Teaching and Learning Framework of the North-West University
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Teaching and Learning Framework of the North-West University

Preamble

This document focuses on the processes and procedures for implementing the University’s policies regulating teaching and learning. It describes the broad approach of the University towards best practices in teaching and learning and to the improvement of quality (including development opportunities), as well as the existing practices as part of an integrated framework.

This Framework aligns the Vision and Mission of the University to teaching and learning practices and the implementation of relevant policies on the Campuses and in Faculties, within the context of the National Education Policy.

While leaving room for each of the three Campuses for finer specification according to its needs, student population and community expectations:

Section 1 of the Framework focuses on:
- The premises and values underpinning the NWU’s Mission statement and teaching and learning policies
- The NWU’s strategy for teaching and learning
- Language diversification
- Delivery modes of programmes.

Section 2 describes the NWU’s management systems for teaching and learning, and includes descriptions of and electronic links to:
- Policies and procedures for teaching and learning
- Quality assurance processes.

Staff and student development and support services are described in Section 3.

Concept clarification

- Qualification: Formal recognition and certification of learning achievement awarded by the University
- Programme: A purposeful and structured set of learning experiences that leads to a qualification
- Generic versus professional programme: A professional programme focuses on a specific occupation and incorporates in its composition and programme outcomes, the stipulations of the professional council certifying the specific professional occupation. A generic programme does not focus on a specific occupation, but on discipline-specific knowledge and generic cognitive skills and competencies.
- Curriculum: Refers to the idiosyncratic content and structure of a programme, and differentiates between different electives in a programme, all focusing on the generic programme outcomes (see General Rule A.1.13)
- Core, fundamental, and elective modules: Core modules are the most important exit level modules of the curriculum (see A.1.19); fundamental modules give expression to the critical cross-field outcomes (see A.1.30); and electives are those modules from which any choice would lead to fulfilling the programme outcomes (see A.1.17)
- Credit: Value assigned to a given number of notional hours of learning - one credit equals 10 notional learning hours; 120 credits approximate one year of full-time study (see A.1.12)
- Critical cross-field outcomes: Generic outcomes which inform all teaching and learning, such as problem-solving, group work, communication, self-reflection and entrepreneurial skills
Section 1: The broad approach of the North-West University towards teaching and learning

1.1 Strategy

The NWU’s Mission is to become a balanced teaching and learning and research university, and to implement its expertise in an innovative way, not only for commercial gain, but also for sharing with relevant communities/stakeholders. This Mission statement implies “movement” from the current status of the Institution as (according to its own identification, “A good tuition-based university, with a growing number of focused areas of research excellence and implementation of expertise, resulting in constantly growing 3rd stream income and sustainable community engagement”.

As far as teaching and learning are concerned, the intention in practice (see first row of Table 1.1) is to focus on the rationalisation and quality promotion of the teaching and learning programmes in order to ensure

- that qualifications are relevant and offered effectively
- maximum cost effectiveness in terms of the allocation of staff, the earning of subsidy and the achievement of equity targets, taking national needs into account.

The expected increase in teaching and learning efficiency should in general result in affording academic staff more opportunity for enhancement of their research effort.

Formally, the relevant teaching and learning Mission element in the Institutional Plan 2008-2010 is to

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

Flowing from this Mission element the Institutional Plan states specific associated goals and intended activities (Institutional Plan 2008-2010, Items 4.2.1 and 5.1) as in Table 1.1.

Table 1.1: NWU teaching and learning goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Intended activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure a dynamic, integrated and responsive PQM in accordance with the needs of the country</td>
<td>Rationalise or phase-out programmes that are obsolete, non-strategic and do not have a critical mass of students</td>
</tr>
<tr>
<td></td>
<td>Improve existing combinations of modules, curricula and programmes continuously to ensure that qualifications are relevant and offered effectively</td>
</tr>
<tr>
<td></td>
<td>Manage recruitment initiatives per programme, Faculty and Campus to</td>
</tr>
</tbody>
</table>
### Goals | Intended activities
--- | ---
Ensure maximum cost effectiveness in terms of the allocation of staff, the earning of subsidy and the achievement of equity targets, but also taking into account national needs | Conduct continuous and scheduled internal and external programme evaluations to gauge the quality of academic programmes and plan remedial processes (if necessary) to improve the quality of existing academic programmes on an ongoing basis

Improve the throughput rate of undergraduate and postgraduate students | Refine the implementation of the Supplemental Instruction (SI) system that targets 'at risk' modules with unsatisfactory pass rates on all Campuses
Offer the compulsory Course for New Lecturers to all new academic staff
Reward teaching excellence through the Institutional Teaching Excellence Award programme

Refine quality assurance processes and mechanisms across the NWU to ensure consistency of outcomes | Schedule on a continuous basis the internal and external programme evaluation cycle

Refine enrolment planning, taking into account government guidelines, Campus capacities and the needs of the country (e.g. ASGISA and JIPSA) | Increase first-time entrants taking into account the carrying capacity (in terms of physical space for lecture rooms, laboratories and office space; adequate numbers of teaching and support staff for larger numbers)
Consolidate and increase enrolments in Science, Engineering & Technology (SET), Business and Management, and Education (the latter with a focus on teacher training)
Complete the alignment of admission practices across the university, and ensure compliance with the approved admission requirements
Complete the preparation to adapt to the new National Senior Certificate, of which the first applicants with the new NSC will arrive in 2009 (including gearing both staff and systems to deal effectively and in a client friendly, supportive way with the transition to the new NSC)

Inculcate in students the ability to engage with the philosophical foundations of their fields of study and the principles of good citizenship | Finalise the design and broad content of the modules based on the SAQA critical cross field outcomes, linked to the programme alignment process
Prepare for the implementation of these modules by conducting training workshops for staff

### 1.2 Principles on which the University bases its scientific and teaching and learning practices

In line with the Mission and specific goals, the University’s policies are based on the right to academic freedom and the principle of the academic autonomy of the University. As an institution for higher learning the University respects the constitutional rights of its staff and students. The University’s value system is consonant with the values enshrined in the Constitution, 1996.

