



GENERAL ACADEMIC RULES

Reference Number	7P
Accountable executive manager	Registrar
Policy Owner	Registrar
Responsible division	Registrar Student Academic Lifecycle Administration
Status	First approval on 21 September 2017 The following rules were revised: March 2018 – A-Rule 5.11.1.1 March 2019 – A-Rule 4.11.6.2 June 2019 – A-Rules 1.18.13, 4.2.3 and 5.9.4 March 2020 – A-Rules 4.11.5.1.3, 4.11.5.1.4, 4.11.5.1.5, 4.11.5.1.6, 5.11.5.1.3, 5.11.5.1.4, 5.11.5.1.5 and 5.11.5.1.6. March 2020 – Glossary and abbreviations
Approved by	Council
Date of approval	21 September 2017 with revisions in March 2020
Review date	2022

Registrar

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 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, cancelation 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 Timeous 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 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. 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 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 1.15.4 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 has 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 and a maximum of 135 credits for research, and
 - 4.2.3.3 a master's degree by coursework and a mini-dissertation with a minimum of 60 and a maximum of 99 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 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 academic director concerned;
 - 4.11.5.1.4 be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners concerned;
 - 4.11.5.1.5 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
 - 4.11.5.1.6 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 rule 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 for Master's and Doctoral Studies

- 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 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 degree's 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 external, and attached to different institutions, 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 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 academic director concerned;
 - 5.11.5.1.4 be accepted on condition that specified revisions of a substantive nature be made to the satisfaction of the examiners concerned;
 - 5.11.5.1.5 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
 - 5.11.5.1.6 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 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 ACRONYMS, CONCEPTS AND DESIGNATIONS¹

LIST OF ACRONYMS

ABET	Adult Basic Education and Training
ACCA	Association of Chartered Certified Accountants
API	Application Programming Interface
ARC	Admission Requirements Committee
AV Equipment	Audio Visual Equipment
CAPS	Curriculum Assessment Policy Statements
CAT	Credit Accumulation and Transfer
CE	Community Engagement
CEd	Continuing Education
CET	Continuing Education and Training
CCFO	Critical-Cross Field Outcomes
CHE	Council on Higher Education
CIMA	Chartered Institute of Management Accountants
CTL	Centre for Teaching and Learning
CMS	Curriculum Management System
DBE	Department of Basic Education
DE	Distance Education
DG	Director-General of the Department of Higher Education and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
ECD	Early Childhood Development
ECSA	Engineering Council of South Africa
ELO	Exit Level Outcome
ELOAC	Exit Level Outcomes and Assessment Criteria
ESETA	Energy Sector Education and Training Authority
ETD	Education, Training and Development
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurer/ Assurance
FASSET	Financial and Accounting Services Sector Education and Training Authority Foundation Education Provision Committee
FEPC	
FET	Further Education and Training

¹ The Glossary is intended as a supplement to the Teaching and Learning Strategy, the Teaching Learning and Assessment Policy, the Teaching, Learning and Assessment Rules, and the General Academic Rules of the NWU. Where a contradiction occurs, the General Academic Rules take precedence.

FITLP	Faculty Integrated Teaching and Learning Plan
FSCA	Financial Services Conduct Authority (replacing the FSB)
GET	General Education and Training
HE	Higher Education
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HET	Higher Education and Training
HPSCA	Health Professions Council of SA
HRD	Human Resource Development
ISCFP	Institute for Commercial Forensic Practitioners
LGWSETA	Local Government Water and Related Services Sector Education and Training Authority
LIS	Library and Information Services
LMC	Library Management Committee
LMS	Learning Management System
LTI	Learning Tool Interoperability
MOOC	Massive Open Online Course
MOD	Module Overview Document
NCS	National Curriculum Statement
NDP	National Development Plan 2030
NGDLE	Next Generation Digital Learning Environment
NGO	Non-Government Organization
NLRD	National Learners' Records Database
NSA	National Skills Authority
NSB	National Standards Body
NSC	National Senior Certificate
NQF	National Qualifications Framework
NSC(V)	National Senior Certificate Vocational
OBE(T)	Outcomes-Based Education (and Training)
ODL	Open Distance Learning
OER	Open Education Resources
PHEI	Private Higher Education Institution
PLE	Physical Learning Environment
PQM	Programme Qualification Mix
PSET Sector	Post-school Education and Training Sector
RPL	Recognition of Prior Learning
Q&APP	Qualification and Academic Programme Planning
QA	Quality Assurance
QMS	Quality Management System
SABPP	South African Board for Personnel Practice

