit recognition and transfer in formal academic programmes and qualifications offered by a faculty must be provided for in the faculty rules.
- 1.7.4 The executive dean of a faculty has the final discretion regarding the granting of credit recognition and transfer, and is responsible for overseeing the procedure provided for in rule 1.7.3 and for ensuring appropriate record-keeping thereof.

1.8 Linked and concurrent modules

- 1.8.1 Linked modules, being modules identified as assumed learning for a subsequent module or modules, must be specified in faculty rules.
- 1.8.2 Linked modules must have been passed before a student may register for a successive module.
- 1.8.3 The passing of modules may be specified in faculty rules as a concurrent requirement for the recognition of the passing of another module, in which case such modules may be taken in a semester prior to, or in the same semester as the module for which it is a concurrent requirement.

1.9 Maximum credit load

A student may not normally be registered for a credit load of more than 1.2 FTE credits in any given academic year, but may, subject to express permission granted by the executive dean concerned in order to enable the student to meet the progression requirements for continuation of study, or to meet the requirements for the completion of the programme for which the student is registered, be allowed in a specific academic year to register for a credit load of not more than 1.5 FTEs.

1.10 Registration

1.10.1 Annual registration

- 1.10.1.1 Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned.
- 1.10.1.2 A student is personally responsible to:
 - 1.10.1.2.1 ensure compliance with all the programme and module registration requirements and the completion and submission of the formal documents required for registration as specified in faculty rules, and
 - 1.10.1.2.2 determine that there are no clashes in contact time tables or scheduled assessment opportunities between the modules for which the student registers.
- 1.10.1.3 The university reserves the right to refuse or cancel the registration of a student where an applicant provides false, incorrect or incomplete information or documentation material to registration as a student, or where any other condition provided for in these rules is not satisfied.
- 1.10.1.4 Faculty rules provide for the requirements for active participation by students in specific programmes and students may not register for modules in which they are unable to or intend not to actively participate.
- 1.10.1.5 In order to receive credits for a specific module a student must be registered for such module and pass it.
- 1.10.1.6 Two registration periods for the various levels and modes of study are annually determined in the university calendar, the second of which is reserved exclusively for registration of students in such distance programmes as may be identified annually by the responsible executive dean.
- 1.10.1.7 A student who was registered during the second registration period of the previous year must in the subsequent academic years report for registration during the first annual registration period.
- 1.10.1.8 In order to be registered, a student or the entity that has granted the student a bursary, must pay the prescribed registration and minimum tuition fees prescribed by the university.
- 1.10.1.9 A student who registers in the paper-based process for registration must complete and sign the relevant registration form, acquire the necessary approval from the faculty concerned, and submit the signed form to the appropriate section within the Department of the Chief Director Student Academic Lifecycle Administration, upon which an official proof of registration is issued to the student.
- 1.10.1.10 A student who registers electronically must complete and sign the registration form electronically, and after approval of the registration by the faculty concerned, an official proof of registration is issued electronically.
- 1.10.1.11 A registered student must promptly submit all relevant changes to personal details in the prescribed form to the Chief Director Student Academic Lifecycle Administration for the purposes of official communication by the university with the student.
- 1.10.1.12 Official correspondence with students may be addressed by the university to the postal addresses, email addresses and cell phone numbers supplied during registration, or as changed in accordance with rule 1.10.1.11.

1.10.2 Submission to rules and resolutions

By signing and submitting either on paper or electronically the prescribed application and registration forms, the applicant or registered student agrees to be bound by the applicable rules, policies and resolutions of the university until the registration of the student is terminated.

1.10.3 Active enrolment

- 1.10.3.1 A registered student must actively participate in the teaching, learning and assessment activities of every module for which such student is registered in order to be deemed to be an enrolled student for subsidy purposes.
- 1.10.3.2 Sitting for an examination alone does not constitute proof of active enrolment.
- 1.10.3.3 Proof of active enrolment must be provided annually by the responsible academic unit on the prescribed census dates of the academic year concerned.
- 1.10.3.4 The registration of a student who fails to participate satisfactorily in the activities referred to in rule 1.10.3.1 is subject to review in accordance with the progression requirements provided for in rule 1.16.

1.10.4 Amendment, cancellation and discontinuation of registration

- 1.10.4.1 Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration.
- 1.10.4.2 Registration may be cancelled for a programme or a module, and entails that a student withdraws from the programme or module before formal tuition begins.
- 1.10.4.3 Timely cancellation of registration is not reflected in a student's academic record and a part of the registration fees, as well as the paid tuition fees, may be reimbursed.
- 1.10.4.4 The university reserves the right to cancel any erroneous registration.
- 1.10.4.5 Discontinuation of registration entails that a student withdraws from a programme or module after the commencement of formal tuition.
- 1.10.4.6 Discontinuation of registration is reflected as such on the student's academic record and does not entitle the student to receive reimbursement of registration or tuition fees.

1.10.5 Simultaneous registration at more than one institution

- 1.10.5.1 A student registered at the university may not register concurrently for a qualification at another university except with the approval of the executive dean concerned, who may grant such approval only if the student has met the minimum residence requirements of either one of the universities.
- 1.10.5.2 With the approval of the executive dean concerned, a student may register for non-degree purposes at the university and as a student for a formal qualification at another university.
- 1.10.5.3 The executive dean concerned may in writing, and with the concurrence of the other institution concerned, grant a student permission to take specific modules offered by another university, including exit modules required for the completion of a programme, modules that the student is not able to attend at the university, and modules that are not offered by the university, provided that such student continues to be registered as a student of the university.
- 1.10.5.4 A student taking modules at another university in accordance with rule 1.10.5.3 is not liable to pay tuition fees for the equivalent modules of the university.
- 1.10.5.5 Except for research master's degree by dissertation and doctoral programmes, a student may be granted permission to register for a maximum of 20% of the total credit value of a programme at another institution.
- 1.10.5.6 For coursework master's degrees and professional master's degrees, a student may be granted permission to register for a maximum of 20% of the credit value of the coursework component of the programme at another institution.

1.10.6 Simultaneous registration for more than one qualification at the university

The executive dean concerned may in writing grant a student permission, subject to the limitation on credit load provided for in rule 1.9, to register simultaneously for more than one qualification at the university.

1.10.7 Use of the university's facilities by registered students

Subject to specific exceptions granted by the Chief Director Student Academic Lifecycle Administration, only registered students are entitled to utilise the university's facilities.

1.11 Protection of personal and education-related information

- 1.11.1 In the course of the registration process the extent to which the student's personal or education-related information may be disclosed to a third party is determined, but the student may withdraw or amend permission granted to disclose such information by means of a request in writing submitted to the registrar.
- 1.11.2 The university may disclose personal or education-related information regarding a student to a third party only after the law applicable to the protection of and access to information has duly been complied with.

1.12 Exemption from practical work or class attendance in a module

- 1.12.1 Where a student fails a module that has a practical component, but passes the practical component, the student may apply in writing to the executive dean concerned to be exempted from the practical component when the student repeats the module.
- 1.12.2 The granting of exemption in terms of rules 1.12.1 and 1.12.4 is subject to the applicable faculty rules and is valid only for the year following the year when the student failed the module.
- 1.12.3 If exemption from the practical component of a module is granted, the student must register for the module in the subsequent year and, in accordance with the applicable faculty rules, make the necessary arrangements with the lecturer concerned to have the mark that was achieved for the practical component of the module transferred to form part of the module participation mark.
- 1.12.4 Where a student fails a module that has a class attendance requirement, but, in the opinion of the academic director concerned, did meet the class attendance requirements, the student may apply in writing to the executive dean concerned to be exempted from the class attendance requirement when the student repeats the module.
- 1.12.5 If exemption from class attendance is granted in respect of a module, the student must register for the module in the subsequent year and must comply with faculty rules regarding the other required formative assessment opportunities in order to compile a new participation mark in the module concerned.

1.13 Assessment

- 1.13.1 Determination of module mark
 - 1.13.1.1 The module mark for all coursework modules is based on a combination of a module participation mark and an examination mark in the ratio determined in the applicable faculty rules except where the module mark is based on continuous assessment or where no participation mark is required.
 - 1.13.1.2 In the case of continuous assessment modules, the module mark is based on the weighted average of the assessments prescribed for the module, according to the weights prescribed for the different assessment tasks.
 - 1.13.1.3 The method of calculating the final module mark must be communicated effectively to the students when the teaching of the module begins.
- 1.13.2 Requirements for admission to the examination
 - 1.13.2.1 Subject to rule 1.13.2.3 a student is required to achieve a module participation mark of at least 40% in order to be admitted to the examination in the module concerned,.
 - 1.13.2.2 Subject to rule 1.13.2.3 an adequate module participation mark provides admission to no more than two consecutive examination opportunities scheduled within the period that the university determines annually for the conduct of all assessment activities in the academic year concerned.
 - 1.13.2.3 Faculty rules may provide that no participation mark is required in a specific module, or that alternative proof of participation must be provided for admission to the examination
- 1.13.3 Requirements for passing a module
 - 1.13.3.1 The sub-minimum for examinations in all coursework modules is 40% except where a higher sub-minimum is set in the applicable faculty rules.
 - 1.13.3.2 A student passes a coursework module if a final module mark of at least 50% is attained, taking into account the provisions of the faculty rules concerned regarding the examination sub-minimum and the ratio between the module participation and examination mark.

- 1.13.3.3 A final mark of at least 50% is required to pass a research module.
 - 1.13.3.4 In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the various continuous assessment tasks as prescribed in the applicable faculty rules and a student must obtain a weighted average of at least 50% to pass the module.
 - 1.13.3.5 Where a student fails a module, the student must repeat the module in its entirety.
 - 1.13.3.6 A student passes a module with distinction if a final module mark of at least 75% is achieved.
- 1.13.4 Examination opportunities
- The rules for the various qualification levels and types determine the number of examination opportunities that are available to students.
- 1.13.5 Additional time or special requests during examinations
- A student may apply in writing to the Chief Director Student Academic Lifecycle Administration for additional time or special requests during an examination, supported by an explanation of the circumstances giving rise to the application and a medical certificate or a recommendation from Student Counselling and Development Services.
- 1.13.6 Dean's concession examination (third examination opportunity)
- A student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may apply to the executive dean concerned to be granted a final assessment opportunity in the outstanding module provided that –
- 1.13.6.1 the student has achieved an adequate participation mark in the module for admission to the examination;
 - 1.13.6.2 the student has previously failed the module in question;
 - 1.13.6.3 the student completes the final assessment for the applicable module in the following examination period that is scheduled for such assessment opportunities in the annual university calendar;
 - 1.13.6.4 the maximum mark that can be obtained for a final assessment is 50%;
 - 1.13.6.5 the final module mark is based solely on the mark achieved in the final assessment, without taking the participation mark into account, and
 - 1.13.6.6 the student is required to pay the applicable fee for the final assessment opportunity but is not required to re-register for the programme concerned, and provided that the student must have been registered for the module in the academic year during which all the other requirements for the attainment of the qualification were complied with.
- 1.13.7 Access to and review of marked examination work
- 1.13.7.1 All students have the right to view their marked examination scripts and the associated memoranda in accordance with faculty rules.
 - 1.13.7.2 To view a marked script, the student must submit an application to the faculty administrator on the relevant form.
 - 1.13.7.3 An application to view a marked script must, in the case of a module in a contact programme, be submitted within five working days after the module examination results were published following the first examination opportunity, within two working days following the second examination opportunity and within ten working days in a distance programme.
 - 1.13.7.4 Faculty rules must provide procedures for, and the management of the manner in which students may be given access to their examination work and the submission of subsequent requests.
 - 1.13.7.5 A student may request that administrative errors in the calculation of the examination mark found during the review of marked examination work be corrected, or that the work be remarked whether the examination work was reviewed by the student or not.
 - 1.13.7.6 A request for a remark may be preceded by a discussion of the examination work by the student and the lecturer, subject leader or director concerned.

- 1.13.7.7 Remarking of examination work at the request of a student is subject to the payment of the applicable fee.
- 1.13.7.8 Where the remarking of the examination work leads to a change in the assessment result, the original mark is replaced by the changed mark.
- 1.13.7.9 Marked examination work and the associated memoranda must be viewed and remarked where applicable before the date set for finalising the examination results set in the annual university calendar.

1.13.8 Avoidance of conflict of interest

Executive dean must, in consultation with the academic director concerned, ensure that the risk of conflict of interest is limited to the minimum when supervisors, promoters, examiners, and moderators are appointed,

1.14 Maximum duration of study

1.14.1 For full-time contact students, the maximum duration of study is as follows:

- 1.14.1.1 One-year qualifications: two years;
- 1.14.1.2 Two-year qualifications: four years;
- 1.14.1.3 Three-year qualifications: five years;
- 1.14.1.4 Four-year qualifications: six years;
- 1.14.1.5 Master's degrees: three years;
- 1.14.1.6 Doctoral degrees: four years.

1.14.2 For part-time contact and distance students, the maximum duration of study is as follows:

- 1.14.2.1 One-year qualifications: three years;
- 1.14.2.2 Two-year qualifications: four years;
- 1.14.2.3 Three-year qualifications: six years;
- 1.14.2.4 Four-year qualifications: eight years;
- 1.14.2.5 Master's degrees: Four years;
- 1.14.2.6 Doctoral degrees: Five years.

1.14.3 For contact students in extended programmes, the maximum duration of study is as follows:

- 1.14.3.1 Three-year qualifications: six years;
- 1.14.3.2 Four-year qualifications: seven years.

1.15 Monitoring of academic performance

- 1.15.1 Subject to exceptions that may be provided for in faculty rules, a student is deemed not to have made satisfactory academic progress if, in a semester, the student achieves less than half the credits required for the programme concerned as prescribed in the faculty rules concerned for the mode of delivery (contact or distance) and attendance mode (full-time or part-time).
- 1.15.2 Subject to additional arrangements provided for in faculty rules, a student whose academic performance is unsatisfactory may be given a written warning by the executive dean concerned, alerting the student to the implications of unsatisfactory academic progress for the completion of the study programme, and providing a basis for the lecturer or programme leader concerned to review the unsatisfactory progress with the student, and for referral for appropriate support, including academic advice, supplemental instruction and study counselling.
- 1.15.3 Every school must monitor the academic progress of students who have received warning letters.
- 1.15.4 The supervisor or promoter of a postgraduate student must regularly, as required by the applicable faculty rules, submit a report on the progress made by a student on the research component of the programme concerned, and if such progress proves to be unsatisfactory, the student must be given a written warning by the executive dean concerned.

1.16 Progression requirements

- 1.16.1 In order to ensure that a sufficient percentage of the credit load of the programme for which the student is registered is completed within the maximum duration allowed for the study –
 - 1.16.1.1 a contact student must obtain at least 66% of the total credits that is required for the programme up to the historic year level for which the student is registered, and
 - 1.16.1.2 a distance student must obtain at least 66% of the total credits that is required for the curriculum up to the historic year level for which the student is registered.
- 1.16.2 A student who fails to comply with the progression requirements provided for in rule 1.16.1 does not automatically qualify to continue study in the programme concerned.
- 1.16.3 After every examination period the executive dean concerned must, in consultation with the faculty management committee or other faculty structure concerned, review the academic records of all students to determine the students' compliance with the progression requirements.
- 1.16.4 Should the executive dean concerned decide to terminate a student's registration due to failure to comply with the progression requirements, the student may, within ten days of the date of such decision, submit to the faculty manager a motivated request in the prescribed form to be readmitted to the study.
- 1.16.5 The executive dean's decision to grant or refuse a request for readmission submitted in terms of rule 1.16.4 is final.
- 1.16.6 The executive dean reports all the decisions taken in terms of this rule to the registrar.

1.17 Extension of period of study

The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period in accordance with the provisions of the applicable faculty rules following an application submitted before the end of the penultimate academic year by a student who does not expect to complete a programme within the maximum duration allowed for the study.

1.18 Termination of studies

- 1.18.1 The executive dean concerned may direct the registrar to terminate a student's registration if such student –
 - 1.18.1.1 does not meet the requirements for annual registration as provided for in rule 1.10.1;
 - 1.18.1.2 does not meet the requirements for proof of active enrolment as provided for in rule 1.10.3.1;
 - 1.18.1.3 has received two warnings with respect to satisfactory academic performance from the executive dean concerned as provided for in rule 1.15.2 and fails for the third time to show satisfactory academic performance;
 - 1.18.1.4 does not meet the minimum progression requirements set out in rule 1.16, or fails to submit a research proposal as contemplated in rules 4.12.6 and 5.12.5;
 - 1.18.1.5 does not obtain an extension of time as provided for in rule 1.17, and
 - 1.18.1.6 fails, after having been granted an extension of time as provided for in rule 1.17, to complete the study.
- 1.18.2 After every examination period the registrar must submit a report to senate on students whose studies have been terminated.
- 1.18.3 Notification of termination of study must be sent to students in sufficient time before the next registration period, or, where applicable, before the next semester.
- 1.18.4 A student whose studies have been terminated may, in accordance with the applicable faculty rules, apply for admission to another study programme, but must in the course of the application mention the termination.
- 1.18.5 The executive dean concerned may set reasonable conditions for admission to another study programme as contemplated in rule 1.18.4, and must report such conditions to the registrar.
- 1.18.6 An undergraduate student whose studies have been terminated may not apply more than three times for admission to the university.
- 1.18.7 A postgraduate student whose studies have been terminated may not apply more than twice for admission to the university.