### 1.3 The University's broad teaching and learning approach

The teaching and learning approach of the NWU is one of guided, outcomes-based, progressively more independent study within a blended teaching and learning environment, supported by a variety of interfaces organised by means of study guides (printed and/or electronic) for all modules registered within programmes on the PQM.

This approach finds concrete manifestation in relevant institutional policies (see Sections 2 and 3), further regulated by the General Academic Rules of the NWU and the individual Faculty Rules contained in the various Faculty Calendars. Quality assurance of teaching and learning practices are supported by a four-
Assessment practices are similarly aligned with an outcomes-based approach focusing on continuous formative assessment complemented by summative assessments.

### 1.4 Language Policy

The Language Policy of the NWU is flexible and functional, redresses language imbalances of the past, endorses multilingualism and promotes access, integration and a sense of belonging. The language realities at the different Campuses are consciously taken into account, while sensitivity is shown to language preferences, needs and expectations. The Language Policy and Language Plan are aligned with the demands of the macro-environment of the University. English and Afrikaans are used as primary working languages, while the institution considers it essential to contribute in a systematic and measurable way towards the promotion of multilingualism by providing simultaneous language interpreter services.

### 1.5 Alignment with national education policy

National Education Policy is regulated by the Higher Education Act, Act no 101 of 1997, which stipulates that education at all levels should overtly demonstrate an outcomes-based approach. The Department of Education (DoE) approves programmes and the PQMs of universities, and funds programmes accredited by the HEQC. The South African Qualifications Authority (SAQA) administers the Higher Education Qualifications Framework (HEQF) by registering programmes that lead to qualifications within the HEQF. The Council on Higher Education (CHE), with the Higher Education Quality Council (HEQC) as ETQA, regulates all aspects of programme curriculation, accreditation and delivery, as well as quality promotion and monitoring. Documents regulating national programme registration, accreditation, development, alignment and delivery at higher education institutions include:

- **A Qualification Structure for Universities in South Africa, NATED Report 116 (99/02), phasing out 2009/2010** (Available on request);
- **Norms and Standards for Educators** (Government Gazette No 20844 of Feb 2000; phasing out 2009/2010);
- **Criteria for Programme Accreditation**, Nov 2004, CHE/HEQC - a document used to structure and organise programmes consonant with the level descriptors delineated in the:

### 1.6 Applications of national education guidelines at the NWU

The Critical Cross-Field Outcomes (CCFO) stipulated in the Higher Education Qualifications Framework (2007) are selectively integrated in the outcomes of suitable modules of a programme, consistent with the level of study, credit and contact time allocation and the delivery mode. Mastery of these outcomes, and other module outcomes, is supported by well-structured study guides with effective instructional teaching and learning designs (see 2.4.1.1 for Study Guide policy and practices). Furthermore, focused attention is given to the generic mastery of CCFOs by means of compulsory modules diversified in accordance with the nature of study fields.

Although the HEQF has only been accepted and promulgated as part of the Education Act in October 2007, the recurruculation of programmes since late 2004 has taken the guidelines provided in the Draft HEQF of 2004 (and later 2006) into account. Programme and module outcomes, as well as assessment criteria and procedures, have been reformulated in accordance with prescriptions stipulated in the level descriptors for each level of study in the draft HEQF of 2004. Evidence of these applications are visible in the study guides of each module for every programme.

### 1.7 Programme delivery modes

A blended teaching and learning environment is posed by the study guide (see 2.4.1.1), incorporating the best elements of technology-assisted (see 2.4.2), face-to-face contact (see 2.4.3) and work-integrated (see 2.4.4) delivery of programmes. The study guide directs students to a combination of different interfaces, such as a textbook, contact sessions, field trips, practical sessions, the library, Internet, etc. The extent of face-to-
face contact between lecturer and learner(s) blended with technological contact, varies in accordance with the nature of the programme and/or modules and the focus of the delivery mode. The different foci of delivery modes are:

- Face-to-face contact instruction, supplemented by supportive technology in a variety of forms;
- Fully on-line (e-learning) deliveries with a minimum of face-to-face contact;
- Work-integrated learning (WIL), with e-learning components;
- Distance education (technology-assisted with intermittent face-to-face contact at study centres).

**Table 1.2: Electronic links for Section 1:**

<table>
<thead>
<tr>
<th>Document</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Qualification Structure for Universities in South Africa, NATED Report 116 (99/02)</td>
<td>Available on request</td>
</tr>
</tbody>
</table>
2 Section 2: Programme development, delivery and quality assurance

2.1 Context

Development, alignment, delivery, assessment and quality assurance of programmes converge in programme and module outcomes with associated assessment criteria. The Level Descriptors delineate the extent and depth of knowledge, cognitive skills, nature of values and career-related competencies students are expected to master with a specified level of autonomy. In line with National Policy, the NWU structures programmes into modules, focusing on the integration of knowledge, skills, values, competencies and assessment. Instruction is learner-centered and complies with outcomes-based teaching and learning principles.

Sub-section 2.2 focuses on the NWU’s organisational structures, at Campus level in particular, since this Framework addresses the day-to-day practical aspects of teaching and learning.

This Section further refers to the policies, processes, procedures and guidelines applicable to the development and alignment (see 2.3), the delivery (see 2.4), and the quality assurance (see 2.5) of programmes and short courses. Where references are made to institutional policies, they are to be interpreted for practical implementation in accordance with the learner profile and community demands of each of the three Campuses.

2.2 Management of teaching and learning

2.2.1 Organisational structures and roles at Campus level

With reference to the development and quality management of teaching and learning programmes,

- the relevant academic Director (as programme owner) is directly responsible and accountable for all programmes in his/her School/Centre/Research Entity (see Teaching and Learning Policy, Item 6.5)

- The Faculty Dean is overall responsible and accountable for the programmes in the Faculty

- The Vice-Rector Academic (in collaboration with the Vice-Rector Quality and Planning) is overall responsible and accountable for the programmes of all Faculties on the particular Campus.

