



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

®

Study guide Policy

Reference number	8P/8.1.6.1
Accountable executive manager	Vice-Principal and Executive Director: Teaching and Learning
Policy owner	Director: Teaching-Learning
Responsible division	Institutional Academic Development and Support
Status	Approved
Approved by	Council
Date of approval	21 September 2007
Amendments	
Date of amendments	
Review date	2011
Web address of this policy	http://www.nwu.ac.za/opencms/export/NWU/html/gov-man/policy/index.html
Address on the policy data base	HSCAVDM r:\2. management\2.1.3 policy development and review\2.1.3.2 review\policy documents\8p-8.1.6.1-study guides_e.docx

Study guide Policy

1 Preamble

As a pre-eminent university in Africa, driven by the pursuit of knowledge and innovation, with a unique institutional culture based upon the values the University espouses, the North-West University has adopted this Study guide Policy on 21 September 2007.

2 Aim of the Policy

The aim of this policy is to assure quality in the development, production and use of study guides at the NWU, as necessitated in 5.5 of the Teaching and Learning Policy of the NWU, namely that each module of each taught programme must be provided with a study guide adhering to the criteria for interactive study material approved by the NWU. The introduction of study guides for all modules taught at the NWU aims to improve the quality of the teaching and learning experiences at the institution.

3 Scope of Application

This policy applies to all academic programmes and short courses delivered by the three campuses of the NWU, its approved study centres and all institutions, such as Colleges of Theology, Nursing and Education, accredited by the University.

4 Guiding Principles

A study guide is a document that aims to guide the education process of students to facilitate effective learning and the acquisition of the learning outcomes in all modules.

- 4.1 A study guide provides for continuity of teaching and learning of the module over a period of time, even in the event of a change of lecturer.
- 4.2 A study guide provides a structured teaching and learning environment for outcomes-based education and training.
- 4.3 A study guide supports and guides independent learning, self-monitoring and self-assessment as principles of outcomes-based education and training.
- 4.4 A study guide is one of the instruments that provide concrete evidence of the quality of implementation of the level descriptors of the Higher Education Qualifications Framework (HEQF) at the NWU.
- 4.5 The structure and instructional design of study guides, in terms of extensiveness of embedded support and guidance, vary in accordance with the nature of the discipline, the level of study, the profile of learners, and the delivery mode.
- 4.6 Study guides are regarded as one of the activities that lecturers plan as part of their performance agreements with School Directors. Performance agreement discussions should therefore keep in mind a calculation of time for each guide that the lecturer should write during a specific year.

5 Policy statement

- 5.1 Study Guides have an approved structure consisting of two main sections: Module information and study unit design.
- 5.2 Module information should provide details of at least the following: credits of the module, contact particulars of the lecturer(s), module outcomes, applicable action words, and assessment plan.
- 5.3 Study unit information provides a learning and learner-centred instructional design enabling the lecturer to plan effectively for learner interaction both during and after contact sessions.
- 5.4 It is proposed that guides are divided into study units, which may further be divided into study sections and study parts. This guideline should not stifle creativity in the development of study guides.
- 5.5 All outcomes (module, study unit / section / part) should fit the descriptors of the corresponding HEQF level applying to the module.
- 5.6 Module outcomes are inclusive in terms of knowledge, skills, values and competencies mastered across the module.
- 5.7 Study unit outcomes are more specific and measurable in terms of the integration of critical outcomes with knowledge, skills, values and competencies suitable to the unit and formulated with applicable action words.
- 5.8 If study units are further divided into sections and parts, the study unit outcomes are less specific and the section or part outcomes more specific
- 5.9 The study guide should integrate teaching, learning and assessment and provide a constructive platform for formative and integrated assessment.
- 5.10 Each study unit should contain at least notional study hours, outcomes, study material, activities and assessment.
- 5.11 Quality language should be used in Study Guides and the guide should be language edited.
- 5.12 A Study Guide may be either paper-based and/or electronic; or fully online; or a blend of paper-based and online elements.
- 5.13 The Study Guide navigates a series of well planned interfaces, such as a textbook, library, laboratory work, tutorials, face-to-face contact with the lecturer, the Internet as well as possible supportive audio-visual and/or digital study material.
- 5.14 Information technology should be used judiciously and add value to learning.
- 5.15 The page lay-out design and printing of the Study Guide should be of a professional standard and at all times adhere to Corporate Identity specifications.
- 5.16 In order to assure the availability of study guides to students prior to the commencement of classes of any given semester, the development and production cycle should adhere to an annual production schedule.
- 5.17 Study Guide development and production processes should be conducted within the official work-flow system of the NWU.
- 5.18 Study Guides may only be issued through officially (Institutional) approved campus distribution stores.
- 5.19 Copyright of Study Guides belong to the NWU.
- 5.20 Study guides are developed in accordance with the approved language policy and language plan of the NWU. As far as practically possible, subject experts should be used to act as language editors for guides.