1.19 Readmission after interruption of studies

- 1.19.1 Where a student's study is interrupted for a year or longer, such a student must apply for re-admission by completing the relevant form and obtaining the written permission of the executive dean concerned to be readmitted.
- 1.19.2 The executive dean concerned has the discretionary authority to set reasonable conditions for such re-admission and must report such conditions to the registrar.
- 1.19.3 Irrespective of the number of modules passed or failed during years of study before readmission, previous years of study for a specific programme contribute to the maximum duration of study for that programme.

1.20 Withdrawal of a qualification

The council may, with the concurrence of the senate, revoke a degree or withdraw a diploma or certificate where it is found in the course of a disciplinary hearing or administrative enquiry that the recipient committed plagiarism, theft, fraud, bribery or any other dishonest or unlawful act during the study concerned.

1.21 Qualifications awarded posthumously

Notwithstanding any other provision, senate may, on recommendation by an executive dean, award a degree, diploma or certificate posthumously if the student complied with all the requirements of the qualification concerned before passing away, or if the student has, in the opinion of senate, clearly proven that the final examinations or other assessments required for the completion of the qualification would in all likelihood have been passed by the deceased student.

2 Provisions for undergraduate qualifications

2.1 Structure of undergraduate qualifications

- 2.1.1 The Higher Certificate consists of a number of modules with a minimum total credit value of 120 at NQF level 5, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.
- 2.1.2 The Advanced Certificate consists of a number of modules with a minimum total credit value of 120 at NQF level 6, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.
- 2.1.3 In addition to other credits required in terms of rule 2.1.4, a minimum of 120 credits at NQF level 6, structured according to the provisions of Rule 1.2 and subject to specific faculty rules, is required for a diploma, and a diploma takes the form of –
 - 2.1.3.1 a diploma with a minimum total credit value of 240 which leads to a professional designation or occupational role as determined by a professional body, and does not provide for work-integrated learning as part of the formal credits of the qualification structure, or
 - 2.1.3.2 a diploma with a minimum total credit value of 360 requiring up to 120 credits of work-integrated learning as part of the qualification structure, though work-integrated learning is not a mandatory part of the curriculum.
- 2.1.4 The Advanced Diploma consists of a number of modules with a minimum total credit value of 120 at NQF level 7, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.
- 2.1.5 The 360 credit Bachelor's Degree consists of a number of modules with a minimum total credit value of 360 credits with a minimum of 120 credits at NQF level 7, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.
- 2.1.6 The 480 credit Bachelor's Degree consists of a number of modules with a minimum total credit value of 480 with a minimum of 120 credits at NQF level 8, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.

2.2 Credit recognition and transfer

- 2.2.1 A student who was registered for, but did not complete an undergraduate programme at the university or at any other recognised higher education institution, may apply for credit recognition and transfer for equivalent courses or modules which have been successfully completed.
 - 2.2.1.1 Where the application is based on credits completed in an undergraduate programme at the university, the executive dean concerned may, on application by a student and within the framework of the applicable faculty rules, award any or all credits, including credits at the exit-level of the programme, as meeting part of the requirements for the qualification concerned, on condition that the outcomes of the modules are equivalent.
 - 2.2.1.2 Where the application is based on credits completed in an undergraduate programme from another recognised higher education institution, the student must complete at least 50% of the credits in the programme, and all the exit-level modules, at the university.
- 2.2.2 A person who has obtained an undergraduate qualification from the university or from any other recognised higher education institution and applies for registration in a programme leading to another undergraduate qualification at the university, may apply for credit recognition for equivalent courses or modules successfully completed, and the executive dean concerned may grant recognition for a maximum of 50% of the credits obtained in the other undergraduate programme.
- 2.2.3 A person who has obtained credits from studies that lead to a part-qualification such as modules taken for non-degree purposes, whether at the university or from any other recognised higher education institution, may apply for credit transfer for equivalent courses or modules in a programme for which such person wishes to register, but a maximum of thirty percent of the credits in the programme may thus be transferred.

2.3 Additional modules

- 2.3.1 Subject to provisions in faculty rules, a student who registers for the first year level of an undergraduate programme may be allowed to register for one additional module per semester (either an elective from the same programme or a module from another programme), provided that no timetable clashes are brought about thereby.
- 2.3.2 Subject to provisions in faculty rules, a student who registers for the second, third or fourth year level of an undergraduate programme, and who has already passed all the required preceding modules of the programme concerned, may be allowed to register for a maximum of two additional modules per

semester or two additional year modules, or one semester and one year module, provided that the student has ascertained that no class or examination timetable clashes are brought about thereby, and subject to the maximum number of credits for which a student may register in a given academic year as provided for in rule 1.9.

2.3.3 An executive dean may grant a student who wishes to register for more additional modules than provided for in rules 2.3.1 and 2.3.2 to register for additional modules subject to the limitations provided for in rule 1.9.

2.3.4 A student who failed modules that form part of the formal curriculum of a programme, may not, in the following year of study, register for additional modules not required for the curriculum of the programme before the failed modules have been passed.

2.4 Registration for final year modules

2.4.1 Subject to exceptions made in terms of rule 2.4.2, a student may only register for final year modules of an undergraduate qualification if the student have passed all the first-year modules of the programme.

2.4.2 Faculty rules may allow for exceptions to the requirements of rule 2.4.1 to be made by the executive dean concerned, taking into account the rules relating to the maximum duration of study provided for by rule 1.14.

2.5 Assessment of undergraduate modules

2.5.1 Examiners and moderators

2.5.1.1 For every undergraduate module there is at least one internal examiner and at least one internal moderator.

2.5.1.2 Every exit-level undergraduate module is moderated externally by a person with the required qualifications, which for undergraduate qualifications must be at least one NQF level higher than the degree that is being moderated, provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.

2.5.1.3 Faculty rules must specify whether only the examination results in a programme must be subjected to external moderation or if other summative assessment components must also be moderated externally.

2.5.1.4 External moderators are recommended for appointment by the academic director concerned and approved by the faculty board.

2.5.1.5 An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.

2.5.1.6 Where less than fifty students submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten students submitted examination scripts, all the examination scripts must be marked by the external moderator.

2.5.1.7 An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.

2.5.1.8 External moderation of exit-level undergraduate modules must be conducted at least every two years for contact programmes, and at least every three years for distance programmes.

2.5.1.9 Where a programme is offered in both the contact and distance modes of delivery, external moderation of its exit-level modules must be conducted at least every two years.

2.5.1.10 If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly.

2.5.2 Allocation of pass mark in a first semester first-year module

Notwithstanding the provisions of rule 1.13.3.2, an executive dean may, in consultation with the academic director concerned, allocate a pass mark of 50% to a first-time entering undergraduate student in one first-year first semester module where the student achieved a final module mark of no less than 40% and an examination mark of at least 50%.

2.5.3 Number of examination opportunities

- 2.5.3.1 A student registered for an undergraduate module is entitled to use two consecutive opportunities per module to take the examination within the examination time tables set in the annual university calendar.
- 2.5.3.2 Faculty rules may exclude specific modules from a second examination opportunity.
- 2.5.3.3 Except if faculty rules provide otherwise, a student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity.
- 2.5.3.4 A student who chooses to write the examination during the second examination opportunity may be liable to pay a prescribed fee.
- 2.5.3.5 A student who passes the examination in a module during the first examination opportunity and wishes to improve the module mark achieved may participate in the second examination opportunity, but the mark achieved in the second examination opportunity must be awarded as the final mark for the module even if it is lower than the mark achieved in the first opportunity.
- 2.5.3.6 A student who takes an examination for the first time during the second examination opportunity and fails is not entitled to an additional examination opportunity.
- 2.5.3.7 Where a student chooses to make use of the second examination opportunity after having failed the examination in a module during the first examination opportunity, the mark achieved in the second examination opportunity is used with the original participation mark where applicable for the calculation of the final module mark.

2.6 Attainment of an undergraduate qualification

2.6.1 Satisfaction of requirements

Taking into account rules 1.3.3, 1.14, 1.17 and 1.19.3, an undergraduate qualification is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned.

2.6.2 Qualification with distinction

- 2.6.2.1 In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account.
- 2.6.2.2 A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the faculty rules in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean concerned may approve the award of the degree with distinction.
- 2.6.2.3 A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction.
- 2.6.2.4 The marks obtained in core modules completed at other institutions recognised by the university for the purpose must be taken into account when calculating the weighted average mark referred to in rule 2.6.2.1.

3 The bachelor honours degree and the postgraduate diploma

3.1 Structure of the bachelor honours degree and the postgraduate diploma

- 3.1.1 The bachelor honours degree and the postgraduate diploma each consists of a number of modules with a minimum total credit value of 120 at NQF level 8, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.
- 3.1.2 Whereas the programme of a bachelor honours degree must include conducting and reporting research under supervision worth at least 30 credits, a postgraduate diploma does not have a formal research requirement, subject to faculty rules.

3.2 Credit recognition and transfer

- 3.2.1 In the case of bachelor honours degrees, credit accumulation and transfer does not apply to the research component of a programme.
- 3.2.2 Credit recognition and transfer must be based on modules or coursework components completed on an equivalent NQF level as the bachelor honours degree or the postgraduate diploma.
- 3.2.3 A student may apply in writing to the executive dean concerned for recognition of completed equivalent coursework modules required for the programme for which the student wishes to register.
- 3.2.4 If an application contemplated in rule 3.2.3 is based on credits achieved in a programme offered by the university that the student has not completed, the executive dean concerned may, within the framework of the applicable faculty rules, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned.
- 3.2.5 If an application contemplated in rule 3.2.3 is not based on credits achieved in a programme offered by the university that the student has not completed, the student must complete 50% of the coursework modules of the programme at the university

3.3 Additional modules

Subject to the applicable faculty rules, a student who registers for a bachelor honours degree or a postgraduate diploma may on application be granted permission by the executive dean concerned to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits for which a student may register in a given academic year, as provided for in rule 1.9.

3.4 Simultaneous registration for an undergraduate qualification and an honours degree or postgraduate diploma

Taking into consideration the provisions of rule 1.10.6 –

- 3.4.1 the executive dean concerned may grant a student who has no more than two modules outstanding for the completion of an undergraduate degree permission to register for an honours degree or postgraduate diploma.
- 3.4.2 a student who receives permission for simultaneous registration in accordance with rule 3.4.1 may not be awarded the honours degree or postgraduate diploma before all the requirements for the attainment of the relevant undergraduate qualification have been met.

3.5 Assessment

- 3.5.1 Examiners and moderators
 - 3.5.1.1 For every module in an honours degree or postgraduate diploma there is at least one internal examiner and at least one internal moderator.
 - 3.5.1.2 Every module is moderated externally at least every two years by a person with the required qualifications, which should be at least at NQF level 9, provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.
 - 3.5.1.3 Faculty rules must specify whether only the examination results in a programme must be subjected to external moderation or if other summative assessment components must also be moderated externally.
 - 3.5.1.4 If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly.

- 3.5.1.5 External moderators are appointed by the academic director concerned, subject to approval by the faculty board.
 - 3.5.1.6 An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.
 - 3.5.1.7 Where less than fifty students submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten students submitted examination scripts, all the examination scripts must be marked by the external moderator.
 - 3.5.1.8 An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.
 - 3.5.1.9 The supervisor of a bachelor honours research component of the programme may not be appointed as an internal examiner of such component.
- 3.5.2 Number of examination opportunities
- 3.5.2.1 Except where faculty rules provide otherwise, the executive dean concerned may grant a student who failed one or more of the modules of an honours degree or a postgraduate diploma programme a second examination opportunity, provided that a module mark of at least 40% was obtained in the module concerned.
 - 3.5.2.2 Except where faculty rules provide otherwise, a student may, in the course of the maximum period allowed for the study, be granted second examination opportunities in modules constituting no more than 25% of the curriculum concerned.

3.6 Attainment of the degree

3.6.1 Satisfaction of requirements

Taking into account rules 1.3.3, 1.14, 1.17 and 1.19.3, a bachelor honours degree or postgraduate diploma is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned.

3.6.2 Qualification with distinction

- 3.6.2.1 In order to be awarded a bachelor honours degree or postgraduate diploma with distinction, a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account.
- 3.6.2.2 A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the faculty rules in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean concerned may approve the award of the degree with distinction.
- 3.6.2.3 A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction.
- 3.6.2.4 The marks obtained in core modules completed at other institutions recognised by the university for the purpose must be taken into account when calculating the weighted average mark referred to in rule 3.6.2.1.

4 General and professional master's degrees

4.1 Manual for Master's and Doctoral Studies

Subject to the provisions of these rules, the Manual for Master's and Doctoral Studies, as approved and amended from time to time by the senate, regulates matters relating to the preparation for, progress, guidance, completion and termination of study towards a master's degree.

4.2 Purpose and structure of general and professional master's degrees

- 4.2.1 Whereas a general master's degree must be aimed at educating and training researchers who can contribute to the development of knowledge at an advanced level, the professional master's degree must be aimed at educating and training graduates for advanced and specialised professional employment with the ability to contribute to the development of knowledge at an advanced level.
- 4.2.2 Unless otherwise provided for in faculty rules due to statutory and professional body requirements, general and professional master's degrees consist of a total number of 180 credits.
- 4.2.3 The university may offer a general master's degree in the form of –
- 4.2.3.1 a research master's degree by dissertation with a minimum of 180 credits for research;
 - 4.2.3.2 a master's degree by coursework and a dissertation with a minimum of 100 credits for research, and)
 - 4.2.3.3 a master's degree by coursework and a mini-dissertation with a minimum of 60 and maximum of 90 credits for research.
- 4.2.4 A professional master's degree offered by the university must include an independent research component that comprises, as provided for in the applicable faculty rules, at least 45 credits consisting of either a single research or technical project or a series of smaller projects demonstrating innovation or professional expertise.

4.3 Requirements for a master's degree

- 4.3.1 Subject to additional requirements that may be provided for in faculty rules, the components of a general master's degree are –
- 4.3.1.1 for a research master's degree by dissertation, a written dissertation or equivalent research product as provided for in rules 4.2.3.1 and 4.4;
 - 4.3.1.2 for a master's degree by coursework and dissertation, coursework modules for which formative and summative assessments are required, and a dissertation or equivalent research product as provided for in rules 4.2.3.2 and 4.4, and
 - 4.3.1.3 for a master's degree by coursework and mini-dissertation, coursework modules for which formative and summative assessments are required, and a mini-dissertation, or equivalent research product as provided for in rules 4.2.3.3 and 4.4.
- 4.3.2 Subject to the requirements provided for in faculty rules and in rule 4.2.4, the components of a professional master's degree are coursework modules for which formative and summative assessments are required, and an independent research component in the form of a single research or technical project or a series of research or technical projects, including a research article or any of the forms of creative output provided for in rule 4.4.
- 4.3.3 Faculty rules may require a master's degree student to submit a research article to a journal to qualify for the award of the degree.
- 4.3.4 Where coursework modules are required in a master's degree programme, those modules must, subject to exceptions provided for in faculty rules, be completed before the research component may be submitted for examination.

4.4 Requirements for the research component of a master's degree

- 4.4.1 Subject to the exceptions provided for in rules 4.4.2 and 4.4.3, the requirements for the research component of a master's degree are the successful submission and examination of a written dissertation, mini-dissertation, or one or more research reports or projects in the case of a professional master's degree.
- 4.4.2 Faculty rules may provide that full or partial compliance with the research component of a master's degree may take the form of one or more publishable or published research articles in a specified field, taking into account the requirements of rules 4.10 and 4.12 and specifying the minimum number of

research articles required in lieu of a dissertation, a mini-dissertation, or the research component of a professional master's degree.

- 4.4.3 Faculty rules may provide that the requirements for the research component of specified master's degree programmes may be met, either partially or in full, by –
- 4.4.3.1 the performance of a series of concerts;
 - 4.4.3.2 the compilation of a portfolio of creative works consisting of artefacts, artworks, designs or compositions, or
 - 4.4.3.3 the presentation of a professional exhibition consisting of a set of original artworks, artefacts, installations or conceptualizations.

4.5 Credit recognition and transfer

- 4.5.1 Credit accumulation and transfer does not apply to the research component of a master's degree programme.
- 4.5.2 Credit recognition and transfer must be based on modules or coursework components completed on an equivalent NQF level as the master's degree.
- 4.5.3 A student may apply in writing to the executive dean concerned for recognition of completed equivalent coursework modules required for the master's degree programme for which the student wishes to register.
- 4.5.4 If an application contemplated in rule 4.5.3 is based on credits achieved in a programme offered by the university that the student has not completed, the executive dean concerned may, within the framework of the applicable faculty rules, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned.
- 4.5.5 If an application contemplated in rule 4.5.3 is not based on credits achieved in a programme offered by the university that the student has not completed, the student must complete 50% of the coursework modules of the programme at the university

4.6 Additional coursework modules

Subject to provisions in faculty rules, a student who registers for a master's degree may on application be granted permission by the executive dean concerned to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits for which a student may register in a given academic year, as provided for in rule 1.9.