Each qualification and programme registered on the PQM (Programme and Qualification Mix) of the NWU is managed within a specific School/Centre/Research Entity in a Faculty. The relevant academic Director takes full responsibility for managing the development, alignment, delivery and quality assurance of undergraduate programmes and/or structured modules of post-graduate programmes in his/her School/Centre/Research Entity.

The Institutional Office for Academic Development and Support (ADS) (see Section 3), the Institutional Quality Office (see 2.5) and the Institutional Committee for Academic Standards (see 2.3.3) fulfil the function of co-ordination between Campuses to ensure that the same academic standards and quality are maintained across Campuses, and that modules and programmes are sensibly aligned and integrated to prevent duplication.

Academic support for both lecturers and students on each of the three Campuses is provided by the division for Academic Development and Support on the Campus, and co-ordinated by the Institutional Office for ADS (see Section 3).

In most Faculties a standing Teaching and Learning or Quality Committee co-ordinates matters of importance to teaching and learning. Certain Faculties refer these matters to a specific Director in the Faculty Management, or take them directly to the Faculty Board Meetings for consultation and agreement.

The promotion of effective management by managers is ensured by continual training of the academic managers, inter alia by Organisational Learning and Development in the Department of Human Resources - see Section 3. (See Institutional annual training programme).
2.2.2 Responsibilities of individual academic staff members

The University expects its academic staff to be actively involved in undergraduate and post-graduate education, as well as in research and community engagement applicable to the field of study, and to keep abreast of the most recent teaching and learning strategies and technologies. Continual training programmes in research and teaching for both new and experienced personnel are provided (see Section 3).

Teaching staff are expected to be well-informed on the institutional policies (see 2.3 and 2.4) and regulations, including the General Academic Rules and relevant Faculty Rules. They also have the responsibility to

(i) be fully committed to participate in the development, alignment, delivery, evaluation and review of modules and programmes,
(ii) to adhere to a well-organised teaching and learning plan,
(iii) to identify learners with problems needing additional support (see Section 3) and
(iv) to observe deadlines for examination papers and submission of finalised participation, examination and final module marks.

All teaching staff are to adhere strictly to scheduled contact meetings and to give timeous notification to students of changes/cancellation.

2.3 Development of programmes and short courses

2.3.1 Documents pertinent to the development of programmes and short courses

- The Programme Qualification Mix (PQM) of the NWU is the official document with the list of approved and accredited qualifications and programmes the NWU may offer. It contains the correct formulations and abbreviations of all such programmes and qualifications.
- The Criteria for Programme Accreditation (CHE: HEQC 2004) indicates the minimum standards for academic programmes and is to be used in the application for the accreditation of new programmes or the re-accreditation of existing programmes. It forms the basis for self-evaluation of programmes.
submitted for accreditation, along with additional benchmarks the Institution might set for itself. The document should be used in conjunction with The Higher Education Qualifications Framework (DoE 2007). This document supplies

- the type-specification of every qualification in terms of the exit-level;
- credits allocated to different levels;
- designators (areas of study), qualifiers (narrower specification of study field), abbreviation of the qualification name, purpose and characteristics;
- minimum admission standards;
- progression possibilities.

The 2004 Draft of this document contains the officially accepted level descriptors for each year of study from level 5 (first year) to level 10 (doctorate). The section on level descriptors is the most important document for the development of any programme or module.

In addition to the mentioned two national documents, the following NWU documents inform on programme development, alignment and recurruculation:

- General Academic Rules
- Faculty Calendar
- Institutional Policy for Teaching and Learning
- Programme Alignment Manual.

2.3.2 Management and other processes relevant to programme development and alignment

The development of new undergraduate programmes and short courses, as well as adaptations to existing programmes and short courses, are managed by the respective programme or course owners, whether School, Centre or Research Entity Directors. The alignment of programmes across Campuses is managed according to the Programme Alignment Manual. Academic Advisers from Academic Support Services (Potchefstroom), Academic Development Centre (Mafeking) or Academic Development and Support (Vaal Triangle) may be consulted for support and advice.

2.3.2.1 Phase 1 — Programme owner

- Formulation of programme name and check against the PQM
- Identification and formulation of programme outcomes and assessment criteria consonant with the nature and exit-level of the qualification (consult the HEQF 2004 for the level descriptors and the Criteria for Programme Accreditation, and HEQF 2007 for qualification characteristics, and, where applicable, criteria posed by professional bodies
- Identification of modules in terms of core, fundamental, compulsory and elective (see the guidelines approved by Senate for generic programmes in terms of percentage distribution amongst categories) (see table 2.1 further on)
- Delineation of modules in terms of name, code and credits
- Formulation of module outcomes, assessment criteria, assessment methods and assessment plan (Consult the Teaching and Learning Policy as well as the Assessment and Moderation Policy)
- Check for correlation between module and programme outcomes
- Completion of applicable form and referral to Institutional Committee for Academic Standards (ICAS) for approval (see 2.3.3).

2.3.2.2 Phase 2 — Programme Owner

- Writing of the Programme Document

2.3.2.3 Phase 3 — Individual lecturers delivering the programme

- Development of study guides and study material for each of the modules
2.3.3 ICAS processes and procedures for approval (Phases 1 & 2)

The Institutional Committee for Academic Standards (ICAS) is a standing Senate Committee mandated to finalise the PQM and to advise on quality matters regarding academic programmes and short courses. The Committee:

- Evaluates and approves, on behalf of Senate, all new and revised academic programme proposals and proposals for short courses (i.e. the total academic offerings)
- Develops academic programme and short course approval policies and procedures
- Develops a process flow of academic programme approval for the balancing of the final institutional PQM, and for short courses, the Short Course Data Base
- Co-ordinates and ensures that proper processes have been followed in seeking the approval of new qualifications/programmes/curriculums from relevant authorities (Department of Education, HEQC, SAQA) and of revised academic programmes/curriculums and short courses from Faculties and Schools
- Advises Senate from time to time on matters relating to the approval of academic programmes, short courses and other related matters.

On completion of the relevant ICAS form(s) (Phase 1 of the development process), annotated with the approval of the relevant programme owner and Dean, the ICAS Administrator is requested to place the application on the ICAS Shared Drive for approval by the Vice-Rector Academic of the Campus, the responsible member from Academic Development and Support Services, the Director Library and Information Services, the Institutional Timetable planner, the Director Student Administration Systems and the Director Management Information. After approval the applicant is informed of the result of the application.

