



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

Teaching and Learning Policy of the NWU

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Teaching and Learning Policy of the NWU

1 Preamble

As a pre-eminent University in Africa, driven by its pursuit of knowledge and innovation, with a unique Institutional culture based upon the values the University espouses, the North-West University has adopted this Teaching and Learning Policy of the NWU on 22 June 2007.

2 Premise

The Teaching and Learning Policy of the North-West University is based on the following premise:

In agreement with the National Education Policy for Outcomes-based Education and the level descriptors of the National Qualifications Framework, the teaching and learning approach of the NWU is one of guided, independent, outcomes-based study within a blended teaching and learning environment. The lecturer guides learners to attain the outcomes unique to a programme and its composite modules through active learning activities suitable to the level of autonomy expected of learners on a specific level of study.

3 Aims of the Policy

3.1 To ensure that teaching and learning adhere to national statutory criteria for effective outcomes-based education in the Higher Education Sector, as stipulated by Act 101 of 1997, the Criteria for Programme Accreditation (HEQC 2004), the Draft National Qualifications Framework (SAQA 2004) and the Draft Higher Education Qualifications Framework (HEQF) (Department of Education, 2006).

3.2 To implement the Mission statement of the NWU:

“Develop, educate and empower through quality teaching and learning, well-rounded graduates, able to think laterally and critically and to serve the country and its people”¹.

4 Scope of Application

The Policy applies to all teaching and learning programmes of the NWU, irrespective of delivery mode. The Teaching and Learning Policy should be read in conjunction with the Assessment and Moderation Policy of the NWU.

5 Leading Principles

5.1 The Policy and all teaching and learning practices support the Vision, Values, Mission, and specific goals of the University.

5.2 The national outcomes-based teaching, learning and assessment approach is implemented in all undergraduate and taught postgraduate programmes.

5.3 All qualifications are developed as programmes and curricula consisting of modules. The outcomes of each module adhere to the standard prescribed by the relevant NQF-level descriptor.

¹ See Institutional Plan 2007-2009, Annexure B

- 5.4 The development and curricula of programmes, at post-graduate level in particular, are supported by research.
- 5.5 Programmes are evaluated internally and externally in accordance with the Quality Policy of the NWU, by means of approved instruments and according to a rolling plan.
- 5.6 Programmes are regularly reviewed to ensure relevancy and that the demands of local, regional and national needs are met.
- 5.7 Programmes are delivered in the most cost-effective and accessible manner possible, without compromising quality and academic standards.
- 5.8 The development and delivery of programmes are supported by the judicious use of suitable technology.
- 5.9 The University ensures that sufficient numbers (as motivated by the dean in consultation with the School Director and/or Research Focus Area Director) of expert teaching staff are available for the effective delivery of programmes.
- 5.10 Structured support and development opportunities are provided to both students and academic staff to ensure the attainment of the University's teaching-learning goals as specified in the Institutional Plan².

6 Policy

- 6.1 Admission to any programme at the NWU is granted in accordance with the Admission Policy of the University, the General Academic Rules, and the specific rules of the Faculty. Where applicable, exceptional cases are handled in accordance with Recognition of Prior Learning Policy.
- 6.2 The NWU Code of Conduct regulates the behaviour of both personnel and students.
- 6.3 Programmes are delivered by means of a blended mode, which can include a combination of face-to-face contact between lecturer and student, distance learning and/or e-learning. The attendance of scheduled contact meetings is compulsory, in accordance with faculty rules.
- 6.4 It is the overall responsibility of the Dean of a Faculty: *"To ensure ... that relevant high-quality teaching programmes that meet the internal/external quality assurance requirements are implemented and managed."*³
- 6.5 The planning, development, implementation, evaluation and marketing of teaching-learning programmes of a School are the direct responsibilities of the School Director⁴. These responsibilities pertain to undergraduate programmes as well as the teaching-learning part of post-graduate programmes (the latter in co-operation with the Director of the relevant research Focus Area or programme manager).
- 6.6 Each module of a teaching-learning programme is provided with a Study Guide adhering to the principles and criteria stipulated by the Study Guide Policy of the NWU.
- 6.7 Prescribed study material of each module should be readily available and, where applicable, copyright clearance and reporting should occur in accordance with the legal requirements.
- 6.8 Assessment is done in accordance with the NWU Assessment and Moderation Policy and General Academic Rules.
- 6.9 Records of summative assessments (papers, memoranda and answers to papers) are maintained by the Faculty for a period of at least 3 years following the year of assessment.

² Institutional Plan 2007-2009, Annexure B, Specific Goals 2

³ Job Profile: Dean, HR/RS.10

⁴ Job Profile: School Director, HR/RS.11

- 6.10 In accordance with the NWU Assessment and Moderation Policy, students are entitled to feedback on all assessments in a reasonable period of time, except the final assessment (examination) on a module, for which feedback should be requested in writing.
- 6.11 Student evaluation of lecturers is compulsory in all modules they teach. The relevant lecturer initiates such an evaluation at least once per semester in accordance with the Policy for Feedback about Teaching and Learning by Students using the evaluation questionnaire approved by the Vice-Principal, in consultation with Campus Managements, as well as the institutional and campus Academic Development and Support offices. The School Director manages the outcomes (and improvement plans if necessary) of the evaluations in his/her School as part of the performance management system.

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