4.7 Registration

- 4.7.1 A student who does not register on or before the required registration date determined for that purpose in the annual university calendar may, in the same calendar year, apply to the executive dean concerned for late registration for which the payment of a penalty may be prescribed by the registrar.
- 4.7.2 A student who does not register in a particular year, but wishes to continue the study in the subsequent year, must apply for readmission to the executive dean concerned.
- 4.7.3 The executive dean concerned may set reasonable conditions for late registration or readmission in a subsequent year.
- 4.7.4 If, in any year, a master's degree student fails to re-register on or before the required registration date determined for that purpose in the annual university calendar, the academic director concerned may assign the topic of the planned research, if already registered, to another student in the same research entity.
- 4.7.5 Re-registration for coursework modules
- A student may, in the course of the maximum period allowed for the study, repeat coursework modules constituting not more than 25% of the total credits of the coursework component of a master's degree programme.
- 4.7.6 Exemption from registration
- 4.7.6.1 Where a master's degree student is required to make minor changes to an examined dissertation, mini-dissertation or research report, such student does not have to register for a new academic year, provided that the required changes are made satisfactorily by the end of January of the year concerned or, if the registrar so directs, before the closure of

the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.

- 4.7.6.2 Where a master's degree student needs to write only one outstanding module, such student does not have to register for a new academic year, provided that the student passes the examination by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.

4.8 Supervision

- 4.8.1 A master's degree study must be registered within the academic scope of either a research entity or a school.
- 4.8.2 A student admitted to a master's degree programme works under the supervision of a supervisor appointed, subject to the approval of the faculty board concerned, by the academic director concerned in terms of the applicable faculty rules.
- 4.8.3 To act as supervisor or co-supervisor of the research component of a master's degree, the supervisor and co-supervisor must at least be in possession of a master's degree in a cognate field of study.
- 4.8.4 Faculty rules may provide that a higher qualification than a master's degree is required for the appointment of a supervisor or co-supervisor of a master's degree.
- 4.8.5 Notwithstanding the requirements of faculty rules, a faculty board may in exceptional circumstances approve the appointment of a co-supervisor on the grounds of relevant technical expertise despite such a person not being in possession of a master's degree.
- 4.8.6 A master's degree student may, before submitting a research product for examination, raise dissatisfaction with any aspect of the guidance provided by a supervisor or co-supervisors in writing to the executive dean concerned, who must respond in writing to the student before the research product is submitted for examination.

4.9 Research proposal and title registration

- 4.9.1 Subject to exceptions provided for in the applicable faculty rules, a student enrolled for a research master's degree by dissertation must, within six months after the final date of registration for master's degrees determined in the annual university calendar, present a research proposal and proposed title for the dissertation for approval and registration by a body designated for the purpose in the faculty rules.
- 4.9.2 Subject to exceptions provided for in the applicable faculty rules, a student enrolled for a general master's degree by coursework must, in consultation with a possible supervisor and within six months after the completion of the last required module assessment of the degree, present a research proposal and proposed title for the required research project for approval and registration by a body designated for the purpose in the faculty rules.
- 4.9.3 Subject to exceptions provided for in the applicable faculty rules, a student enrolled for a professional master's degree which requires a single research project, must, in consultation with a possible supervisor and within six months after the completion of the last required module assessment of the degree, present a research proposal and proposed title for the research project for approval and registration by a body designated for the purpose in the faculty rules.
- 4.9.4 Every research proposal is subject to ethical clearance as provided for in faculty rules, and confirmation of ethics approval must be submitted to the faculty higher degrees committee.
- 4.9.5 The university may terminate a student's registration if the required research proposal is not submitted for approval in time.

4.10 Submission of the research product of a master's degree for examination

- 4.10.1 A student registered for a master's degree must, with the written consent of the supervisor concerned, submit the dissertation, mini-dissertation, research report or other research product contemplated in rule 4.4 for examination on or before the date determined for submission in the annual University calendar in order to qualify for graduation at the appointed graduation ceremony.
- 4.10.2 Where the supervisor withholds permission for the submission of a research product for examination, the academic director concerned may, after consultation with the supervisor and the student, recommend to the executive dean concerned the granting of leave for submission.

- 4.10.3 The research product of a master's degree study must comply with the technical requirements provided for in the Manual for Master's and Doctoral Studies and in faculty rules.
- 4.10.4 Where faculty rules require that a research article must be submitted to an accredited journal as part of the requirements for the degree, the candidate must provide evidence of such submission.
- 4.10.5 Where a candidate is allowed to submit the research product in the form of a research article or articles, such research product must be presented for examination purposes as an integrated unit, supplemented with a problem statement, an introduction and a synoptic conclusion as prescribed by faculty rules and the manuscript submission guidelines, or the url link to the manuscript guidelines, of the journal or journals concerned.
- 4.10.6 Where a candidate for a master's degree in the performing arts performed an approved concert programme, the candidate must also submit a manuscript that complies with the requirements for a research report at master's degree level, together with a digital sound or video recording of the concert in a previously approved format.
- 4.10.7 Where a candidate for a master's degree in the visual or tactile arts held an approved exhibition, the exhibition must be assembled and a manuscript must be submitted that complies with the requirements for a research report at master's degree level, together with a series of photographs of the works in the exhibition in an approved format.
- 4.10.8 Where any research article or internationally examined patent to which the candidate for a master's degree and other authors or inventors have contributed is submitted as the research product of a master's degree programme, the candidate must obtain a written statement from each co-author and co-inventor in which it is stated that such co-author or co-inventor grants permission for the research product to be used for the stated purpose, and in which it is further indicated what each co-author's or co-inventor's academic contribution to the research product concerned was.
- 4.10.9 Where co-authors or co-inventors as contemplated in rule 4.10.8 were involved in the development of the research product, the candidate must mention this fact in the preface, and must include the statement of each co-author or co-inventor immediately following the preface to the research product.
- 4.10.10 The higher degrees administration must make an electronic copy of the research product of a candidate for a master's degree available for inspection by the university community for a period of at least 14 calendar days after it was dispatched to the examiners, and notice of such availability must be given in a suitable manner.
- 4.10.11 After its submission for examination a research product may not be withdrawn
- 4.10.12 The university's policy regarding the classification of research must be taken into account in the process of examination of the research product of a master's degree.

4.11 Examination

- 4.11.1 Appointment of examiners for the research component of a master's degree
 - 4.11.1.1 The executive dean concerned must appoint, with the approval of the faculty higher degrees committee concerned and in accordance with the applicable faculty rules, at least two examiners, of which at least one must be an external examiner, for the examination of the research product of every master's degree study.
 - 4.11.1.2 The name of an examiner appointed in accordance with rule 4.11.1.1 is not made known to the candidate before or during the examination, and after the examination only with the permission of the examiner concerned.
 - 4.11.1.3 A person who was involved in any manner in the supervision of a master's degree student may not be appointed as an examiner.
- 4.11.2 Examination and moderation
 - 4.11.2.1 The examination of a coursework module of a master's degree is moderated externally unless the module is examined externally.
 - 4.11.2.2 Every coursework module is moderated externally at least every two years by a person with the required qualifications, which should be at least at NQF level 9 (e.g. a Master's degree), provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.
 - 4.11.2.3 Faculty rules must specify for every master's degree programme whether only the examination materials or additional summative assessment components must be submitted for external moderation.

- 4.11.2.4 External moderators for the coursework modules of a master's degree are appointed by the academic director concerned, subject to approval by the faculty board.
- 4.11.2.5 An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.
- 4.11.2.6 Where less than fifty students submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten students submitted examination scripts, all the examination scripts must be marked by the external moderator.
- 4.11.2.7 An external moderator is required to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.
- 4.11.2.8 The examiners of a research product of a master's degree study are required to provide an assessment of the question whether the research product contains proof of the candidate's ability to conduct independent research in the field of study concerned, and to report such research results satisfactorily.
- 4.11.2.9 Every examiner submits a separate written report on the research product to the appropriate administrative component of the faculty concerned, to be forwarded for processing and finalisation by the faculty committee concerned.
- 4.11.2.10 A supervisor or co-supervisor of a master's degree student does not communicate or negotiate with an examiner on any issue relating to the examination of the student's research product.
- 4.11.2.11 The faculty higher degrees committee or other faculty structure responsible for the approval of the research component of master's degrees considers all examination reports relating to the research product of a master's degree study for recommendation to, and the final approval by the faculty board concerned, of the assessment outcome.
- 4.11.2.12 Subject to the provisions of rule 4.11.8.3, the unanimous finding of the examiners that a master's degree student passes an examination is final.
- 4.11.3 Second examination opportunity in coursework modules
- Subject to the applicable faculty rules, the executive dean concerned may, after consultation with the academic director concerned, grant a student who failed an examination in a coursework module of a master's degree programme a second examination or assessment opportunity.
- 4.11.4 Requirements for passing a coursework module
- 4.11.4.1 Notwithstanding the provisions of rule 1.13.3.2, faculty rules may require a final module mark higher than 50% to pass a coursework module in a master's degree programme.
- 4.11.4.2 Notwithstanding the provisions of rule 1.13.3.1, where an examination mark forms part of the final module mark, a subminimum of 50% must be obtained in the examination, and faculty rules may provide that a subminimum of more than 50% is required.
- 4.11.5 Recommendations relating to the examination of the research product in a master's degree programme
- 4.11.5.1 An examiner may recommend that a research product –
- 4.11.5.1.1 be accepted unconditionally;
- 4.11.5.1.2 be accepted on condition that specified revisions be made to the satisfaction of the supervisor;
- 4.11.5.1.3 be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners or the academic director concerned;
- 4.11.5.1.4 not be accepted in its current format, in which case it is referred back to the candidate for revision, elaboration or amendment and resubmission for re-examination, or
- 4.11.5.1.5 not be accepted at all, in which case the candidate fails.
- 4.11.5.2 All comments received from the university community as contemplated in rule 4.10.10 must be submitted to the executive dean concerned before expiry of the period for which a research product is made available for inspection, who must forward such comments to the

faculty higher degrees committee or other faculty structure concerned for evaluation together with the examiners' reports.

4.11.6 Passing the research component of a master's degree with distinction

4.11.6.1 A dissertation, mini-dissertation, research report or other research product is passed with distinction if the examiners award an average mark of at least 75%.

4.11.6.2 If the examiners refer a research product back as contemplated in rules 4.11.5.1.2, 4.11.5.1.3 and 4.11.5.1.4, the final mark allocated may not exceed 70%.

4.11.7 Revisions to and re-examination of the research product of a master's degree

4.11.7.1 The supervisor of a research product must, within 14 calendar days after receipt of all the examiners' reports and in consultation with the academic director concerned, provide the candidate with a memorandum setting out the nature and extent of the revision or elaboration required as contemplated in rules 4.11.5.1.2, 4.11.5.1.3 and 4.11.5.1.4.

4.11.7.2 In order to be recorded as a graduate in the academic year during which the research product was submitted for examination, a revised, amended or elaborated research product must be submitted before or on the submission date determined for that purpose in the annual university calendar of the year concerned.

4.11.7.3 Where a candidate is required to revise or elaborate a research product, the revised product must be submitted within one year after receipt by the candidate of the result as contemplated in rule 4.11.7.1, but, if the candidate provides valid grounds in an application, the executive dean concerned may grant an extension .

4.11.7.4 A research product may only be referred back to a candidate once and, after revision, be submitted once for re-examination.

4.11.7.5 The examiners who were appointed for the original examination are deemed also to have been appointed for the re-examination, but if considered necessary or expedient, other or additional examiners may be appointed.

4.11.8 Vagueness or differences regarding examination results

4.11.8.1 Where, in the case of a coursework module, the examiners or moderators are not unanimous about whether a student should pass a module, or pass a module with distinction, or where, in the case of a research product, the comments received by members of the university community in accordance with rule 4.10.10 differ materially from the recommendations of the examiners, the executive dean concerned must follow the procedures provided for in rule.4 before taking the final decision regarding the outcome.

4.11.8.2 A material difference regarding the examination of a research product is deemed to exist if –

4.11.8.2.1 the reports of the examiners differ on the question whether the research product may be accepted, with or without revisions, should be referred back for revision, or should be rejected;

4.11.8.2.2 the marks awarded by the examiners differ by more than 15%, or

4.11.8.2.3 comments that arise from the release of the research product for inspection by the university community in accordance with rule 4.10.10 differ materially from the recommendations of the examiners.

4.11.8.3 The executive dean may, in consultation with the academic director concerned, seek clarification from the examiners or members of the university community who have submitted comments on the research product regarding anything that is not clear in their reports or comments relating to a coursework module or research product.

4.11.8.4 The executive dean concerned must take steps to resolve the outcome of an examination where a material difference arises as contemplated in rule 4.11.8.2, which may include –

4.11.8.4.1 inviting a knowledgeable external expert to participate in the deliberations of the faculty higher degrees committee or similar structure;

4.11.8.4.2 the appointment of an additional external examiner to assess the research product, and to make a recommendation on the assessment result, and

4.11.8.4.3 the appointment of an independent arbitrator to consider the various examiner's reports to make a recommendation regarding the assessment result.

4.11.8.5 The faculty board concerned approves the final outcome of an examination after consideration of the recommendation of the faculty higher degrees committee or similar structure on the assessment result based on the outcome of the steps taken by the executive dean in accordance with rule 4.11.8.4, and, if the faculty board is unable to resolve the matter, the executive dean must take a final decision.

4.11.9 Dispute resolution

4.11.9.1 A master's degree student who raises a substantive objection to the manner in which the examination of a research product was conducted, may declare, by means of a written notice lodged with the registrar within 14 days after communication to the student of the final decision regarding the assessment outcome, a dispute with the university.

4.11.9.2 Within ten days of receiving the declaration of a dispute as contemplated in rule 4.11.9.1, the registrar must obtain clarification from the executive dean concerned whether the objection raised by the student is justified or not, cause remedial steps to be taken if necessary, and respond to the complainant accordingly.

4.11.9.3 If the complainant is not satisfied with the response of the registrar contemplated in rule 4.11.9.2, the registrar must convene a panel consisting of at least two executive deans not previously involved in the matter to adjudicate the dispute within fourteen working days.

4.11.9.4 The findings of the panel established in accordance with rule 4.11.9.3 may be that –

4.11.9.4.1 the correct procedures were followed and that the dispute has no merit;

4.11.9.4.2 the matter is referred back to the executive dean concerned to ensure that procedural shortcomings or errors that were found are corrected;

4.11.9.4.3 the matter should be referred to an alternative dispute resolution process, or

4.11.9.4.4 the matter be referred for arbitration.

4.11.9.5 If the complainant is not satisfied with the outcome contemplated in rules 4.11.9.4.1 or 4.11.9.4.2, or the panel finds that the matter should be dealt with by means of an alternative dispute resolution process in accordance with rule 4.11.9.4.3 and the complainant agrees, the registrar must cause a panel of at least three persons expert in the field concerned or with wide experience in postgraduate examination to be appointed with the consent of the complainant to investigate the complaint and make recommendations for its resolution.

4.11.9.6 If the panel refers the matter for arbitration in accordance with rule 4.11.9.4.4, the executive dean concerned and the complainant must each, within three weeks, submit to the registrar the names and details of no more than three persons to be appointed as arbitrator or arbitration panel, all arbitrators being expert in the field concerned or with wide experience in postgraduate examination, and the complainant must agree in writing to bear or share the costs of the arbitration if such is the outcome as contemplated in rule 4.11.9.8.

4.11.9.7 An arbitrator appointed in accordance with rule 4.11.9.6 must be informed, or be prepared to become informed about the arbitration procedures contained in the latest edition of the *Rules for the Conduct of Arbitrations of the Association of Arbitrators (Southern Africa)* and to apply these rules for the purposes of settling the dispute.

4.11.9.8 The outcome of an arbitration process may include an award for specific performance, an interdict, damages, a fine, a cost order, including costs regarding legal representation on an attorney-client scale or any other order the arbiter or arbitration panel considers to be appropriate in the circumstances.

4.12 Intellectual property in and publication of research products

4.12.1 The university is the owner of all intellectual property that may be created in the course of a master's degree study, which includes, but is not limited to intellectual property referred to in the *Intellectual Property Rights from Publicly Financed Research and Development Act, 51 of 2008* and the regulations promulgated thereunder.

4.12.2 The university is entitled to physically or electronically multiply and distribute or make available any research product submitted in its final form by a master's degree candidate.

4.12.3 A master's degree graduate is required to undertake the publication of the results of the study within six months of conferral of the degree, but the university may, if the graduate does not do so, undertake publication after notification of its intention to do so.

- 4.12.4 Publication by the university as contemplated in rule 4.12.3 may be undertaken without the written permission of the graduate, but the name of the graduate concerned must be acknowledged as the first author, except where substantial processing of the text is undertaken by another person, or if the graduate expresses the wish in writing not so to be cited.
- 4.12.5 A master's degree student who is in terms of these rules required to, or otherwise wishes to submit a publication based on a research product of the study, must obtain the advice of the supervisor concerned regarding the scholarly quality of the research product, the selection of a suitable publication or publication medium, possible considerations of confidential classification, and the requirements and implications of rules 4.12.7 and 4.12.8.
- 4.12.6 The supervisor concerned must record compliance with rule 4.12.5 in the report contemplated in rule 1.15.4.
- 4.12.7 In a publication referred to in rule 4.12.5 its foundation upon the master's degree study at the university must be acknowledged and the supervisor or supervisors must be cited.
- 4.12.8 A master's degree graduate is deemed to be the sole author of a research product of the study unless another person, including the supervisor, makes a substantial contribution to the production of the publication, as distinguished from the supervised research product, to warrant co-authorship taking the conventions of the discipline concerned into account, or where another person takes the primary responsibility for the writing of the publication to the extent that it justifies the first authorship of such other person.