On approval of the programme or short course by ICAS, the programme owner writes the Programme Document in accordance with the official format (see programme document template), and the Faculty Administrator prepares the information for assimilation into the Faculty Calendar.

2.3.4 Credit allocation and distribution per year of study

Credit allocation is an indicator of the notional study hours (1 credit = 10 notional study hours) to be expended by the student on a module, over a semester, study year or entire programme. In adherence to the national credit formula for graduate and post-graduate studies (See HEQF 2007), each programme should therefore reflect its total credits, as well as credits allocated to each module and individual year of study. Credit allocation is a management tool preventing underload as much as overload of the student in terms of study time, and thereby ensures the effective use of the allocated study time per module.

2.3.5 Credit distribution to core, fundamental, compulsory and elective modules per year of study

Most generic programmes at the NWU are organised into different curricula, each with an individual code, while professional programmes usually have only one curriculum, but with certain elective modules. Senate has accepted the guideline that a minimum percentage of credits are to be allocated to the core modules of generic programmes/curriculum per year, to ensure that the programme/curriculum focuses on the objectives stated in the Programme Document. Currently 40 credits from each programme/curriculum (approximately 10% of generic three-year programmes and 7.5% of four-year professional programmes) are allocated to the compulsory modules dealing with the CCFO’s. The remainder of credits are to be divided between fundamental and elective (if relevant) modules.

Table 2.1: Credit Distribution in terms of percentages over NQF Level of Study

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>% Core Modules</th>
<th>% Fundamental Modules</th>
<th>% Compulsory Modules</th>
<th>% Elective Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>70 – 79%</td>
<td></td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>80 – 89%</td>
<td></td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>90%+</td>
<td></td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>100%</td>
<td></td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

1 The future handling of CCFO’s is still under discussion and will soon be finalised
2.3.6 Development after approval by ICAS (Phase 3)

Apart from the General Academic Rules and the relevant Faculty Rules, the further development or adaptation of a programme or short course is regulated by the HEQF 2007, the Level Descriptors approved in the draft HEQF (2004), Guidelines for Integrated Assessment (SAQA 2005), and various Institutional policies, of which the following are directly relevant:

- Teaching and Learning Policy
- Assessment and Moderation Policy
- Study Guide Policy
- Policy for Short Courses
- Policy for Recognition of Prior Learning

2.4 Programme and short course delivery

2.4.1 Organisation and management of the teaching and learning environment

As stated in 1.3, the NWU follows an outcomes-based teaching and learning approach with modularisation (a short course is usually equivalent to one module and can also be called a Unit Standard). Each programme therefore comprises of a variety of individual modules linked by the common objective(s) and outcomes of the programme. Programme delivery in essence focuses on

- Guided outcomes-based, progressively more independent study within a blended teaching and learning environment, supported by a variety of interfaces organised by means of study guides (printed and/or electronic) for all modules registered in programmes on the PQM.

2.4.1.1 Development and use of the study guide

The following policies regulate the development and use of study guides:

- Teaching and Learning Policy
- Assessment and Moderation Policy
- Study Guide Policy

According to the Teaching and Learning Policy, Item 6.6, “Each module of a teaching and learning programme is provided with a study guide adhering to the principles and criteria stipulated by the Study Guide Policy of the NWU.” In accordance with outcomes-based education principles referred to in the Teaching and Learning Policy and stipulated in the Autonomy of Learning expressed in the HEQF (2004:32-37), the guidelines given in the Manual for the Writing of Interactive Study Guides provide for study guides to be as comprehensive as needed for first-year modules, while gradually recognising growth in students’ independent study skills in later years. At Masters level study guides may be very cursory, taking the number of credits of the particular module into account. The focus is on the active participation of the student – during self- or independent study, as well as during classroom contact.

The Manual guides the lecturer to develop a study guide that creates a learning environment of which the instructional design is optimally conducive to

- the nature of the module,
- the allocated study hours,
- the learning needs of the target group enrolled for the module,
- the mode of delivery.

Additionally, the Manual gives guidance on the selection of study materials, effective placement of formative assessments and practical exercises (See Assessment and Moderation Policy, Item 6) and on the role of the lecturer during contact sessions. The instructional design thus regulates the interfaces between student and study material, amongst students and between the student and the learning facilitator or lecturer, together with the resources the student and/or the lecturer might use to enhance the mastery of outcomes, such as information technology.

The Manual furthermore indicates the stylesheet Graphikos (see 2.4.1.2) requires the author to use.

2.4.1.2 Formatting and production of the study guide

At the Potchefstroom and Vaal Triangle Campuses a business process management system (e-Work) administered by Graphikos, a sub-division of Academic Support Services on the Potchefstroom Campus,
streamlines and optimises production and technical quality assurance processes of study guides (and other study material). At the Mafikeng Campus the Institutional Manager Technology is currently responsible for ensuring the technical quality of study guides. A new business process management system that will replace e-Work in 2009, will also be rolled-out at the Mafikeng Campus.

Currently the Study Guide Production System (SGP System) within e-Work activates when the author or the study guide co-ordinator of a Faculty electronically registers and uploads a completed study guide within the system. Once in the system, the study guide is channeled for language editing and/or translation, page-layout design, a proof copy for approval by the author, as well as for technical quality assurance by support staff with regard to corporate identity matters and layout, before finally being printed.

With the consent of the School Director and the Dean of the Faculty, a lecturer may take the responsibility of formatting and producing a study guide personally, thus without the intervention of Graphikos. Certain rules apply, such as that the study guide must be registered on e-Work and an official template is to be used, to ensure that the end product adheres to specific technical standards (see prescriptions for self-formatting of study guides).