4.13 Upgrade of master's degree study to doctoral study

- 4.13.1 The supervisor of a master's degree candidate may, with the concurrence of the candidate, submit a comprehensive motivation to the executive dean concerned for the conversion of the study to a study for a general doctoral degree.
- 4.13.2 The executive dean must obtain the advice of an assessment panel consisting of at least one external disciplinary expert, the academic director concerned, and at least one full professor in the faculty concerned, before submitting
- 4.13.3 Approval of the conversion of a master's degree study to a doctoral study must be based on a significant change in the scope of the research project and its potential impact on knowledge production in the field of enquiry and can only be granted –
 - 4.13.3.1 before the research product of the master's degree study is submitted for examination;
 - 4.13.3.2 if the candidate has completed at least one year of registration for the master's degree;
 - 4.13.3.3 if the intended study complies with all the rules and requirements of these rules regarding a doctoral degree, and
 - 4.13.3.4 if the candidate registers for at least one additional year as a doctoral candidate.
- 4.13.4 Before any formal assessment of the research product of a study converted from master's to the doctoral level takes place, the candidate concerned may submit a written and motivated request to the executive dean to revert the study to the master's level.
- 4.13.5 Approval of a request contemplated in rule 4.13.4 must be supported by the supervisor and the academic director concerned.

4.14 Extension of the study period

- 4.14.1 An application for extension of the study period by a master's degree candidate must be supported by a recommendation by the academic director concerned.
- 4.14.2 In an application for extension of the period of study for a master's degree must indicate –
 - 4.14.2.1 that the research topic is still relevant;
 - 4.14.2.2 what progress has been made by the applicant;
 - 4.14.2.3 what remains to be done to complete the study;
 - 4.14.2.4 what the time schedule for completion is, and
 - 4.14.2.5 whether the supervisor is still available.
- 4.14.3 The grant of an extension for the study contemplated in this rule is subject to the payment of a levy determined by the registrar.

4.15 Attainment of the degree

4.15.1 Satisfaction of requirements

Taking into account rules 1.3.3, 1.14, 1.17, 1.19.3 and 4.2, a master's degree is obtained when final verification and audit confirmation is given that a student has satisfied the requirements provided for in rules 4.3 and 4.4.

4.15.2 Attainment of the qualification with distinction

4.15.2.1 A master's degree by research is awarded with a distinction where an average mark of 75% is obtained for a research product contemplated in rule 4.4.

4.15.2.2 A master's degree by coursework is awarded with distinction where a weighted average of 75% is obtained for the coursework modules and the research component prescribed in faculty rules, and all coursework modules are passed on the first attempt.

4.15.2.3 A professional master's degree is passed with distinction where a weighted average of 75% is obtained for all the modules prescribed in faculty rules, and all coursework modules are passed on the first attempt.

5 Doctoral degrees

5.1 Manual for Master's and Doctoral Studies

Subject to the provisions of these rules, the Manual for Master's and Doctoral Studies, as approved and amended from time to time by the senate, regulates matters relating to the preparation for, progress, guidance, completion and termination of study towards a doctoral degree.

5.2 Purpose and structure of general and professional doctoral degrees

- 5.2.1 Whereas a doctoral degree by research must be aimed at educating and training researchers who can contribute to the development of knowledge at the most advanced level, the professional doctoral degree must be aimed at educating and training graduates for advanced and specialised professional employment with the ability to contribute to the development and implementation of knowledge at an advanced level in a professional context.
- 5.2.2 Unless otherwise provided for in faculty rules due to statutory and professional body requirements, doctoral degrees consist of a total number of 360 credits.
- 5.2.3 Coursework may be required as part of the conditions for the attainment of the doctoral degree by research, but does not form part of the formal credit structure of the qualification.
- 5.2.4 A professional doctoral degree offered by the university consists of a combination of research and coursework, where the research component must contribute at least 60% to the credit structure of the qualification and may also include appropriate forms of work-integrated learning.

5.3 Completion requirements for a doctoral degree

- 5.3.1 Subject to additional requirements that may be provided for in faculty rules, the components of a doctoral degree are –
 - 5.3.1.1 for a doctoral degree by research, a written thesis or equivalent research product, as provided for in rule 5.4 with a minimum of 360 credits, and
 - 5.3.1.2 for a professional doctoral degree, coursework modules for which formative and summative assessments are required, and a research component in the form of a mini-thesis or equivalent research product as provided for in rule 5.4 with a minimum of 216 credits.
- 5.3.2 Faculty rules may require that a doctoral candidate must also submit a research article for publication in a scholarly journal to qualify for the degree.
- 5.3.3 Where coursework modules are required in a doctoral programme, those modules must be completed before the research component may be submitted for examination.

5.4 Requirements for the research component of a doctoral degree

- 5.4.1 Subject to the exceptions provided for in rules 5.4.2 and 5.4.3, the requirements for the research component of a doctoral degree are the successful submission and examination of a written thesis or mini-thesis.
- 5.4.2 Faculty rules may provide that full or partial compliance with the research component of a doctoral degree may take the form of one or more publishable or published research articles in a specified field, taking into account the requirements of rules 5.10 and 5.12 and specifying the minimum number of research articles required in lieu of a thesis, mini-thesis or the research component of a professional doctoral degree.
- 5.4.3 Faculty rules may provide that the requirements for the research component of specified doctoral degree programmes may be met, either partially or in full, by –
 - 5.4.3.1 the performance of a series of concerts;
 - 5.4.3.2 the compilation of a portfolio of creative works consisting of artefacts, artworks, designs or compositions, or
 - 5.4.3.3 the presentation of a professional exhibition consisting of a set of original artworks, artefacts, installations or conceptualizations.

5.5 Credit recognition and transfer

- 5.5.1 Credit recognition and transfer must be based on modules or coursework components completed on an equivalent NQF level as the doctoral degree.

- 5.5.2 A candidate may apply in writing to the executive dean concerned for recognition of completed equivalent coursework modules required for the doctoral degree programme for which the candidate wishes to register.
- 5.5.3 If an application contemplated in rule 5.5.2 is based on credits achieved in a programme offered by the university that the candidate has not completed, the executive dean concerned may, within the framework of the applicable faculty rules, grant any or all credits as applied for to satisfy part of the requirements of the programme concerned.
- 5.5.4 If an application contemplated in rule 5.5.2 is not based on credits achieved in a programme offered by the university that the candidate has not completed, the candidate must complete 50% of the coursework modules of the programme at the university

5.6 Additional coursework modules

Subject to provisions in faculty rules, a candidate who registers for a doctoral degree may on application be granted permission by the executive dean concerned to register for additional modules besides those required for the curriculum of the programme concerned, provided that no timetable clashes are brought about thereby, and subject to the maximum number of HEMIS credits for which a candidate may register in a given academic year, as provided for in rule 1.9.

5.7 Registration

- 5.7.1 A candidate who does not register on or before the required registration date determined for that purpose in the annual university calendar may, in the same calendar year, apply to the executive dean concerned for late registration for which the payment of a penalty may be prescribed by the registrar.
- 5.7.2 A candidate who does not register in a particular year, but who wishes to continue the study in the subsequent year, must apply for readmission to the executive dean concerned.
- 5.7.3 The executive dean concerned may set reasonable conditions for readmission in a subsequent year.
- 5.7.4 If, in any year, a doctoral candidate fails to re-register on or before the required registration date determined for that purpose in the annual university calendar, the academic director concerned may assign the topic of the planned research, if already registered, to another candidate in the same research entity.
- 5.7.5 Re-registration for coursework modules
- A candidate may, in the course of the maximum period allowed for the study, repeat coursework modules constituting not more than 25% of the total credits of the coursework component of a doctoral degree programme..
- 5.7.6 Exemption from registration
- 5.7.6.1 Where a doctoral degree candidate is required to make minor changes to an examined thesis or mini-thesis, such candidate does not have to register for a new academic year, provided that the required changes are made satisfactorily by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.
- 5.7.6.2 Where a doctoral degree candidate needs to write only one outstanding module, such candidate does not have to register for a new academic year, provided that the candidate passes the examination by the end of January of the year concerned or, if the registrar so directs, before the closure of the graduation list, and then the degree may be awarded at the autumn graduation ceremony of that year.

5.8 Supervision

- 5.8.1 A doctoral degree study must be registered within the academic scope of either a research entity or a school.
- 5.8.2 A candidate admitted to a doctoral degree programme works under the supervision of a promoter and co-promoter where applicable, appointed, subject to the approval of the faculty board concerned, by the academic director concerned in terms of the applicable faculty rules..
- 5.8.3 To act as promoter or co-promoter of the research component of a doctoral degree, the promoter and co-promoter must be in possession of a doctoral degree in a cognate field of study.
- 5.8.4 Notwithstanding the requirements of faculty rules, a faculty board may in exceptional circumstances approve the appointment of a co-promoter on the grounds of relevant technical expertise despite such a person not being in possession of a doctoral degree.

- 5.8.5 A doctoral candidate may, before submitting a research product for examination, raise dissatisfaction with any aspect of the guidance provided by a promoter or co-promoter in writing to the executive dean concerned, who must respond in writing to the candidate before the research product is submitted for examination.

5.9 Research proposal and title registration

- 5.9.1 Subject to exceptions provided for in the applicable faculty rules, a candidate enrolled for a doctoral degree by research must, within six months after the final date of registration for doctoral degrees determined in the annual university calendar, present a research proposal and proposed title for the thesis for approval and registration by a body designated for the purpose in the faculty rules.
- 5.9.2 Subject to exceptions provided for in the applicable faculty rules, a candidate enrolled for a professional doctoral degree must, in consultation with a possible promoter and within six months after the completion of the last required module assessment of the degree, present a research proposal and proposed title for the required research project for approval and registration by a body designated for the purpose in the faculty rules.
- 5.9.3 Subject to exceptions provided for in the applicable faculty rules, a candidate enrolled for a professional doctoral degree which requires a single research project, must, in consultation with a possible supervisor and within six months after the completion of the last required module assessment of the degree, present a research proposal and proposed title for the research project for approval and registration by a body designated for the purpose in the faculty rules.
- 5.9.4 Every research proposal is subject to ethical clearance as provided for in faculty rules, and confirmation of ethics approval must be submitted to the faculty higher degrees committee.
- 5.9.5 The university may terminate a candidate's registration if the required research proposal is not submitted for approval in time.

5.10 Submission of the research product of a doctoral degree for examination

- 5.10.1 A candidate registered for a doctoral degree must, with the written consent of the promoter concerned, submit the thesis, mini-thesis or other research product contemplated in rule 5.4 for examination on or before the date determined for submission in the annual University calendar in order to qualify for graduation at the appointed graduation ceremony.
- 5.10.2 Where the promoter withholds permission for the submission of a research product for examination, the academic director concerned may, after consultation with the promoter and the candidate, recommend to the executive dean concerned the granting of leave for submission.
- 5.10.3 A thesis, mini-thesis or other research product of a doctoral study must comply with the technical requirements provided for in the Manual for Master's and Doctoral Studies and in faculty rules.
- 5.10.4 Where faculty rules require that a research article must be submitted to an accredited journal as part of the requirements for the degree, the candidate must provide evidence of such submission.
- 5.10.5 Where a candidate is allowed to submit the research product in the form of research articles, such research product must be presented for examination purposes as an integrated unit, supplemented with a problem statement, an introduction and a synoptic conclusion as prescribed by faculty rules and the manuscript submission guidelines, or the url link to the manuscript guidelines of the journal or journals concerned.
- 5.10.6 Where a candidate for a doctoral degree in the performing arts performed an approved concert programme, the candidate must also submit a manuscript that complies with the requirements for a research report at doctoral level, together with a digital sound or video recording of the concert in a previously approved format.
- 5.10.7 Where a candidate for a doctoral degree in the visual or tactile arts held an approved exhibition, the exhibition must be assembled and a manuscript must be submitted that complies with the requirements for a research report at doctoral level, together with a series of photographs of the works in the exhibition in an approved format.
- 5.10.8 Where any research article, manuscript or internationally examined patent to which the candidate for a doctoral degree and other authors or inventors have contributed is submitted as the research product of a doctoral degree programme, the candidate must obtain a written statement from each co-author and co-inventor in which it is stated that such co-author or co-inventor grants permission for the research product to be used for the stated purpose, and in which it is further indicated what each co-author's or co-inventor's share in the research product concerned was.

- 5.10.9 Where co-authors or co-inventors as contemplated in rule 5.10.8 were involved in the development of the research product, the candidate must mention this fact in the preface, and must include the statement of each co-author or co-inventor in the thesis, mini-thesis or research report immediately following the preface to the research product.
- 5.10.10 The higher degrees administration must make an electronic copy of the research product of a candidate for a doctoral degree available for inspection by the university community for a period of at least 14 calendar days after it was dispatched to the examiners, and notice of such availability must be given in a suitable manner.
- 5.10.11 After its submission for examination a research product may not be withdrawn
- 5.10.12 The university's policy regarding the classification of research must be taken into account in the process of examination of the research product of a doctoral degree.

5.11 Examination

- 5.11.1 Appointment of examiners for the research component of a doctoral degree
 - 5.11.1.1 The executive dean concerned must appoint, with the approval of the faculty higher degrees committee concerned and in accordance with the applicable faculty rules, at least three examiners, of which at least two must be ~~an~~ external, and attached to different institutions, or in the event that more than three examiners are appointed, the majority need to be external, for the examination of the research product of every doctoral degree study.
 - 5.11.1.2 The name of an examiner appointed in accordance with rule 5.11.1.1 is not made known to the candidate before or during the examination, and after the examination only with the permission of the examiner concerned.
 - 5.11.1.3 A person who was involved in any manner in the supervision of a doctoral degree candidate may not be appointed as an examiner.
- 5.11.2 Examination and moderation
 - 5.11.2.1 The examination of a coursework module of a professional doctoral degree is moderated externally unless the module is examined externally.
 - 5.11.2.2 The external examiner must be a person with the required qualifications at NQF level10, provided that such a person may not be a staff member or otherwise connected to the university by way of an extraordinary appointment.
 - 5.11.2.3 Faculty rules must specify for every doctoral degree programme whether only the examination materials or additional summative assessment components must be submitted for external moderation.
 - 5.11.2.4 External moderators for the coursework modules of a professional doctoral degree are appointed by the academic director concerned, subject to approval by the faculty board.
 - 5.11.2.5 An external moderator is required to mark at least ten percent of the examination scripts for each paper written and to do random checks of at least twenty percent of examination scripts for each paper.
 - 5.11.2.6 Where less than fifty candidates submitted examination scripts, at least ten scripts must be marked by the external moderator, and, in cases where less than ten candidates submitted examination scripts, all the examination scripts must be marked by the external moderator.
 - 5.11.2.7 An external moderator is required to comment on the validity of the assessment instruments, the quality of candidate performance and the standard of candidate attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional and, where applicable, professional regulations.
 - 5.11.2.8 The examiners of a thesis, mini-thesis or any other research product are required to provide an assessment of the question whether the research contains proof that the candidate demonstrates insight into the field and has made a distinct and original scholarly contribution to the knowledge base of the field, either by way of the pronouncement and dissemination of new facts or insights, or by means of the exercise of independent critical skills.
 - 5.11.2.9 Every examiner submits a separate written report on the research product to the appropriate administrative component of the faculty concerned, to be forwarded for processing and finalisation by the faculty committee concerned.

- 5.11.2.10 The promoter or co-promoter of a doctoral candidate does not communicate or negotiate with an examiner on any issues relating to the examination of the candidate's research product.
- 5.11.2.11 The faculty higher degrees committee or other faculty structure responsible for the approval of the research component of doctoral degrees considers all examination reports relating to the research product of a doctoral degree study for recommendation to, and the final approval by the faculty board concerned, of the assessment outcome.
- 5.11.2.12 Subject to the provisions of rule 5.11.8.3, the unanimous finding of the examiners that a doctoral candidate passes an examination is final.
- 5.11.3 Second examination opportunity in coursework modules
- Subject to the applicable faculty rules, the executive dean concerned may, after consultation with the academic director concerned, grant a candidate who failed an examination in a coursework module of a doctoral degree programme a second examination or assessment opportunity.
- 5.11.4 Requirements for passing a coursework module
- 5.11.4.1 Notwithstanding the provisions of rule 1.13.3.2, faculty rules may require a final module mark higher than 50% to pass a coursework module in a professional doctoral degree.
- 5.11.4.2 Notwithstanding the provisions of rule 1.13.3.1, where an examination mark forms part of the final module mark, a subminimum of 50% must be obtained in the examination, and faculty rules may provide that a subminimum of more than 50% is required.
- 5.11.5 Recommendations relating to the examination of the research product in a doctoral degree programme
- 5.11.5.1 An examiner may recommend that a research product:
- 5.11.5.1.1 be accepted unconditionally;
- 5.11.5.1.2 be accepted on condition that specified revisions be made to the satisfaction of the supervisor;
- 5.11.5.1.3 be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners or the academic director concerned;
- 5.11.5.1.4 not be accepted in its current format, in which case it is referred back to the candidate for revision, elaboration or amendment and resubmission for re-examination, or
- 5.11.5.1.5 not be accepted at all, in which case the candidate fails.
- 5.11.5.2 All comments received from the university community as contemplated in rule 5.10.10 must be submitted to the executive dean concerned before expiry of the period for which a research product is made available for inspection, who must forward such comments to the faculty higher degrees committee or other faculty structure concerned for evaluation together with the examiners' reports.
- 5.11.6 Revisions to and re-examination of the research product of a doctoral degree
- 5.11.6.1 The supervisor of a research product must, within 14 calendar days after receipt of all the examiners' reports and in consultation with the academic director concerned, provide the candidate with a memorandum setting out the nature and extent of the revision or elaboration required as contemplated in rules 5.11.5.1.2, 5.11.5.1.3 and 5.11.5.1.4.
- 5.11.6.2 In order to be recorded as a graduate in the academic year during which the research product was submitted for examination, a revised, amended or elaborated research product must be submitted before or on the submission date determined for that purpose in the annual university calendar of the year concerned.
- 5.11.6.3 Where a candidate is required to revise or elaborate a research product, the revised product must be submitted within one year after receipt by the candidate of the result as contemplated in rule 5.11.6.1, but, if the candidate provides valid grounds in an application, the executive dean concerned may grant an extension.
- 5.11.6.4 A research product may only be referred back to a candidate once and, after revision, be submitted once for re-examination.
- 5.11.6.5 The examiners who were appointed for the original examination are deemed also to have been appointed for the re-examination, but if considered necessary or expedient, other or additional examiners may be appointed.

5.11.7 Vagueness or differences regarding examination results

- 5.11.7.1 Where, in the case of a coursework module, the examiners or moderators are not unanimous about whether a candidate should pass a module, or pass a module with distinction, or where, in the case of a research product, the comments received by members of the university community in accordance with rule 5.10.10 differ materially from the recommendations of the examiners, the executive dean concerned must follow the procedures provided for in rule 5.11.7.4 before taking the final decision regarding the outcome.
- 5.11.7.2 A material difference regarding the examination of a research product is deemed to exist if –
- 5.11.7.2.1 the reports of the examiners differ on the question whether the research product may be accepted, with or without revisions, should be referred back for revision, or should be rejected;
 - 5.11.7.2.2 the marks awarded by the examiners differ by more than 15%, or
 - 5.11.7.2.3 comments that arise from the release of the research product for inspection by the university community in accordance with rule 5.10.10 differ materially from the recommendations of the examiners.
- 5.11.7.3 The executive dean may, in consultation with the academic director concerned, seek clarification from the examiners or members of the university community who have submitted comments on the research product regarding anything that is not clear in their reports or comments relating to a coursework module or research product.
- 5.11.7.4 The executive dean concerned must take steps to resolve the outcome of an examination where a material difference arises as contemplated in rule 5.11.7.2, which may include –
- 5.11.7.4.1 inviting a knowledgeable external expert to participate in the deliberations of the faculty higher degrees committee or similar structure;
 - 5.11.7.4.2 the appointment of an additional external examiner to assess the research product, and to make a recommendation on the assessment result, and
 - 5.11.7.4.3 the appointment of an independent arbitrator to consider the various examiner's reports to make a recommendation regarding the assessment result.
- 5.11.7.5 The faculty board concerned approves the final outcome of an examination after consideration of the recommendation of the faculty higher degrees committee or similar structure on the assessment result based on the outcome of the steps taken by the executive dean in accordance with rule 5.11.7.4, and, if the faculty board is unable to resolve the matter, the executive dean must take a final decision.

5.11.8 Dispute resolution

- 5.11.8.1 A doctoral candidate who raises a substantive objection to the manner in which the examination of a research product was conducted, may declare, by means of a written notice lodged with the registrar within 14 days after communication to the candidate of the final decision regarding the assessment outcome, a dispute with the university.
- 5.11.8.2 Within ten days of receiving the declaration of a dispute as contemplated in rule 4.11.9.1, the registrar must obtain clarification from the executive dean concerned whether the objection raised by the candidate is justified or not, cause remedial steps to be taken if necessary, and respond to the complainant accordingly.
- 5.11.8.3 If the complainant is not satisfied with the response of the registrar, the registrar must convene a panel consisting of at least two executive deans not previously involved in the matter to adjudicate the dispute within fourteen working days.
- 5.11.8.4 The findings of the panel established in accordance with rule 5.11.8.3 may be that –
- 5.11.8.4.1 the correct procedures were followed and that the dispute has no merit;
 - 5.11.8.4.2 the matter is referred back to the executive dean concerned to ensure that procedural shortcomings or errors that were found are corrected;
 - 5.11.8.4.3 the matter should be referred to an alternative dispute resolution process, or
 - 5.11.8.4.4 the matter be referred for arbitration.

- 5.11.8.5 If the complainant is not satisfied with the outcome contemplated in rules 5.11.8.4.1 or 5.11.8.4.2, or the panel finds that the matter should be dealt with by means of an alternative dispute resolution process in accordance with rule 5.11.8.4.3 and the complainant agrees, the registrar must cause a panel of at least three persons expert in the field concerned or with wide experience in postgraduate examination to be appointed with the consent of the complainant to investigate the complaint and make recommendations for its resolution.
- 5.11.8.6 If the panel refers the matter for arbitration in accordance with rule 5.11.8.4.4, the executive dean concerned and the complainant must each, within three weeks, submit to the registrar the names and details of no more than three persons to be appointed as arbitrator or arbitration panel, all arbitrators being expert in the field concerned or with wide experience in postgraduate examination, and the complainant must agree in writing to bear or share the costs of the arbitration if such is the outcome as contemplated in rule 5.11.8.8.
- 5.11.8.7 An arbitrator appointed in accordance with rule 5.11.8.6 must be informed, or be prepared to become informed about the arbitration procedures contained in the latest edition of the *Rules for the Conduct of Arbitrations of the Association of Arbitrators (Southern Africa)* and to apply these rules for the purposes of settling the dispute.
- 5.11.8.8 The outcome of an arbitration process may include an award for specific performance, an interdict, damages, a fine, a cost order, including costs regarding legal representation on an attorney-client scale or any other order the arbiter or arbitration panel considers to be appropriate in the circumstances.

5.12 Intellectual property in and publication of research products

- 5.12.1 The university is the owner of all intellectual property that may be created in the course of a doctoral degree study, which includes, but is not limited to intellectual property referred to in the *Intellectual Property Rights from Publicly Financed Research and Development Act, 51 of 2008* and the regulations promulgated thereunder.
- 5.12.2 The university is entitled to physically or electronically multiply and distribute or make available any research product submitted in its final form by a doctoral degree candidate.
- 5.12.3 A doctoral degree graduate is required to undertake the publication of the results of the study within six months of conferral of the degree, but the university may, if the graduate does not do so, undertake publication after notification of its intention to do so.
- 5.12.4 Publication by the university as contemplated in rule 5.12.3 may be undertaken without the written permission of the graduate, but the name of the graduate concerned must be acknowledged as the first author, except where substantial processing of the text is undertaken by another person, or if the graduate expresses the wish in writing not so to be cited.
- 5.12.5 A doctoral candidate who is in terms of these rules required to, or otherwise wishes to submit a publication based on a research product of the study, must obtain the advice of the promoter concerned regarding the scholarly quality of the research product, the selection of a suitable publication or publication medium, possible considerations of confidential classification, and the requirements and implications of rules 5.12.7 and 5.12.8.
- 5.12.6 The promoter concerned must record compliance with rule 5.12.5 in the report contemplated in rule 1.15.4.
- 5.12.7 In a publication referred to in rule 5.12.5 its foundation upon the doctoral study at the university must be acknowledged and the promoter or promoters must be cited.
- 5.12.8 A doctoral degree graduate is deemed to be the sole author of a research product of the study unless another person, including the promoter, makes a substantial contribution to the production of the publication, as distinguished from the supervised research product, to warrant co-authorship taking the conventions of the discipline concerned into account, or where another person takes the primary responsibility for the writing of the publication to the extent that it justifies the first authorship of such other person.

5.13 Extension of the study period

- 5.13.1 An application for extension of the study period by a doctoral degree candidate must be supported by a recommendation by the academic director concerned.
- 5.13.2 In an application for extension of the period of study for a doctoral degree must indicate –
 - 5.13.2.1 that the research topic is still relevant;

5.13.2.2 what progress has been made by the applicant;

5.13.2.3 what remains to be done to complete the study;

5.13.2.4 what the time schedule for completion is, and

5.13.2.5 whether the promoter is still available.

5.13.3 The grant of an extension for the study contemplated in this rule is subject to the payment of a levy determined by the registrar.

5.14 Attainment of the degree

Taking into account rules 1.3.3, 1.14, 1.17, 1.19.3 and 5.2, a doctoral degree is obtained when final verification and audit confirmation is given that a candidate has satisfied the requirements provided for in rules 5.3 and 5.4.

GLOSSARY OF TEACHING-LEARNING RELATED CONCEPTS AND DESIGNATIONS¹

Table 1 - Glossary of Teaching-Learning related concepts and designations

¹ Note that this glossary does not contain definitions found in legislation, the NWU Statute or the General Academic Rules of the NWU.

Concept / designation	Description
Academic development	Refers to all aspects of support for higher education learning and teaching, including professional staff development, high quality teaching and curriculum development skills, and effective learning for student success.
Academic planning	Refers to all planning activities to ensure a dynamic and sustained qualification and academic programme offering and quality teaching and learning. This spans institutional planning, interaction with the regulatory bodies on both the PQM and the three year enrolment planning and monitoring, as well as academic qualification and programme planning and development and the monitoring thereof (see also <u>Qualification and academic programme planning and development</u>).
Academic programme	<p>A planned and structured set of learning components represented by compulsory and/or elective core and/or fundamental modules, each comprising teaching, learning and assessment opportunities that lead to the achievement of the desired outcomes per module, culminating in the mastery of academic programme outcomes and the demonstration of the required graduate attributes of the qualification concerned.</p> <p>One or more programmes may lead to the same qualification. The minimum admission requirements, desired graduate attributes, major fields of study, general design and credit structure of all programmes that lead to the same qualification must align with the internal standard of the qualification concerned (see also <u>Internal NWU qualification standard</u>). In many, but not all, cases, such programmes may also have common learning components that denote the nature of the qualification, though there may be different combinations of majors or disciplinary focal areas to denote each of the different programmes.</p> <p>Naming of academic programmes must conform to the HEQSF prescribed naming conventions (see also <u>Naming conventions</u>).</p>
Academic student support	<p>Academic student support encompasses all the strategies, methods and resources that faculty and academic support units employ to help students refine and strengthen their academic skills that are necessary for study success. Many or most forms of academic support are based on identified learning needs, and faculties or support units will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialized needs – these can include students with learning disabilities, physical disabilities, or developmental disabilities; or students who are performing academically or developing intellectually below or above the expectations for their age or grade level. Ultimately any type of academic student support must empower students to become independent learners by promoting academic excellence.</p> <p>Educational support strategies and methods vary depending on the identified need, the location of the student (residential/contact student or distance student) and the nature of the specialisation (including but not limited to tutoring/facilitation sessions, supplemental instruction, individual student-lecturer instruction, sessions with academic student advisors to improve reading or learning strategies, technology-mediated or online peer teaching or student-lecturer/mentor/facilitator interaction, offering of face-to-face or online literacy programmes, learning activities via the NWU Learning Management System (LM, S).</p>
Academic year	A calendar period in which a student registers for a level of his/ her academic programme. Registration can take place in January (first annual registration period) or in July (second annual registration period) of an academic year. Students whose initial registration occurs within the second annual registration period, must renew their registration during the initial registration period of each subsequent academic year.

<p>Active student</p>	<p>In order to be deemed an enrolled and active student for subsidy purposes during a specific academic year, a registered student is required to actively participate in the prescribed teaching, learning and assessment activities of every programme module for which he/she is registered during that academic year, so that the responsible academic unit can provide proof of such participation. Such proof must be provided by the applicable census dates of the academic year concerned. It should be noted that sitting for an examination is not deemed as sufficient proof of activity.</p> <p>According to Hemis, an effective registration by a student for a module exists when all these criteria have been met:</p> <ul style="list-style-type: none"> • On a module census date determined by the institution, the module is an approved component of the student's approved curriculum. • On that module census date the student is still entitled to be undertaking the module, has not officially withdrawn from the module and has not been officially excluded from the module. • The module census date lies within a set period: <ul style="list-style-type: none"> ▪ the start date for the set period is first teaching day for the module plus 1/3 of the number of teaching days in the module, and ▪ the end date for the set period is the first teaching day for the module plus 2/3 of the number of teaching days in the module.
<p>Additional module</p>	<p>Any module taken by a student in addition to those required for the formal curriculum of the programme for which the student concerned, is registered. Additional modules are thus not recognised for purposes of successful completion of a particular qualification programme.</p>
<p>Administrative and logistical coordination for delivery of qualifications and programmes by means of the distance mode</p>	<p>This includes all necessary provisions for and arrangement of student enrolment and registration, distribution of study materials and tutorial letters, contact session and examination schedules and locations, invigilation during examination sessions, technical support before and during technology-mediated contact sessions, continuing student support, distribution and marking arrangements of assignments and examinations, capturing of marks for assignments and examinations, student records and administrative queries.</p>
<p>Advanced standing</p>	<p>The status granted to a student for admission to study at a higher level than the student's prior knowledge and skills and/or formal studies would have allowed, including exemption where applicable.</p>
<p>Agency</p>	<p>The power of individuals or groups to change perspectives, practices, conditions or contexts.</p>
<p>Amendment or cancellation of registration</p>	<p>Subject to provisions in faculty rules, and in accordance with applicable provisions with regard to payable fees, a student may apply in the prescribed manner, and within the period indicated for that purpose on the annual University calendar, to amend, cancel or discontinue his/her registration.</p> <p>Cancellation of registration may apply to a programme or module, and entails that a student withdraws from the programme or relevant module before formal tuition begins. Timeous cancellation of registration will not reflect on a student's academic record and a part of the registration fees, as well as the paid tuition fees, may be reimbursed.</p> <p>Discontinuation of registration entails that a student withdraws from a programme or module after the commencement of formal tuition. Discontinuation of registration will be reflected as such on the student's academic record without reimbursement of registration or tuition fees paid.</p>
<p>Annual university calendar</p>	<p>Means a calendar with the dates of official university events in a particular calendar year, approved by the council and published annually by the registrar</p>
<p>Applied competence</p>	<p>Refers to the required applied competencies described in the Level Descriptors (SAQA, 2014) and is based on three constituent elements: foundational competence embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem solving; practical competence includes the concept of operational context; and reflexive competence incorporates learner autonomy.</p> <p>See also <i>Level descriptor</i></p>
<p>Articulation</p>	<p>Refers to the mechanisms that enable student mobility between and among higher education institutions. Articulation has "horizontal" aspects dealing with modules and programmes at a given level of learning, and "vertical" aspects, dealing with modules and programmes at different levels.</p>

Assessment	<p>Assessment is central to learning and teaching because it is the key mechanism for evaluating the performance of students. As such, it is the basis for awarding credits, and ultimately of qualifications. Assessment is the critical process that is employed to identify, gather and interpret information and evidence that would enable reasonably objective judgments to be made regarding the extent to which a student has achieved the learning outcomes of the modules of a programme that leads to a qualification.</p> <p>The assessment process encompasses preparation for and management of interaction during evaluation of students' learning achievement by means of formative and summative assessment opportunities to ensure that each module and ultimately the programme outcomes are achieved. Assessment includes the provision of timely and appropriate feedback to students as this core academic process provides an important basis for interaction between student and lecturer.</p> <p>See also <i>Criteria for effective assessment</i>, <i>Formative assessment</i> and <i>Summative assessment</i></p>
Assessment instrument	The measuring instrument according to which information is attained for assessment purposes, e.g. 'n test paper, 'n portfolio framework, a computer programme, a project report, etc.
Assessment criteria	It describes the (nature of the) evidence to be provided to reflect the student's successful achievement of specific outcomes. The knowledge a student must have and the ability to apply it, to prove attainment of an outcome at a particular level.
Assessment method	The activity a student must carry out to offer proof of learning, like the writing of a class test or examination, the compilation of a portfolio or project report, the execution of a practical assignment, etc.
Assessment plan/ Assessment strategy	The "plan" according to which all assessment events of a module will transpire and the objectives of each assessment. A combination of all relevant assessment types, forms, methods and criteria representing the framework of assessment in a module.
Assessment type	Formative (formal or informal) or summative (formal) assessment
Assessment as learning	When assessment is employed to drive the student to self-reflection on his/her own learning, to identify and improve strong and weak points in learning strategy use and learning progress. Students thereby learn to set and adjust, if necessary, personal learning goals.
Assessment of learning/ summative assessment	Assessment, upon completion of a module, to determine whether the student mastered the module outcomes and as such passed the module. Evidence is gathered, by means of a summative assessment event, for reporting on flow-through figures.
Assessment for learning/ formative assessment	The process of gathering and interpreting of learning evidence by students and lecturers to determine students' progress within the learning process, the direction they should be taking to achieve learning outcomes and the best method to follow. It is, therefore, a process promoting or strengthening learning or shaping the learning event.
Assessment form	Written, oral, digital, individual, group, peer assessment, etc.
Assessor	Refers to an academic staff member, external academic or another person external to the University with expertise in the particular field, who is responsible for conducting different assessments in a module(s) and providing feedback to students
Assistant promoter	Refers to any person who is normally but not necessarily in the employ of the University and who, in consultation with the promoter, renders assistance and guidance to a student studying for a doctorate in respect of any particular part or parts of the study undertaken by the student
Assumed learning	Assumed learning refers to the knowledge, skills and behaviours a student must have mastered before he/she can continue with a specific module; assumed learning can be denoted by a module(s) prerequisite, or by parts thereof, which a student must have passed, or in which a certain minimum performance must have been achieved