2.4.2 E-Learning as interface in the teaching and learning environment

A blended teaching and learning environment encompasses three delivery modes, face-to-face contact, paper-based, and electronic (e-learning). Electronic delivery can be utilised for full programmes, one or more modules within a programme, or for elements within a module, such as multiple choice assessments. Until 2007 the Varsite system served as electronic platform for the delivery of e-learning on the Potchefstroom and Vaal Triangle campuses. In 2007 a process was started to substitute Varsite with eFundi (an open / community Collaboration and Learning Management System called SAKAI) on all three Campuses. The substitution process as well as the migration of learning content from Varsite to eFundi will be finalised at the end of 2008.

Implementation of the eFundi system is managed by a three-layered task team, and guided by the Manual for e-Learning Implementation that includes a quality assurance e-learning checklist

- The first layer represents the Core Group (representatives from the Institutional Academic Development and Support unit and IT-Central), who ensure that eFundi is up and running.
- The second layer consists of representatives from Campus Academic Support units as well as Campus IT units. They support the implementation of eFundi on the Campuses, train and support end-users, and communicate needs from the end-users to the Core Group.
- The third layer consists of the end-users, i.e. the lecturers and students. A formal End-User Forum (currently only established on the Potchefstroom Campus) ensures proper communication of problems, issues and needs to the Core Group of the task team.

Workshops and training opportunities are incorporated and scheduled in the institutional training schedule, and include:

- Basic use of eFundi, focusing on technical training in basic functionalities of eFundi - compulsory for new users of eFundi as well as for newly-appointed lecturers.
- Advanced use of eFundi, focusing on technical training in more advanced functionalities.
- Instructional design in eFundi, focusing on the training of staff in the educational use of eFundi.

Consultations on demand, e-mail requests, an electronic help request system and telephonic support, as well as printed and electronic support material, conclude available support to lecturers on all Campuses. Student training and support on the Potchefstroom and Vaal Triangle Campuses are the shared responsibility of lecturers, Sleutelbord (a student body under the auspices of ITC consisting of student assistants) and the eFundi helpdesk. Sleutelbord actively renders first-level IT support to students, while the eFundi helpdesk renders second-level (more advanced) IT support.

The establishment of various support levels for students on the Mafikeng Campus is currently in progress.

2.4.3 Structured classroom contact as interface in the teaching and learning environment

The nature of structured classroom contact between students and lecturers or between students and tutors/mentors is guided by the

- NWU’s Mission statement to be a value-driven university, and the accompanying goals in the Institutional Plan (See Institutional Plan 2008-2010, Item 5.4)
- Teaching and Learning Policy
• **Study Guide Policy**
• **Assessment and Moderation Policy**.

The measure of autonomy expected from students is described in the Level Descriptor (HEQF) of each study year and implemented in the study guide. Classroom contact focuses on problem-based applications of which the nature and level of difficulty is determined by:

- A target-group analysis of the students enrolled for the module (i.e., knowledge, cognitive skills, language proficiency, access to technology, learning strategies and study skills)
- Learning resources in terms of the nature of the study guide, external learning resources (textbooks, CD-ROM, Internet), programme and module outcomes
- Teaching plan and methods such as the use of group-work, tutorials, practicums, etc: Teaching methods should be adapted to leave opportunities for students not only to develop a scientific way of thinking and working, but also to master the subject content and subject-typical skills. In addition, critical outcomes should be aligned with level descriptors, programme outcomes and workplace demands
- Information technology for delivery in terms of e-learning (eFundi, Internet access, and media).

### 2.4.4 Work-integrated teaching and learning

The [HEQF (2007:9)](http://example.com) explains work-integrated learning (WIL), also called work-based learning, as “periods of required work that integrate with classroom study”. It should be differentiated from an internship after the degree has been conferred (as in the case of the B Pharm or LL B qualifications). WIL is viewed as a structured part of the qualification and the volume of learning (allocated in terms of credits) should be appropriate to the purpose of the qualification and to the cognitive demands posed by the learning outcomes and assessment criteria (level descriptor included). The responsibility for placing students into WIL programmes rests with the Institution. Programmes including WIL curriculate for WIL in terms of:

- Module code and credits (specifying year of study and duration of WIL if not a full module)
- Module outcomes for WIL and relevance for programme outcomes
- Study guide for student (in co-operation with Provider for WIL);
- Contract between NWU and Provider;
- Manual for Provider specifying outcomes students have to attain in terms of knowledge of practices, skills training, competence within work-place and assessment procedures with report;
- Quality assurance mechanisms to ensure that the provider gives training on par with expectations.

In accordance with the Assessment and Moderation Policy, assessment of WIL is a co-operative function of the NWU and the Provider ([Assessment and Moderation Policy, Item 5.11](http://example.com))².

### 2.4.5 Assessment and moderation of individual modules

Assessment and moderation are both regulated and guided by:

- The [General Academic Rules](http://example.com) of the NWU
- Idiosyncratic Faculty Rules
- [The Recognition of Prior Learning Policy](http://example.com) (for access and credit recognition)
- **Assessment and Moderation Policy**
- [Criteria for Programme Accreditation](http://example.com) (see criterion 13:iv) demanding integrated assessment once per programme and preferably once per study year and once per module
- **HEQF Level Descriptors**

The lecturer presenting a module is personally responsible for ensuring that all formal formative (contributing to the participation mark) and summative assessments are indicated in the Assessment Plan included in the Study Guide. The School Director is responsible for overseeing that the summative assessments of the modules in the School adhere to the standard expected by the Level Descriptors (applicable to first study-

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² An institutional policy for WIL is still to be finalised
year up to Masters level). He/she also regulates the internal as well as the external moderation of examination papers.

The number of formative assessments, as well as the moderation of summative assessment per module, are explicated in the Assessment and Moderation Policy, General Academic Rules and Faculty Rules. A template for a moderation report is available.

2.5 Quality assurance of programmes and short courses

2.5.1 Management of Quality Assurance

Institutionally, the quality assurance of all programmes is regulated by the Quality Policy, which stipulates, amongst others, that all programmes are to be submitted to an Internal Programme Evaluation (IPE) once every three years. A number of programmes per Campus selected in accordance with specific criteria, are further submitted to an External Programme Evaluation (EPE), while certain programmes are elected by DoE for National Reviews by the HEQC. Professional councils conduct their own reviews of professional programmes. The research component of a Masters programme is reviewed in the course of the Research Entity evaluation process (see Research and Innovation Policy, Item 6).