Blended learning	<p>Innovative <i>teaching and learning design</i> that combines the best of face-to-face and online teaching and learning approaches. It integrates thoughtfully selected complementary teaching and learning methodologies and technologies, based on educational merit as determined by factors such as the pedagogical context, the nature of the discipline and the learning material, and the profile of the students, so that the strengths of each are blended into a unique learning experience. It is a fundamental redesign that transforms the structure of, and approach to, teaching and learning embedded in a range of delivery modalities.</p> <p><i>(Based on the definition of Garrison, D.R., & Vaughan, N.D. (2007); Blended learning in higher education: Framework, principles, and guidelines. San Francisco, CA: Jossey-Bass.)</i></p>
CESM	<p>Classification of Educational Subject Matter</p> <p>See also <u>CESM funding categories</u></p>
CESM funding categories	<p>CESM categories are the standard ways of classifying all qualifications, programmes and modules offered by higher education institutions for funding purposes. The current CESM system used in HEMIS has 20 first order categories covering the fields of science and technology, business and management, education, humanities and the social sciences and reporting is done to the 3rd order CESM.</p>
Census date	<p>A set date within the academic period on which the effective registration of students is evaluated for funding purposes.</p>
Community of inquiry	<p>“A community of inquiry is a cohesive and interactive community of learners whose purpose is to critically analyse, construct and confirm worthwhile knowledge. The three key elements for a viable community of inquiry are social presence, teaching presence and cognitive presence. A community of inquiry appropriately integrates these elements and provides a means to guide the design of deep and meaningful learning experiences.”</p> <p><i>Garrison, D.R., & Vaughan, N.D. (2007); Blended learning in higher education: Framework, principles, and guidelines. San Francisco, CA: Jossey-Bass; p 9.</i></p>
Competence	<p>The ability to suitably integrate knowledge with skills and apply same within a particular context. Practical, basic and reflexive in nature.</p>
Compulsory module	<p>Refers to those modules and associated module outcomes required by faculty rules to form part of the curriculum composition of a programme, and which students are required to pass in order to obtain the qualification concerned. Compulsory modules can be either fundamental or core learning components.</p> <p>See also <u>Fundamental module</u>, <u>Core module</u> and <u>Elective module</u></p>
Constructive alignment	<p>Refers to a teaching and learning environment where the teaching and learning opportunities and activities, the assessment tasks and methods, and the learning platforms and instructional technologies are aligned to the intended outcomes of the module/programme. The first step in designing a constructively aligned curriculum is thus always to formulate the intended outcomes (what students must learn and be able to demonstrate after completion of a module/programme). Content, teaching, learning, assessment and appropriate instructional technologies are then designed to align to these outcomes.</p>
Contact mode of delivery	<p>The presentation of the composite modules of a qualification or programme at an NWU site of delivery. This involves attendance of lectures, tutorials, seminars, practicals, supervision, or other forms of required work on an NWU campus, in order to promote personal interaction between students and NWU academic staff. The student thus attends contact opportunities on one of the three campuses of the NWU.</p>
Contact sessions	<p>Scheduled interaction between academic staff, including lecturers, tutors/facilitators/presenters, and groups of registered students in either a physical teaching venue on-campus (lecture rooms, laboratories, clinical settings etc.), or an approved learning support centre or venue off-campus where distance students attend a technology-mediated contact session.</p> <p>See also <u>Learning support centre</u></p>

<p>Continuing education</p>	<p>Any intervention through teaching and learning that is not listed on the NWU PQM as a formal academic programme or qualification, that is offered for free or for a fee or other form of compensation, or for which a NWU certificate or other form of recognition bearing the emblem of the NWU is issued. The term includes short courses, short learning programmes, workshops meeting the requirements of the definition, continuing professional development offerings, master classes and university certificate courses and any other existing or future type of non-formal education. Continuing education is explicitly classified as core business of the NWU.</p> <p>The Institutional Committee for Academic Standards provides approves the design of such offerings and a Dean is accountable for ensuring that there is appropriate academic oversight for each instance of the offering.</p> <p>Continuing education offerings do not lead to formal qualifications and naming conventions reserved for formal academic qualifications and formal academic programmes may not be used for continuing education offerings.</p> <p>Participants in continuing education are not enrolled students and are not referred to as students. Similarly, certificates are not awarded at a graduation ceremony.</p>
<p>Co-promoter</p>	<p>Refers to a person who is normally but not necessarily in the employ of the University and who, in consultation with the promoter concerned, affords assistance and guidance to a student for a doctorate with regard to the study undertaken by such student.</p>
<p>Co-supervisor</p>	<p>Refers to a person who is normally but not necessarily in the employ of the University and who, in consultation with the supervisor concerned, affords assistance and guidance to a student for a masters' degree with regard to the study undertaken by such student.</p>
<p>Core module</p>	<p>Those modules that define the character or the essence of the programme of a qualification, often referred to as major subjects. The name of a core module is usually linked to the qualifier and/or programme name. The core modules of a programme usually have a clear progression route from one year to the next although there can be exceptions to this rule. Usually the successful completion of a core module at one year level is a pre-requisite to register for the succeeding (next level) core module in the same specialisation.</p>
<p>Course fee</p>	<p>The amount payable by a participant or their sponsor in respect of a non-formal programme offered by the NWU.</p> <p>See also <i>Tuition fee</i>, <i>Study fees</i>.</p>
<p>Credit</p>	<p>Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum numbers of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type as described in the HEQSF.</p> <p>The credit-rating system estimates that 10 notional study hours are equivalent to one credit. Credits represent a measure of all the learning activities engaged in by the student and include, among others, contact time, self-study, WIL, assignments, projects and written and practical examinations.</p> <p>120 credits are approximately equivalent to 1 year of full-time study. A credit value is always expressed as "X credits at NQF/HEQSF level Y", and both the credit and level must be mentioned at all times (a reference to levels without credits may be misleading, and may be viewed as fraudulent).</p> <p>Also see <i>Notional hour</i> and <i>Module credit value</i></p>
<p>Credit accumulation</p>	<p>Refers to the totalling of credits towards the completion of a qualification.</p>
<p>Credit accumulation and transfer (CAT)</p>	<p>CAT is a term that is used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to successfully complete their qualifications. CAT also provides for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning and access to the workplace.</p> <p>See also <i>Credit recognition and transfer</i></p>

Credit recognition and transfer	<p>Credit recognition and transfer entails a documented process by means of which a student receives credit for certain modules or coursework components that are prescribed for the completion of a formal programme. The minimum study period of students who receive credit recognition and transfer will be adjusted accordingly.</p> <p>The application of the principles of credit recognition and transfer distinguishes between cases that are based on incomplete and completed programmes leading to a qualification, as well as on programmes followed at the University and at another recognised higher education institution. Credit recognition and transfer at the NWU are regulated by the General Academic Rules.</p>
Criteria for effective assessment	<p>Validity and reliability: Assessment must be valid and fit for purpose. The assessment measures what it intends to measure and the actions that are based on the results of the assessment are appropriate and accurate.</p> <p>Fairness: Assessment policies, systems and procedures promote equity and fairness to all students and provide assistance to overcome inabilities or disabilities that may have an effect on student performance. Assessment should be perceived to be fair and equitable, giving students a reasonable opportunity to demonstrate their skills and knowledge acquired.</p> <p>Credibility: Assessment procedures and practices are supported by effective, reliable and accurate administration procedures. Where assessment involves examinations, the security of the examination papers and marks is essential as is the moderation of paper marking.</p> <p>Transparency and accountability: Information on assessment and assessment activities are known and publically available to all stakeholders. There is a clear understanding of the purposes of the assessment process, its consequences and inferences made where all role players can provide evidence of the development and moderation of assessment activities with which they are involved.</p> <p>Social justice and equality: There is an absence of bias in assessment practices such that they do not in any way hinder or advantage specific students.</p> <p>Sensitivity to language: Care is taken to use appropriate language in assessment so that the use of language does not become a barrier in learning and assessment processes.</p> <p><i>(From the Policies on the recognition of prior learning, credit accumulation and transfer, and assessment in higher education, CHE, 2016).</i></p> <p>See also <u>Assessment</u> and <u>Formative assessment</u> and <u>Summative assessment</u></p>
Cross-border provision	<p>Offering of a qualification or programme that forms part of the PQM of the NWU outside of the borders of South Africa. The intent to offer such qualification-programme is required to be communicated by the Institutional Registrar to the Department of Higher Education and Training. The Institutional Registrar will require confirmation by the foreign Quality Council as per the international agreement in this regard.</p>
Culture	<p>The norms, values and ideas that reside within a specific context and should be embraced by all working within that context.</p>
Curriculum	<p>The curriculum of a programme refers to the planned and unplanned learning experiences and interactions with teachers, peers, study content, materials, resources and assessment activities that students are exposed to with a view to achieving desired outcomes in terms of knowledge, competencies and attributes. These learning experiences are facilitated by the structure or composition of the learning components of the programme of a qualification, encompassing the compulsory core and fundamental modules, and if relevant, the elective modules, and the credit allocation of each.</p> <p>See also <u>Learning components</u></p>
Dissertation	<p>Refers to a manuscript prepared for examination purposes, including a single published research article or set of published research articles or unpublished manuscript(s) in article format, in accordance with the prescripts of documentation, argumentation, language and style in which the student must provide proof that he/she is conversant with the method of research, and which is presented in partial or full compliance with the requirements for the prescribed outcomes for a masters' degree from the University</p>

<p>Distance education</p>	<p>Distance education refers to a set of teaching and learning strategies (and educational methods) used to overcome spatial and/or temporal separation between educators and students. These strategies and methods provide students with the opportunity to study towards a qualification without attending classes, or by attending classes infrequently and often via technology-enhanced contact opportunities. Within the NWU context distance education is characterised by student-centred teaching that requires of students to participate in the mastery of learning outcomes. It aims to create and sustain a quality teaching and learning environment using an appropriate combination of communications and educational technologies, educational media, tutorial or facilitator's support, a dedicated support platform in the form of the learning management system, online writing and reading support, and a dedicated call centre. See also <i>Distance mode of delivery</i>.</p>
<p>Distance mode of delivery</p>	<p>The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes, tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with NWU academic or support staff, or NWU appointed facilitators/tutors, and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence, or the internet. The student may have the option of attending facilitation opportunities at NWU learning support centres. (see also <i>Distance education</i>)</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus.</p>
<p>Educational technology (ET)</p>	<p>Refers to an inclusive term for both the material tools and the theoretical foundations for supporting teaching and learning. Educational technology is thus not restricted to high technology but rather anything that enhances classroom learning in the utilisation of blended or online learning. ET encompasses e-learning, instructional technology, information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning, computer-based instruction, computer-assisted instruction, internet-based training, flexible learning, web-based training, online education, digital education, computer-mediated communication, personal learning environments, elearning platforms (like eFundi), and digital education.</p> <p>ET also refers to the ethical and appropriate use of any of the above, based on sound theoretical principles, to facilitate and assist in the communication of knowledge and its development with a view to improve learning performance. ET thus requires the creation, use and managing of appropriate technological processes and resources to the benefit of the student.</p>
<p>eLearning</p>	<p>Refers to the use of electronic educational technology in the process of teaching and learning, including but not limited to information and communication technology (ICT), multimedia (audio-visual) learning, technology-enhanced learning, computer-aided instruction, internet-based training (or web-based training), and virtual learning environments.</p>
<p>Elective module</p>	<p>A module that forms part of an elective group of modules at a particular NQF level from which a choice may be made and which supplement the core and fundamental modules in ensuring that the outcomes of the programme and ultimately the purpose of the qualification is achieved.</p>
<p>Enrolment</p>	<p>An enrolment is called an "effective registration" in HEMIS:</p> <p>An effective registration by a person for a qualification at the institution exists when all these criteria have been met:</p> <p>(a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution.</p> <p>(b) At 1 January of the Collection Year the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year the person became officially enrolled in the qualification.</p> <p>(c) During the period 1 January through 31 December of the Collection Year the person was effectively registered in at least one course which is a part of the curriculum for the qualification.</p> <p>Conditions of registration are determined by the institution.</p>

Evaluation of foreign qualifications	Refers to the process followed by SAQA to verify the authenticity of foreign qualifications and to compare foreign qualifications with South African qualifications so as to locate the foreign qualification within the SA NQF.
Examination	Refers to a final summative assessment which upon its completion can confirm that the student has achieved the prescribed outcomes of the module concerned.
Examination committee	Refers to a committee convened by a faculty to consider the results of an examination process, whether undergraduate or postgraduate.
Examination mark	Refers to the mark awarded to a student for his/her efforts in any examination in a module, whether it be practical or theoretical in nature.
Examiner	<p>"Examiner" means the person who conducts the assessment of students' performance in an examination. In the case of a doctoral degree "examiner" means the person who conducts the assessment of a candidate's thesis.</p> <p>An "internal examiner" is the lecturer in the module concerned who also conducts the examination of that module. In the case of a master's degree an "internal examiner" is the lecturer in the module concerned who also conducts the examination of that module, or in the case of the examination of a dissertation or mini-dissertation, a person in the employ of the University who was not involved in the supervision of the candidate concerned. In the case of a doctoral degree an "internal examiner" is a person in the employ of the University who was not involved in the supervision of the candidate concerned.</p> <p>An "external examiner" is a person not in the employ of the University and who conducts the examination of a module. In the case of a master's degree an "external examiner" is a person not in the employ of the University and who conducts the examination of a module, mini-dissertation or dissertation or any other required research product. In the case of a doctoral degree an "external examiner" is a person not in the employ of the University and who conducts the examination of a thesis.</p>
Exit level module	Refers to the modules offered in the final year and thus at the exit level of a qualification, whether a higher certificate, diploma or a degree.
Experiential learning	A formal learning component (historical term) provided by the educational institution to facilitate learning in the real workplace and or to give the learner the opportunity for experiential performance within the institutional environment. (No longer in use by the University – replaced by the terms Work- Integrated and Service Learning).
Experiential time	The term is used on the PQM for subsidisation purposes to identify academic programmes that include a non-funded experiential component.
External expert	An external expert is consulted in cases of vagueness or differences regarding examination results of postgraduate students. The external expert must at least have a doctorate or an equivalent qualification and sufficient experience of research in the relevant field of study, and may not be in the employ of the University.

<p>External programme evaluation (EPE)</p>	<p>An external programme evaluation is a rigorous, systematic, objective, impartial, expert-based review of how effectively a programme is delivered, as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. The intention of the EPE is to show that the programme has proper procedures and processes for quality assurance, that these are actually operating, that they are making a positive difference, and that they are impacting on the programme. Programme evaluations are aimed to ensure that the programme is meeting its goals, and has procedures for informing itself of this, and that its statements of quality are evidence-based. An EPE include, but are not limited to:</p> <p>The appointment of external expert panel members</p> <ul style="list-style-type: none"> • The preparation and submission of EPE documents, which include the self-evaluation report (SER) of the IPE process, the programme document, evidence of throughput rates in the programme, a review of all the modules of the programme • The site visit programme as developed by the quality office and the preparation of all required evidences to be on display for the EPE panel site visit • Scrutiny of documentation by the EPE panel and interviewing of all stakeholders • An EPE report on 10 – 12 criteria developed by the quality office based on the CHE accreditation framework <p>The EPE report focuses on the strengths of the programme, areas for concern, and recommendations for further action. Following the receipt of the EPE report, a follow-up action plan is required from the programme's management for approval by the faculty board concerned, and by the DVC: T & L.</p> <p>See also <i>Internal programme evaluation (IPE)</i></p>
<p>Extended programme</p>	<p>A full degree or diploma programme into which substantial additional provision is incorporated with the express purpose of facilitating learning and improving the completion rate among students.</p>
<p>Faculty coordinator</p>	<p>A faculty coordinator on one campus is jointly responsible with faculty managers on the other two sites to coordinate functioning in a certain assigned portfolio (e.g. coordination for community engagement and stakeholder relations, or coordination for teaching and learning functions, or coordination for strategy and business development functions etc.). The faculty coordinator is not mandated to direct or manage such functionality across the three campuses.</p>
<p>Faculty management function</p>	<p>Refers to responsibility for all management held by an executive dean or as delegated by the executive dean to the (acting or substantive) deputy dean/ faculty coordinator on the campus concerned.</p>
<p>Faculty rules</p>	<p>Subject to the General Academic Rules, every faculty board makes faculty rules with regard to the qualifications and academic programmes that are part of the approved NWU PQM and offered by the faculty concerned, and submits those rules to Senate for approval.</p> <p>In addition to matters provided for in these Rules, Senate-approved faculty rules may, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures.</p> <p>The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in the Senate-approved faculty rules.</p> <p>Senate-approved faculty rules are published in the relevant NWU yearbook as it pertains to the faculty concerned.</p>
<p>Fee</p>	<p>See <i>Course fee, Tuition fee, Study fees.</i></p>
<p>Fieldwork</p>	<p>Activities that is believed to enhance learning in a specific module or programme, and contribute to the overall competence of its students, e.g. an appropriate excursion, site visit or field trip. Such activities must be credit bearing and thus form part of a module as a WIL component.</p>
<p>Flexi learning</p>	<p>A time-tabling arrangement that makes special provision for students to participate in contact sessions either on- or off-campus (thus contact or distance mode), but in accordance with an agreed upon timetable other than the one applicable to full-time enrolled contact students.</p>