The Dean of each Faculty on a specific Campus is responsible for scheduling programmes that are to be submitted to an IPE for a specific year and to inform the Vice-Rector Quality and Planning (for the Potchefstroom and Mafeking Campuses) or the Vice-Rector Academic (Vaal Triangle) of the selected programmes. The Director of the School that owns the programme, is directly responsible for the execution of the IPE. On completion, a report is sent to the relevant Dean and Vice-Rector. The Dean, delegating responsibility to the School Director, is held accountable by the Vice-Rector for the implementation of the action steps explicated in the report.

The institutional Quality Office drives the EPEs and also co-ordinates National Programme Reviews by the HEQC. Faculties are responsible for co-ordinating with professional councils whenever a review by such a council is conducted.

2.5.2 Instruments and procedure for the Internal Programme Evaluation

The instruments and a procedure document for the Internal Programme Evaluation (IPE) process are available on the Intranet. Support in the process is rendered by the Campus Academic Development and Support unit.

The IPE process focuses on identifying the strengths and weaknesses in the curriculation and delivery of a programme (including all modules in the programme) and compiling an effective action plan with time-lines for elaborating on the strengths and minimising the weaknesses.

The evaluation instruments are aimed at gaining information from the Dean, the School Director, the programme manager/leader, the lecturers presenting the modules in the programme, the students enrolled for the programme, as well as from students who have already completed the programme, and employers who employ alumni from the programme. The evaluation instruments furthermore assess every aspect of the programme from the need for the programme within a national context, to its composition of modules, the standard of delivery by means of study guides, contact sessions, e-learning and support rendered by the Library and IT services, up to the throughput statistics of the previous three years the programme has been running.

A panel of experts on the programme comprising of the School Director, programme manager/leader, senior lecturers, member from the Campus Academic Development and Support services, and a member from another School or Faculty, is responsible for completing the IPE-questionnaire. The panel also ensures that documents supporting the questionnaire are available as evidence. Students enrolled for every module of the programme complete a student evaluation questionnaire on the content, delivery and assessment of the module.

The panel utilises the information acquired through the questionnaires to identify the strengths and weaknesses of the programme and to compile the ensuing action plan.

Copies of each IPE-report are filed by the responsible Vice-Rector of the Campus, the Dean and the School Director.

2.5.3 External programme evaluations

2.5.3.1 External Programme Evaluation

The External Programme Evaluation process serves as an instrument for institutional monitoring of the Campus-driven IPE processes, and to corroborate the results of the IPEs, particularly in instances where the
IPE indicated major weaknesses in a programme. The Institutional Quality Office in consultation with the respective Campus Vice-Rectors, selects programmes to be externally evaluated. Whereas all members of the IPE panel are staff from the particular School and Campus presenting the programme, the EPE panel comprises of internal staff members as well as of members external to the Institution, nominated by the Quality Office. The instruments and a procedure document for the EPE are available on the Intranet. EPE-Reports are filed by the Quality Office and are disseminated for follow-up on action plans to the relevant Campus Vice-Rector and Dean of the Faculty presenting the programme.

2.5.3.2 HEQC National Programme Reviews

National Programme Reviews are aimed at ascertaining whether an individual qualification or programme offered by a number of institutions, concur in quality across these institutions. Programmes to be reviewed are identified by the HEQC, that co-operates with the Institutional Quality Office in the process of evaluation. The Quality Office, in co-operation with the Dean of the Faculty, drives the co-ordination, support, logistics and timely execution of the Review.

2.5.3.3 Review by a professional council

Professional councils accrediting professional qualifications for registration with the council, such as B Pharm and B.Ing, have the obligation to evaluate a Faculty's professional programmes. The aim is to ensure that the content and quality of the programme are consonant with the expectations of the relevant industry. Processes, procedures and measuring instruments are the prerogative of the specific council.

2.5.4 Institutional instruments and processes for the evaluation of short courses

The instruments for evaluation of credit-bearing short courses are compiled by the Institutional Academic Development and Support Office in conjunction with the Quality Office. The newly-appointed Institutional Short Course Co-ordinator will develop and implement a process for Institutional Short Course evaluation (ISCE). The ISCE process will focus on identifying the strengths and weaknesses in the delivery of credit-bearing short courses, and on compiling an effective action plan with time-lines for elaborating on the strengths and on minimising the weaknesses of evaluated short courses.

Students enrolled for credit-bearing and non-credit-bearing short courses are required to complete a student evaluation form. It is required that the feedback from these evaluation forms should reach the Director of the School or the Line Manager of the Unit presenting the short courses. The short course manager from the relevant School/Centre can adapt the forms to suit the target group.

Table 2.2: Electronic links for Section 2

<table>
<thead>
<tr>
<th>Document</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>National documents:</td>
<td></td>
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<tr>
<td>Institutional documents:</td>
<td></td>
</tr>
<tr>
<td>eFundi helpdesk</td>
<td><a href="http://efundi.nwu.ac.za/portal/">http://efundi.nwu.ac.za/portal/</a></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Instruments for evaluation of credit-bearing short courses</strong></td>
<td><a href="https://intranet.nwu.ac.za/af/fileplan/teaching/index.html">https://intranet.nwu.ac.za/af/fileplan/teaching/index.html</a></td>
</tr>
<tr>
<td><strong>Quality assurance e-learning checklist</strong></td>
<td><a href="http://www.puk.ac.za/as/ito/index.html">http://www.puk.ac.za/as/ito/index.html</a></td>
</tr>
<tr>
<td><strong>Short Course Data Base</strong></td>
<td><a href="http://www.puk.ac.za/vstudente/kort.html">http://www.puk.ac.za/vstudente/kort.html</a></td>
</tr>
</tbody>
</table>

**Institutional documents:**

3 Section 3: Staff development and Student support

3.1 Context
Programmes can only be developed, delivered and quality-assured by academic staff with specialised knowledge and skills pertinent to the discipline, instruction mode and background research, which enable them to perform their different functions competently. This Section focuses on formal support services for staff provided by the University, as well as on special student support services.

3.2 Academic Development and Support Structures
The main University structures for providing special support to staff and students are the Academic Development and Support (ADS) units. Apart from an institutional ADS Office, each Campus manages its own ADS unit - on the Mafikeng Campus the Academic Development Centre (ADC); the Academic Support Services (ASS) on the Potchefstroom Campus; and the Academic Development and Support (ADS) unit on the Vaal Triangle Campus.

Each of the four ADS units offers particular services. All four, however, support the implementation of the Institutional and Campus Plans (2008-2010) by focusing on the teaching and learning development initiatives in the Plans. In effect, the ADS units provide support in the following general domains:

- Academic staff development;
- Student academic development
- Curriculum development; (see 2.3 for programme development and alignment)
- Teaching and learning technology production and support (see 2.4.1. and 2.4.2)
- Study guide development (see 2.4.1.1)
- Management of assessment and moderation (see 2.4.5)
- Management of short course provision (see 2.2)
- Internal and external programme evaluation processes (see 2.5).

The level of efficiency in the provision of these services currently varies on the Campuses due to the historical legacy regarding infrastructure, finances and human resources. This variation is also noticeable in the management structures of the different Campus support units.

The Institutional ADS Office has the mission of aligning and co-ordinating support services across Campuses, in order for all ADS units to work in a synchronised manner towards the continuous improvement...
of the quality of teaching, learning, assessment, and research at the NWU (See Institutional ADS Functions and Contact Persons, Item 1.1). The Institutional ADS Office is also specifically responsible for:

- Presenting Phase 1 of the Institutional Course for New Lecturers (see 3.3.1)
- Review of the processes and procedures for the Institutional Teaching Excellence Award (see 3.3.2)
- Review of the processes and procedures for Supplemental Instruction (see 3.4.2.1)
- Administration of the functions of the Institutional Committee for Academic Standards (see 2.3.3).

3.3 Academic development programmes for staff

The NWU provides in the professional development of its academic personnel, both newly-appointed and experienced, in different spheres, from administrative skills to academic and research competencies (See Staff Development Policy). Professional development focuses on teaching and learning excellence embedded in the Mission of the NWU, to become a balanced teaching and learning and research university (See Institutional Plan). Continuous professional development takes place by means of internal and external training and development opportunities formulated in the performance agreement of each individual staff member. Teaching development, on the other hand, ensures the improvement of teaching skills, which in turn improves learning skills and also throughput and pass-rates in general.

This sub-section deals with this latter facet of staff development, entailing a compulsory programme for newly-appointed academic staff, a voluntary programme for experienced personnel culminating in an award, the Institutional Teaching Excellence Award, and a series of workshops aimed at the improvement of either generic teaching or communication competencies, or themes posed by discipline- or School-specific demands.

3.3.1 Institutional Course for New Lecturers (ICNL)

Since neither training nor instructional experience is a prerequisite for appointment in an academic position at the NWU, the ICNL provides fundamental knowledge and skills about outcomes-based teaching principles and practices, as well as cursory training in research. It is compulsory for all new lecturers to attend this course.

Phase I of the ICNL, presented by the Institutional ADS Office, consists of information sessions and workshops dealing with different aspects of research and of teaching and learning including mini-contact sessions presented by the new lecturers themselves.

Phase II, a mentoring programme, is organised by the relevant Campus ADS office, and entails the presentation of a contact session under the guidance of a mentor from Campus ADS and a subject-specialist from the relevant School of which the new lecturer is a staff member. (see forms for preparing contact session and assessment thereof) Phase II also includes the attendance of three compulsory workshops on (i) The writing and use of a study guide, (ii) group-work as teaching tool, and (iii) e-learning (See training schedule).

3.3.2 Institutional Teaching Excellence Award (ITEA)

The Institutional Teaching Excellence Award (ITEA) is aimed at encouraging full-time academic members of staff involved in contact teaching at the NWU to develop their teaching skills and to give evidence-driven demonstrations that their teaching practices adhere excellently to sound outcomes-based teaching principles that should result in effective learning in the higher education sector. Apart from the ITEA as award for excellent teaching practice, the ITEA process also offers opportunities to academic members of staff to improve their teaching practices optimally through scheduled workshops and under guidance of an experienced academic advisor and an academic peer from the same field of study. For the latter purpose the Development ITEA serves as award for noticeable improvement of teaching competence.

The ITEA process includes:

- Observation of three contact sessions by the evaluation panel (See Appendix G for guidelines and score card),
- student feedback on the lecturer’s teaching (See Appendix F for ITEA questionnaire)
- the evaluation of a teaching portfolio compiled by the lecturer (see score card).

The course of the ITEA procedure is as follows:

- Faculty members eligible for participation in the ITEA process must be elected and recommended by their Dean/School Director with consideration of the 10% allocation per Faculty rule.
• Application forms are available on the home page of the institutional ADS-office (see appendix A) and must be submitted to the Chair of the Faculty’s Teaching and Learning Committee (TLC) before the end of February.

• Candidates have to submit their timetables to the Chair of the relevant TLC as part of their application forms.

• The TLC of the relevant Faculty selects and appoints an evaluation panel consisting of 3 members for each participating ITEA candidate, who sign a code of conduct (see Appendix B) that binds them to treat all ITEA information as confidential.

• The evaluation panel assesses a candidate’s contact sessions as well as his/her portfolio, which is to include different teaching activities that will be assessed according to different criteria that are available (see Appendix C). The evaluation panel also attends three contact sessions: One scheduled session arranged with the candidate prior to the contact session and two contact sessions without prior notification. (see evaluation forms)

• The evaluation panel may, after assessment of the first contact session of first-time entrants for the ITEA, recommend that a candidate whose performance is found to lack the required standard, be transferred to the Development ITEA.

• The participant is responsible for having his/her teaching competency evaluated by students in all the modules presented during the course of the ITEA (see student evaluation forms).

• Attendance of a workshop by ITEA candidates on the compilation of a portfolio included in the ITEA is optional.

• ITEA portfolios are submitted to the respective TLCS. Guidelines for portfolio submissions (see Appendix C) are available on the home page of the Institutional ADS Office. [See the score card for panel members for more detail (Appendix D).]