<p>Formal learning</p>	<p>Formal learning is planned, organised and controlled learning, guided by a formal curriculum, and delivered in a sequenced manner by a dedicated lecturer. Formal learning leads to the attainment of a qualification or part qualification recognised by the external authorities and registered on the NQF.</p> <p>Formal learning doesn't have to take place in a classroom with an instructor present. Delivering eLearning content through an LMS is just the same, since the students will follow the learning path the facilitator has set out for them.</p> <p>See also <u><i>Non-formal Learning</i></u></p>
<p>Formative assessment</p>	<p>Refers to any type of assessment (inclusive of theoretical and practical assignments, portfolio's, presentations, research assignments, laboratory reports, projects, group assignments) that provides developmental feedback to enhance learning of the student. All assessments that measure progress in a continuous assessment system should have a strong formative element.</p> <p>Marks received for formal formative assessments are used to compile the participation mark for a module.</p> <p>See also <u><i>Assessment</i></u> and <u><i>Summative assessment</i></u></p>
<p>Fundamental module (non-core module)</p>	<p>Refers to a compulsory module, usually offered at the first and/or second year level of a programme of a qualification, that are necessary to support and ensure better understanding of the outcomes and content of the core modules of a programme. Successful completion of a fundamental modules is usually not a pre-requisite for registration for other modules at succeeding levels of a programme.</p>
<p>Graduate attributes</p>	<p>The personal qualities, and academic, professional and practical knowledge and skills, that the NWU values, and supports its students to develop in a progressive manner throughout their studies by means of the formal curriculum as well as their total learning experience.</p> <p>Graduate attributes are defined in the NWU Teaching and Learning Strategy, and tailored further per programme design to be aligned with the exit level outcomes of a particular offering, taking into account the specific requirements of statutory and professional bodies where such bodies do exist.</p>
<p>Honours research component</p>	<p>Bachelor Honours Degree programmes must include conducting and reporting research under supervision, worth at least 30 credits, in the form of a discrete research component that is appropriate to the discipline or field of study.</p>
<p>Informal learning</p>	<p>Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning. Informal learning does not imply a formal curriculum or credits earned. The "teacher" is simply someone with more experience in a certain field/skill. Individuals learn by doing and observing, continued practice and experimentation, and not only through formal or professional learning.</p> <p>See also <u><i>Formal Learning</i></u> and <u><i>Non-formal Learning</i></u></p>
<p>Inquiry-based teaching and learning</p>	<p>"Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based teaching and learning. Inquiry implies the seeking for truth, information, or knowledge by questioning, analysing, critiquing and evaluating. It also implies active student participation and engagement that leads to advanced understanding. Such participation and engagement imply the possessing of competences and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.</p> <p>One of the main foci of inquiry-based teaching and learning is acquiring meaningful and useful knowledge about the natural and human-designed worlds: how these worlds are organized, how and why they change over time, how they interrelate and how we communicate about, within, and across these worlds.</p>
<p>Institutional Committee for Academic Standards</p>	<p>A standing committee of Institutional Senate with the specific mandate to oversee the quality of the NWU academic qualifications and programme offering and the related management processes.</p>

<p>Integrated assessment</p>	<p>A form of assessment which permits the student to demonstrate applied competence and which uses a range of formative and summative assessment methods.</p> <p>Integrated assessment at the level of qualification provides an opportunity for students to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification.</p> <p>Assessment needs to be an integral part of a programme's teaching and learning activities. This infers that it should be part of a curriculum and learning programme design and development. You cannot assess in an integrated way if you do not teach and learn in an integrated way, because integrated learning comes before integrated assessment.</p> <p>See also <i>Constructive alignment</i></p>
<p>Interactive electronic study guide</p>	
<p>Interactive learning</p>	<p>Interactive learning is a hands-on, real-world approach to teaching and learning that actively engages the student in wrestling with the content that is related to real life problems and outcomes. It reinvigorates the classroom for both student and lecturer/facilitator by turning lectures into discussions, and uniting students and teachers in the journey of knowledge and skills acquisition.</p> <p>Interactive learning can take many different forms across the curriculum of a programme, with or without the use of technology. The main purpose of interactive learning is for students to strengthen their critical thinking and problem-solving skills using a much more holistic approach to learning.</p>
<p>Internal NWU qualification standard</p>	<p>A formal statement that indicates how the purpose and rationale of an NWU qualification, and the NQF level at which it is awarded, are represented in the required qualification admission requirements, exit level outcomes and graduate attributes, credit structure of the learning components and the curriculum composition, CESH allocations, assessment planning and articulation possibilities that are typical for the award of the qualification.</p> <p>The internal qualification standard must guide the planning, development, implementation and quality assurance of each programme leading to that qualification.</p>
<p>Internal programme evaluation (IPE)</p>	<p>An internal programme review (IPE) is a rigorous, systematic, objective, impartial, expert-based review and self-evaluation of how effectively a programme is being delivered as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. During the review attention is given to programme design, staffing, teaching and learning, assessment, student support, through-put rates and programme quality. Every programme offered by the University must be subjected to an IPE at least every 6 years. An IPE includes, but may not be limited to:</p> <ul style="list-style-type: none"> • Compilation of the self-evaluation report (SER) by an internal programme review panel consisting of NWU staff as appointed by the dean/school director; • Collection of evidence to substantiate statements to the IPE panel as required; • Scrutiny of the documentation (SER) by the faculty board and faculty management committee concerned after completion of the IPE process; • An IPE report that comments on judgements about the programme, the strengths and weaknesses of the programme, areas for improvement, and recommendations for further action. <p>Following the receipt of the report, a follow-up action plan is required for the programme's development this is monitored by the DVC: T & L.</p> <p>See also <i>External programme evaluation (EPE)</i></p>
<p>Learning analytics</p>	<p>"The interpretation of a wide range of data produced by and gathered on behalf of students in order to assess academic progress, predict future performance, and spot potential issues."</p> <p><i>Van Barneveld, A., Arnold, K. E., Campbell, J. P., 2012. Analytics in Higher Education: Establishing a common language. Educause, ELI paper 1, Jan. 2012.</i></p>
<p>Learning component</p>	<p>Refers to the fundamental, core and, if relevant, elective modules that constitute the curriculum of a programme of a qualification.</p> <p>See also <i>Module and Curriculum</i></p>

Learning outcome	Precise, measurable, realistic and attainable assessment statements of the minimum expected standards of competence that students must achieve upon completion of a study unit or a learning task in a module. At the NWU it is recommended that learning outcomes be formulated with the aid of Bloom's revised Taxonomy, except where a subject group provides clear motivation for the use of a different taxonomy of learning.
Learning support centre	An NWU approved venue utilised by NWU appointed part time staff who take responsibility for relevant academic, administrative and logistical support to the NWU in respect of its distance learning students, including managing of and facilitating discussions during contact sessions and ensuring access to appropriate technology in support of teaching-learning as needed for distance delivery of a specific programme.
Management portfolio of designations	Refers to a substantive responsibility of a substantive deputy dean exercised across all three campuses with other deputy deans/ faculty coordinators in that same faculty. It does mean directing and managing such functionality across the three campuses under the leadership of the executive dean. Portfolio responsibility refers to the responsibility held for a portfolio as delegated by the executive dean to an acting deputy dean or faculty coordinator. Portfolio responsibility is exercised with other acting deputy deans/ acting faculty coordinators on the campuses. It does mean coordinating and facilitating functionality across the three campuses. Assigned function refers to the additional responsibility assigned by the executive dean for coordination and facilitation (within a portfolio for example, community engagement and stakeholder relations or its variants) across the three campuses.
Mentoring	The relationship between a person with more experience and specific skills and one who seeks to develop the skills and expertise of the mentor.
Module outcome	Statements of what a student is expected to know, understand, and/or be able to demonstrate after completion of a process of learning within a particular module of an academic programme. A module outcome must be developed in accordance with the requirements of the Level Descriptors at the NQF level of the module concerned.
LMS	Learning Management System. A LMS is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programmes, e.g.eFundi
Lag KPI	The product of a planning process, e.g. the results achieved due to the implementation of the lead KPI's.
Lead KPI	A Pro-active mechanism in place to assist in the achievement of specified results, e.g. a system, a plan, a framework, a policy etc.
Level descriptor	The NQF has ten levels. Higher education qualifications occupy six levels of the NQF, namely levels 5 to 10. Levels 5 to 7 comprise undergraduate qualifications (with the exception of the professional Bachelor's degree at Level 8) and levels 8 to 10 accommodate postgraduate qualifications. Each NQF level has a level descriptor. Level descriptors provide guidelines for differentiating the varying levels of complexity of qualifications on the framework. At each level the level descriptor refers to the statements describing the generic nature of learning achievements and their complexity. Level descriptors are thus broad qualitative statements against which more specific learning outcomes can be compared and located. These statements describe essential learning achievements (what a student must know and be able to demonstrate) at a particular level of the NQF. Level descriptors are expressed in terms of learning outcomes. The level descriptors as provided by SAQA (2014) are used in the development of qualification, programme and module outcomes at the NQF level concerned. See also <i>Module outcomes</i> and <i>Applied competencies</i>
Maximum duration of study	Is determined by the General Academic Rules for full-time contact students, for part-time contact and distance students, and for contact students in extended programmes, for each qualification type.

Minimum study times	<p>The Minister of Higher Education and Training approves a minimum number of study years for each formal qualification. The minimum formal time gives the number of subsidy units assigned to each qualification. These study times are:</p> <ul style="list-style-type: none"> • Minimum total time: the minimum total of years of study required for the completion of the qualification. • Minimum experiential time: the minimum total of years of study required to complete the experiential learning components of the qualification • Minimum formal time: the minimum total time less minimum experiential time.
Mode of delivery	<p>Mode of delivery of the programmes and modules of a qualification can be either contact or distance or both, depending on the mode approved by the relevant external bodies for the specific qualification. While the pedagogical approaches and forms of student support will take the specific needs of students who are studying through each mode of delivery into account, the NWU commits to equivalent academic standards irrespective of mode of delivery of a qualification, and parity of esteem for qualifications offered via the contact and distance modes.</p>
Moderator	<p>A moderator is a person who was not personally involved in the teaching of the module in question and who is asked to do one or more of the following, namely to assess whether the module outcomes, learning outcomes, selected content and study guides meet the required standards, assess whether the examination questions meet the required standard and are aligned to the module and learning outcomes stated in the study guide of the module concerned, determine the degree in which the required outcomes have been achieved by the students who passed the examination, judge whether the awarding of marks for an examination was done in a fair and consistent manner, and make recommendations regarding the content, presentation and examination of a module.</p> <p>An “internal moderator” is in the employ of the University</p> <p>An “external moderator” is not in the employ of the University and is responsible to:</p> <ul style="list-style-type: none"> • assess whether module outcomes, learning outcomes, corresponding content and study materials meet the required standard; • assess whether examination questions meet the required standard and are based on the outcomes of the module concerned; • check the consistency and fairness of the marking by examiners; • make appropriate recommendations and/or adjustments where applicable.
Module	<p>A module is an identifiable learning component of the formal curriculum of a programme of a qualification, comprising a number of credits representing the notional hours needed to participate in and successfully complete all the various teaching, learning and assessment activities with a view to achieve the set module outcomes.</p> <p>A module has a unique identifying module code which is assigned to it in the University’s central record system.</p> <p>See also <i>Compulsory module, Core module, Elective module and Fundamental module</i></p>
Module credit value	<p>The credit value of a module is based on the proportion which it constitutes of the curriculum of a formally approved qualification-programme. The actual credit value is determined as: (proportion of curriculum) multiplied by (approved minimum formal time of qualification).</p>
Module exemption	<p>A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer, but the student does not have to complete the module in question due to his/her proven knowledge, skill or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. RPL cannot be used to grant exemption for more than 50% of the modules required for any particular qualification.</p>
Module mark	<p>Module mark refers to the final mark awarded to a student for a particular module; it is calculated according to a formula which is determined by faculty rules, based on a combination of particular weightings for the participation mark and the summative assessment mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%.</p>
Module outcome	<p>See <i>Learning outcome</i></p>

<p>Multi-disciplinary qualification planning and design team</p>	<p>A team comprising the qualification and academic programme planning office, assigned faculty leadership, academic subject matter specialists, and assigned curriculum design and development specialists who are jointly responsible for the development of an internal qualification standard after a thorough situation analysis as set out in the NWU qualification and programme curriculum planning, design and development model.</p>
<p>Multi-disciplinary programme design and development team</p>	<p>A team comprising the qualification and academic programme planning office, assigned programme leader and academic subject matter specialists, and assigned curriculum design and development specialists, who are jointly responsible for the design of the learning components of a programme curriculum, the development of the CHE programme accreditation criteria and the completion of the qualification and programme template.</p>
<p>Multimodal education</p>	<p>Drawing on the DHET’s published policy on distance education, NWU defines multimodal education as the mediation of academic programmes and modules either by a contact-or distance mode of delivery, or by a hybrid mode of delivery, in which use is made of a mix of the contact and distance delivery modes (such as the block-release mode). Often equivalent forms of the same programme may be offered through a combination of delivery modes (DHET Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System, May 2014).</p>
<p>Naming conventions (academic qualifications and academic programmes)</p>	<p>The rules for the naming of a qualification are prescribed per qualification type by the HEQSF.</p> <p>A qualification title consists of the following:</p> <ul style="list-style-type: none"> • the qualification type (e.g. diploma, bachelor’s degree, master’s degree etc.) • plus either a broad field of study (designator) and/or a more specific specialisation within that field of study (qualifier), based on the specific HEQSF qualification design rules for the qualification type. <p>Note that a qualification can either be generic in nature with only a designator to indicate focus (e.g. Bachelor of Commerce, Bachelor of Science), or more specific in focus with both a designator and a qualifier (e.g. Bachelor of Commerce in Chartered Accountancy, Bachelor of Science in Information Technology). In order to use a qualifier, at least 50% of the minimum total credits of the qualification, and at least 50% of the minimum credits at the exit level must be in the field of specialisation denoted by the qualifier.</p> <p>A NWU qualification may have one or more academic programmes linked to it. Such a further specialisation or narrower description does not form part of the qualification title, and may only be added to the programme title using “with” (not “of” which is reserved for the designator, or “in” which is reserved for the qualifier).</p>
<p>National Qualifications Framework (NQF)</p>	<p>Refers to the comprehensive system approved by the Minister: DHET for the classification, co-ordination, registration, publication and articulation of quality-assured national qualifications and part-qualifications. The South African NQF is a single integrated system comprising three coordinated Qualifications Sub-Frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations.</p>

<p>New academic qualification or programme</p>	<p>An academic qualification or programme –</p> <ul style="list-style-type: none"> • that has never been offered by the University; or • has originated through changing the curriculum of an existing qualification or programme to such an extent that the purpose and/or and outcomes are substantially different to the original by virtue of 50% or more of the credit value, curriculum composition and content; or • that requires a new funding CESM from the DHET before it can be offered by the University; or • is an existing qualification or programme for which a new mode of delivery (contact/distance) is applied for; or • is an existing qualification or programme which the NWU wishes to offer on another site of delivery (campus) than the qualification or programme as approved; or • is a previously existing qualification or programme that was not offered for a period of three years in a particular mode of delivery or on a specific site of delivery and for which permission for the delivery of the qualification or programme has been withdrawn, necessitating a new application to the external regulatory bodies to be re-instated on the PQM of the NWU. <p>A new programme may only be published in the yearbook concerned after successful completion of the necessary external processes leading to a SAQA Learning Programme ID.</p>
<p>Non-formal Learning</p>	<p>Refers to planned educational interventions that are not intended to lead to the awarding of qualifications or part qualifications. It thus means organised learning (even if it is only loosely organised) that may or may not be guided by a formal curriculum. This type of learning may be led by a qualified teacher or by a leader/specialist with more experience. Though it doesn't result in a formal qualification, non-formal learning is highly enriching and builds an individual's skills and capacities. Continuing education courses are an example of non-formal learning. It is often considered more engaging, as the candidate's interest is a driving force behind his/her participation.</p> <p>See also <i>Informal learning</i></p>
<p>Notional hours</p>	<p>Refers to the total amount of time it would take an average learner to meet the outcomes defined for a particular module or a particular learning experience and can include, inter alia, face-to face or technology-mediated contact time, self-study time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment preparation and processes.</p>
<p>Open distance learning</p>	<p>Open distance learning refers to a delivery mode focusing on enhanced accessibility to education and training, limiting or eliminating barriers such as time, place and pace of learning. NWU promotes open distance learning by allowing students to register for the modules of a programme either in January or in June, offering technology-mediated instruction and examination opportunities at various learning support centres nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to specific admission requirements as determined by the Institutional Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities.</p>
<p>Open Educational Resources (OER)</p>	<p>“Open Educational Resources (OER) are teaching, learning and research materials in any medium that reside in the public domain and have been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions” (2012 World Open Educational Resources (OER) Congress. UNESCO, PARIS, June 20-22, 2012).</p> <p>OER include curriculum, maps, course material, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning that are freely available to educators and students, without an accompanying need to pay royalties or licence fees. OER is not synonymous with online learning or e-learning. Openly licensed content can be produced in any medium, text, video, audio, or computer-based multimedia (DHET Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System, May 2014, adapted).</p>

Participation mark	Participation mark refers to the combined mark awarded to a student for all the completed formative assessments of a module within a prescribed period as required by the module assessment plan; the participation mark is used to determine access to the module examination, and as determined by faculty rules, counts a certain percentage towards the final module mark.
Portfolio of evidence	A common method of prior learning assessment, which entails the collecting, substantiating and organising of documented evidence in support of an applicant's claim to advanced standing, proven knowledge or experience, or module equivalence. Portfolio development may be supplemented by interviews, oral or written examinations, and the presentation of a comprehensive curriculum vitae.
Pre-requisite module	A modules that is regarded as assumed learning for a successive module and thus required to be successfully completed before the student may register for the successive module. Pre-requisite modules must be specifically indicated in faculty yearbooks.
Problem-based learning (PBL)	PBL is a term used to depict a range of pedagogic approaches that encourage students to learn through the structured exploration of either a research or practice-based problem. In PBL, students work in small self-directed groups to define, carry out and reflect upon a task, which is usually related to, or based on, a 'real-life' problem. An inter-disciplinary team designs carefully structured and sequenced 'problems' that will direct the students' learning towards the determined outcomes and objectives of the curriculum. The lecturer acts as a curriculum coordinator and ensures that students have access to a variety of resources for information gathering. <i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i> See also <u>Work-Integrated learning</u>
Progression requirements	Progression requirements are determined by the General Academic Rules and establish norms that may be used to ensure that a student completes a sufficient percentage of the credit load of the academic programme according to his/ her historic year level, in order to ensure that he/ she may complete the programme within the maximum duration of study.
Project-based learning (PJBL)	PJBL involves learning through projects. Projects can be 'real' projects located in the world of work. Such projects generally involved elements of research and the supervision by both a university teacher and workplace supervisor or mentor. PJBL can support the acquisition of an extensive, integrated knowledge base that students can draw on and apply to the analysis and solution of problems. More often the problems in PBL are simulated and the learning takes place in the university (with some input from workplaces). In work-integrated PJBL the projects are generally not simulated, but involve learning through practice in a work context, as in service-learning or in a university-industry collaborative research project. <i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i> See also <u>Work-Integrated learning</u>
Proof of participation	Refers to a confirmation by the lecturer in a specific module that a student participated satisfactorily in the teaching- learning activities and in the performance of teaching-learning assignments in accordance with the curriculum requirements, whereby the student is admitted to a final assessment in that module or part of that module.
Qualification	Refers to a formal degree or diploma or certificate that have been accredited by the HEQC, registered by SAQA at a particular level on the NQF, and whose introduction by a specific institution has been approved by the Minister of Higher Education and Training. A qualification is offered and awarded by a registered and accredited provider as part of its formal PQM. The HEQSF defines a qualification as the formal recognition and certification of learning achievement awarded by an accredited institution consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying student with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body Naming of academic qualifications must conform to the HEQSF prescribed naming conventions (see also <u>Naming conventions</u>).