• The prestigious ITEA amounts to R20,000 and candidates who achieve between 75% and 79% compliance with the criteria, receive an amount of R15,000. Candidates who complete the ITEA individual teaching development programme successfully with an average mark between 70% and 74% are awarded an amount of R10,000 as incentive to continue their efforts to improve their university teaching skills (see Appendix E for financial policy and process).

3.3.3 Academic staff development training menu

The two institutional support departments involved in staff development, Academic Development and Support and Organisational Learning and Development, provide an annual training menu and timetable for workshops and other developmental opportunities. Staff members enrol individually for participation in these events based on their development needs as indicated in the personal development plan (as part of the performance management system).

The training and development needs identified as outcomes of the performance management system serve as input to the annual Workplace Skills Plan, as required by the Department of Labour in terms of the Skills Development Act. The annual combined training schedule mentioned above is made available to line managers and staff members. This training schedule consists of the in-house training and development activities which can be identified and scheduled at the beginning of each year.

A total picture of all the training and development undertaken by staff members is recorded in the Training Report, which is submitted to the ETDP SETA annually. An important source of funding of the training and development is the Skills Fund, which is based on the rebate on skills levies provided by the ETDP SETA. Utilisation of the Skills Fund by staff members is prescribed in terms of a procedure for applications and use of the Fund.

Besides the attendance of formally planned and scheduled opportunities, numerous informal professional development interventions with individual staff members take place on a consultation basis.

Workshops presented by Institutional and Campus ADS units are provided for in the following areas:

• Assessment and moderation training and development

• Writing an interactive study guide

• Integration of study guides in the course of teaching and learning

• Outcomes-based education

• Group work and other teaching methods
3.4 Student support

3.4.1 Introduction
Student support varies over a wide spectrum of services, of which some have not yet been implemented on all three Campuses of the NWU. This sub-section focuses on student support to improve learning, while brief mention is made of other types of support, such as in the domain of social and sexual relationships, emotional support and health-related support available to students.

3.4.2 Student support to improve learning

3.4.2.1 The process for Supplemental Instruction (SI)
The Policy on Supplemental Instruction at the NWU (including procedures for implementation) was approved by Senate in 2006.

3.4.2.2 Principles for the implementation of SI at the NWU
The selection of modules in which SI are implemented is based on the following principles:
(i) SI facilitation is first of all implemented with modules that have an “at risk history”. This means that the Faculty requesting SI facilitation for that module must be able to provide evidence that this module had poor throughput rates over a period of 2–5 years;
(ii) A second consideration is student numbers. At risk modules with large groups of students receive consideration for the implementation of SI;
(iii) A third consideration is the difficulty levels of the outcomes and content related to the module. The Faculty requesting SI facilitation should provide an assessment of the difficulty levels of the outcomes and content in their request for SI implementation.

3.4.2.3 Procedures for the implementation of SI in Faculties
See Appendix A for a summary of the different participants and responsibilities.

3.4.2.4 SI School co-ordinator, SI mentors and SI leaders/facilitators
Nominated facilitators are trained in SI principles, which include, among others, to help students to:
• Develop study and scientific skills necessary for optimal performance at the appropriate university level
• Develop life skills necessary to adapt socially at university
• Improve their language and communication skills
• Rectify shortcomings they might experience in knowledge or skills necessary for their academic success
• Develop a positive academic self image
• Improve their understanding of and communication in the subject matter and their abilities to apply this knowledge
• Handle and manage a group session.

3.4.3 Student counselling services
On the Potchefstroom Campus the Director Student Guidance Services reports to the Dean of Students who is a member of the Campus Management. At the Mafikeng Campus the Director of the Guidance and Counselling Centre reports to the Manager Student Affairs, while on the Vaal Triangle Campus the Director Student Development reports to the Campus Registrar.

Currently, the following services are provided by the respective units on the Campuses (see Table 3.1):

- Electronic teaching and learning.
Table 3.1: Student counselling services/functions at the NWU

<table>
<thead>
<tr>
<th>Service / Function / Product</th>
<th>Mafikeng Campus</th>
<th>Potchefstroom Campus</th>
<th>Vaal Triangle Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychotherapy and personal counselling to students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Equip students with necessary life skills to cope with stress, disappointment, conflicts, eating disorders</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Assist students with career planning and choosing appropriate subjects</td>
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</tr>
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<td>4. Provide students with information about future careers</td>
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<tr>
<td>5. Assist students who encounter difficulties with studies</td>
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<td></td>
<td></td>
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<tr>
<td>6. Review student results and propose interventions that will assist students</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>7. Assist students with special abilities and needs to perform their duties</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Interact and liaise with other departments on campus to ensure that students with special needs receive effective services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Implement the Student Disability Support Policy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Peer counsellors in residences (and training of)</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>11. Train peer educators</td>
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<tr>
<td>12. Internships for psychology students</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>13. Admission Committee work</td>
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<td>✓</td>
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<tr>
<td>14. Co-ordinate agreements / arrangements with FET colleges</td>
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<tr>
<td>15. Special admissions examinations</td>
<td>✓</td>
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<tr>
<td>16. Selection of students for selected undergraduate and postgraduate programmes</td>
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<tr>
<td>17. Psychometric evaluation of students</td>
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</tr>
<tr>
<td>18. Co-ordinate first year student orientation</td>
<td>✓</td>
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Note: As the process of rolling-out of the functions of the Career Centre on Campuses progresses, services 3 and 4 will be incorporated into those of the Centre.
<table>
<thead>
<tr>
<th>Documents</th>
<th>Links</th>
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<tbody>
<tr>
<td>Institutional ADS Functions and Contact Persons</td>
<td><a href="https://intranet.nwu.ac.za/fileplan/teaching/index.html">https://intranet.nwu.ac.za/fileplan/teaching/index.html</a></td>
</tr>
<tr>
<td>Institutional Course for New Lecturers - content</td>
<td><a href="https://intranet.nwu.ac.za/fileplan/teaching/index.html">https://intranet.nwu.ac.za/fileplan/teaching/index.html</a></td>
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