<p>Qualification and academic programme management</p>	<p>Activities executed by faculty management, academic programme teams and support structures to prepare for and participate in all aspects of teaching and learning, including delivery of all core aspects of the (a) qualification and programme lifecycle, and (b) the student lifecycle. This implies ensuring student access and success through the design and all aspects of delivery of qualifications and programmes, including (but is not limited to) –</p> <ul style="list-style-type: none"> • monitoring the continued relevance of the internal qualification standard of every academic offering • monitoring the life cycle and sustainability of the qualification and all programmes leading to it • reviewing the quality and continued relevance of the learning components of every academic programme • amending learning components of programmes as necessary to ensure quality and continued relevance of the academic offering • selection and admission of students to a programme of a qualification • design, development and review of study materials (including provision for online and technology-enhanced learning) • providing and ensuring provision of effective student support through interaction at the group and individual levels • planning of assessment to ensure appropriate assessment against the approved outcomes and assessment criteria • taking part in the actual assessment, ensuring adherence to moderation requirements • providing feedback to students on formative and summative assessment.
<p>Qualification and academic programme planning and development</p>	<p>Activities executed by faculty management, academic programme teams and support structures, in collaboration with the Qualification and Academic Programme Planning Department (Q&APP), to contribute to:</p> <ul style="list-style-type: none"> • The planning for and development of new academic qualifications and programmes to be considered by <ul style="list-style-type: none"> ○ the Institutional Committee for Academic Standard for institutional approval, as well as ○ the DHET for PQM clearance and funding approval, ○ the CHE for programme accreditation, and ○ SAQA for registration <p>to become part of the University's approved PQM.</p> <p>(i) Changes to existing programmes and modules to be considered by the Institutional Committee for Academic Standards for internal approval.</p> <p>This key phase in the programme lifecycle includes the approval of core aspects of the programme design, including programme and module outcomes and assessment criteria and practices.</p> <p>Qualification and academic programme planning feeds into the more comprehensive academic planning process of the NWU.</p>
<p>Qualification or programme outcome</p>	<p>Broad statements that describe the competences (what students should know and be able to demonstrate) that all students should possess after the successful completion of a particular programme of a qualification. These outcomes are grounded in the level descriptors of the exit level of the qualification concerned, and form part of the internal qualification standard.</p>
<p>Qualification and academic programme review</p>	<p>Monitoring and review activities executed by managers and academics in faculties and support structures to regularly review and improve the quality of academic qualifications and programmes at the University through its quality management activities which include internal and external reviews and evaluations, and regular consideration of the outcomes of internal and external feedback as well as of the assessment of programme and student success by the lecturer.</p>
<p>Qualification type</p>	<p>The HEQSF sets out the range of qualification types in higher education (e.g. certificates, diplomas, bachelor's degrees etc.) that may be awarded to mark the achievement of exit level outcomes that have been appropriately assessed at a specific NQF level. Each qualification type denotes a generic qualification descriptor specifying the exit level of the qualification type, its minimum required credits and its purpose and characteristics in terms of the types of knowledge and skills that it is intended to develop. The qualification type descriptor is the point of reference for the design of specialised qualifications and their programmes.</p>

<p>Quality assurance</p>	<p>The pursuit of the principle of quality means maintaining and applying academic and educational standards, both in the sense of specific expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at. These expectations and ideals may differ from context to context, partly depending on the specific purposes pursued. Applying the principle of quality entails evaluating services and products against set standards, with a view to improvement, renewal or progress.</p> <p><i>(From the Education White Paper 3, DoE)</i></p> <p>The NWU quality policy defines quality assurance as the activity of providing evidence needed to establish confidence among all concerned that the quality-related activities are being performed effectively.</p> <p>See also <u>Quality manual</u></p>
<p>Quality enhancement</p>	<p>A process of continuing improvement which builds on identified examples of good and best practice, while also addressing problem areas. Quality improvement or enhancement therefore seeks to translate the results of monitoring and review activities into systematic improvement strategies or plans.</p>
<p>Quality manual</p>	<p>The purpose of the quality manual is to document and describe the context, structures, policies, objectives, processes, procedures, activities, responsibilities, etc. aimed at achieving, sustaining, monitoring and continuously advancing quality within an academic unit or support department. The quality manual furthermore serves as a general guide for existing and new staff members of the unit/department concerned.</p> <p>This official document details how the quality management system of a unit/department operates.</p> <p>The manual describes, amongst other, the most important processes of the core functions and the specific aims thereof, the role players in all the processes, applicable policies, and relevant records generated and used in the processes, as well as the quality assurance mechanisms in all the processes. It furthermore demonstrates the quality of what the unit/department does for its customers, employees and stakeholders by embedding best practices!</p> <p>Another important function of the quality manual, which is very often overlooked, is as a marketing tool. The unit/department may regard the well written and professionally published quality manual as a powerful marketing instrument. It serves to communicate to all our customers, role players, stakeholders, co-process owners and strategic partners that the department is not only a quality-conscious entity, but that it also knows how to document and communicate its commitment to quality.</p> <p>See also <u>Quality assurance and Quality enhancement</u></p>
<p>Recognition of prior learning</p>	<p>A term that refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development. RPL may be used to grant access to a qualification, or advanced standing/exemption from modules that constitute a particular academic programme.</p> <p>RPL for access: The establishment of a suitable level of knowledge and experience aimed at admission to a qualification for a candidate who does not adhere to the minimum admission requirements of the qualification in question. Only 10% of any cohort of any academic programme may be allowed access via the RPL route.</p> <p>RPL for advanced standing: The exemption from completing a certain level of a programme on the basis of a candidate's knowledge/experience acquired through informal or non-formal learning.</p>
<p>Registration</p>	<p>An effective registration by a person for a qualification at the institution exists when all these criteria have been met:</p> <ol style="list-style-type: none"> a) The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution. b) At 1 January of the year the person was officially enrolled in the qualification, or during the period 1 January through 31 December of the collection year the person became officially enrolled in the qualification. c) During the period 1 January through 31 December of the year the person was effectively registered in at least one module which is a part of the curriculum for the qualification. <p>Conditions of registration are determined by the institution.</p>

Registration of a qualification or part-qualification	Refers to the formal inclusion of a qualification or part-qualification by SAQA on the NQF, with an identification of the relevant Sub-Framework, when a qualification or part-qualification meets the SAQA Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, and as recommended by the relevant Quality Council.
Scholarship	Scholarly activities are recognisable by the following characteristics: <ul style="list-style-type: none"> • it has an organized set of theoretical principles; • it requires a high level of discipline-related (and pedagogical) expertise; • it is conducted in a scholarly manner with clear goals, adequate preparation and appropriate methodology; its results are appropriately documented and disseminated; • it follows a process, promotes inquiry and research and produces certain outcomes; • the outcomes of the process has significance beyond the individual context and can be replicated or elaborated; and • the process and product or results are reviewed and judged by peers.
Scholarship of teaching and learning	The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners conducting inquiry into teaching and learning processes in higher education contexts. It consists of more than scholarly approaches to teaching and learning, requiring that academic staff frame and systematically investigate questions related to student learning, and make their work available for review and public dissemination through presentations, performance, or publications' (<i>Mckinney, K. 2006: 39; Hutchings, P. & Shulman, L. 1999: 13; Pool, G. & Simmons, N. 2013</i>). The overall intention of SoTL is thus to improve student learning and enhance educational quality through evidence-based and methodologically sound research.
Self-directed learning	Self-directedness can be defined in terms of the amount of responsibility the student accepts for his or her own learning (Fisher, King & Teague, 2001). Self-directed learning is described by Knowles (1975) as a process by which individuals take the initiative, with or without the assistance of others in diagnosing their own learning needs, formulating their own learning goals, identifying own resources for their learning, choosing and implementing their own learning strategies and evaluating their learning. (Source: Faculty of Education Sciences, Potchefstroom Campus, North-West University: Guidelines for lecturers for embedding Diversity, Transformative curriculum making and Blended Learning into a Self-directed Learning environment. November 2014)
Service Learning	Service-learning is curriculum-based, credit-bearing and carefully structured educational experiences in which students participate in an organised community interaction activity that meets identified and agreed upon community goals. It includes reflecting on the service activity in order to gain a deeper understanding of module content, a broader appreciation of the discipline, and an enhanced sense of social responsibility towards society as a whole. Service learning is aimed at enhancing the civic responsibility of students within the context of the curriculum (Bringle & Hatcher, 2204).
Site of delivery	Physical location where a qualification or a programme is offered. The NWU has three existing sites of delivery (campuses) see <i>campus</i> . While a learning support centre provides administrative and logistical support to students, it is not a site of delivery and should not be regarded as such.
Short learning programme	Means any intervention through teaching and learning of which the details are not listed on the NWU programme qualification mix (PQM) as a formal academic programme or qualification, that is offered for free or for a fee or other form of compensation, or for which an NWU certificate or other form of recognition bearing the emblem of the NWU, is issued
Student-centred teaching and learning at the NWU	When the focus during the teaching and learning activities is on the constant and balanced interaction between the student and the lecturer/facilitator. The lecturer/facilitator teaches or models difficult content while students work independently, in pairs, or in groups, depending on the type of learning activity and the outcome that the lecturer/facilitator wants them to achieve. Students can initiate the interaction and the theme of certain of the topics for discussion, while the lecturer/facilitator guides the interaction. Students can answer each other's questions while the lecturer/facilitator often acts as informative guide. Both students and the lecturer/facilitator acts as assessors of learning.

<p>Student support</p>	<p>A broad array of educational strategies, including tutoring, supplemental instruction, mentoring, academic advising, and academic literacy development, provided to individual students or groups of students in order to support academic acculturation, retention and success.</p> <p>For students who study by means of the distance mode, student support may additionally include:</p> <ul style="list-style-type: none"> • Provision of all study material by NWU in electronic (including provision of compact disks) or hard-copy format as agreed per programme. • Contact sessions facilitated by NWU facilitators on a regular and a countrywide basis, as well as at vacation schools to students enrolled for the distance mode. • A call centre to assist with academic and administrative matters. • Study letters. • Occasional letters answering questions frequently asked by students. • Examination guidelines. • Regular training of facilitators at learning support centres, including online or other technology enhanced training. • Media centres. • Ongoing assistance to students. • Computer facilitation for e-learning.
<p>Study fees</p>	<p>The collective fees associated with applying for, enrolling in and annually registering for an NWU academic programme. Study fees include all prescribed qualification and programme related fees, including any additional fees levied for study materials, any activity related to support at a tuition centre and all charges to the student related to graduation or graduation ceremonies. It does not include expenses related to accommodation and participation in voluntary activities.</p> <p>See also <i>Tuition fee</i>, <i>Course fee</i>.</p>
<p>Study guide</p>	<p>A document prepared to guide the study of the content of a module with a view to achieve the desired module and learning outcomes. A study guide is developed by an NWU academic staff member or an external subject expert approved and contracted for that purpose. The study guide is developed for a specific mode of delivery, taking the study and academic support needs of the student cohort into account.</p>
<p>Summative assessment</p>	<p>Refers to an assessment conducted at the end of a module or a unit of learning to evaluate learning achievements and mastery of competencies related to a particular module or unit of learning; summative assessments can take the form of a written, oral, research or practical examination or project, research thesis, dissertation, mini-dissertation, or any other appropriate format for the level and nature of a module, as approved by the concerned faculty board and included in the faculty rules.</p> <p>See also <i>Assessment and Formative assessment</i></p>
<p>Teaching quality</p>	<p>At the NWU teaching quality in all modes of delivery is equated to innovative teaching that provides students with optimal opportunities to master the qualification outcomes and graduate attributes required by the University for that specific qualification. High quality teaching and learning will be reflected in student success rate, outcomes of external peer reviews, graduate employer feedback, student satisfaction, and the employability of our graduates.</p>

Transformative learning	<p>Transformative learning may be understood as the process by means of which learners change the manner in which they interpret the world, by making sense of their experiences, and revising their interpretations of experiences. The process of sense-making involves the critical capacity to question the epistemic assumptions that inform their existing frames of reference or “meaning schemes” (mind-sets or worldviews), becoming aware of the sources, nature and consequences of established beliefs and actions. This may lead to the refinement or elaboration of a frame of reference, or the acquisition of new frames of reference. Through processes of critical reflection and participatory discourse, learners develop frames of reference or meaning schemes that are more inclusive, discriminating, open and susceptible to change, and submit these frames of reference to a discursive assessment of their justification and/ or an empirical assessment of their truth claims. In this manner, learners develop frames of reference or meaning schemes that can serve as the basis for taking reflective action on the basis of validated beliefs.</p> <p><i>(Mezirow, J. 2009. Transformative learning theory, in Mezirow, J, Taylor, E W & Associates. Transformative Learning in Practice. Insights from Community, Workplace and Higher Education. San-Fransisco, CA: Jossey-Bass.)</i></p>
Tuition fee	<p>The fee per module as proposed via Senate and approved annually by Council. See also <u>Course fee</u>, <u>Study fees</u>.</p>
Tutor/facilitator	<p>A member of the academic staff of NWU, or a person with the required qualifications and competencies and appointed by NWU through the relevant faculty board in line with Senate approved rules, who is responsible for all aspects of the learning support of a group of students assigned to him or her, reporting into the academic line management for the discipline concerned.</p>
Work-Integrated Learning (WIL)	<p>Purposeful, organised, supervised and assessed educational activities that integrate theoretical learning with its application in a real or simulated workplace context. Given the diversity and range of WIL activities, faculties may adopt approaches and practices appropriate to the context of their field and discipline. Some WIL activities take the form of work placements, yet the NWU encourages innovative non-placement approaches to WIL. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students, workplaces and communities.</p> <p>See also <u>Problem-based learning</u> and <u>Project-based learning</u> and <u>Work-directed theoretical learning</u> as forms of WIL</p>
Work-directed theoretical learning	<p>WIL programmes will include theoretical subjects or components. These should be aligned with the practical or practice-based components through teaching and learning activities that bring theory and practice together in meaningful ways. The theoretical components of WIL curricula need to take into account the dual nature of professional education, as described in the previous section. This is likely to involve curriculum development that aligns disciplinary demands with workplace relevance, and thereby enhances, rather than compromises, the academic quality of the programme.</p> <p>Other examples of work-directed theoretical learning (WDT L) include inviting guest lecturers from the workplace or professional practice into the academic classroom; the use of authentic examples or case studies from the world of professional practice in setting learning and assessment tasks, and the inclusion of workplace assessors to form part of a panel to assess students' work.</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i></p>
Workplace learning (WPL)	<p>WPL takes place when students are placed in work environments for the purposes of learning. Learning in the workplace therefore usually involves students in planning and implementing an activity, in reflection on and evaluating the activity, and making adjustments for future action. The student uses this reflective process to determine what was useful or important to remember, and uses this learning to perform another activity</p> <p><i>(From the Work-Integrated Learning: Good Practice Guide, CHE, 2011)</i></p>
Yearbook of the university	<p>Means the document annually published by the university, containing the General Academic Rules and the Faculty Rules of all faculties and any other information regarding the university and the faculties useful for prospective and current students, academic and administrative employees and management.</p>