SADC	Southern African Development Community
SACSSP	South African Council for Social Service Professions
SAIBA	South African Institute for Business Accountants
SAICA	South African Institute for Chartered Accountants
SAIPA	South African Institute for Professional Accountants
SANC	South African Nursing Council
SAPC	South African Nursing Council
SAQA	South African Qualifications Authority
SASSETA	Safety and Security Sector Education and Training Authority
SCAS	Senate Committee for Academic Standards
SCORM	Sharable Content Object Reference Model
SCTL	Senate Committee for Teaching and Learning
SCLPAS	Senate Committee for Language Planning and Advisory Services
SD	Skills Development
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SI	Supplemental Instruction
SLISC	Senate Library and Information Services Committee
SL	Service Learning
SMC	Senior Management Committee
SME	Subject Matter Expert
SoP	Standard Operating Procedure
SSETA	Services Sector Education and Training Authority
TLC	Teaching and Learning Committee
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UMALUSI	General and Further Education and Training Quality Assurance Council
UMC	University Management Committee
UODL	Unit for Open Distance Learning
UCDPG	University Capacity Development Programme Grant
UCE	Unit for Continuing Education
VLE	Virtual Learning Environment
WBT	Web-based Training
WIL	Work-integrated Learning
WISL System	Work-integrated and Service Learning System

Concept	Description
Academic staff development and support	Refers to all aspects related to the support of academic staff or the development of their skills within the higher education teaching and learning environment, including but not limited to professional development in a) the art of high quality innovative university teaching, b) the skill of designing and developing responsive curricula and appropriate assessment plans, c) the effective use of appropriate teaching and learning media and technologies to enhance learning opportunities, and d) research into teaching and learning in the classroom to further enhance teaching practice.
Academic essence of a Faculty	The identity or the core nature/qualities of the faculty (how it is structured, why each school belongs to that faculty particularly, what characteristics of the faculty distinguishes it from other faculties, the indispensable conceptual and/or professional characteristics that the faculty wants to develop in its students etc.) and how each discipline or subject group therein contributes towards the purpose of the faculty's very existence.
Academic integrity	The adherence to ethics of honest scholarship and the ability to work independently; also to give credit to the ideas of others and the re-use of one's own previous work, and the submission of original research products for assessment, examination and review.
Academic language	<p>Refers to the oral, written, auditory and visual language proficiency required to learn effectively in a higher education setting – i.e. the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes the use of appropriate vocabulary, grammar, punctuation, syntax, discipline-specific terminology and conventions that allow students to acquire knowledge and academic skills while also successfully navigating academic requirements, assignments, expectations, and cultural norms.</p> <p>While the term is most commonly applied to language-specific skills (reading, writing, listening and speaking), competency in academic language also bleeds into a wide variety of related non-linguistic skills that are difficult to separate out from language ability, including foundational academic skills (organising, planning, researching, reporting on research findings), cognitive skills (critical thinking, problem solving, self-directedness), in addition to other forms of literacy required to succeed in their studies, such as technological literacy, online literacy, media literacy, multicultural literacy, among others.</p> <p>(https://www.edglossary.org/academic-language/)</p>
Academic materials	Includes all academic products, irrespective of the form in which it was produced, both at undergraduate and post-graduate level, inclusive of but not limited to research articles, chapters in books, conference presentations and papers and research outputs as outcome of a contract with third parties.
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 Qualification and academic programme planning and development
Academic programme	<p>A planned and structured set of learning components represented by compulsory and/or elective core and/or fundamental modules (see also Core module and Fundamental module), 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 academic programme 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 Internal NWU qualification standard). In many, but not all, cases, such academic programmes may also have common learning components that denote the nature of the qualification, though there may be different combinations of major subjects (core modules) 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 Naming conventions).</p>

<p>Academic programme alignment</p>	<p>All academic programmes leading to a qualification must be consistent with the particular NWU qualification standard, thus each programme must align to the following:</p> <ul style="list-style-type: none"> • Purpose of the qualification; • Admission requirements for access to the qualification (each programme may have additional subject specific admission requirements that may not circumvent the qualification admission requirements); • Credit values: in total and at each NQF level; • Credit structure in terms of core and fundamental modules should, as far as is possible, aligned at each NQF level to facilitate seamless articulation for the student: <ul style="list-style-type: none"> a) from one campus to another in the same programme without losing any credits; or b) from one programme to another within the same qualification, with the student only losing the credits of core modules (a different major) necessary to successfully complete the programme to which he/she articulated; • Exit level outcomes (core competences/graduate attributes in terms of knowledge, skills and attitudes); in each programme these graduate attributes should be refined; • Assessment plan (appropriate mix of formative and summative assessment opportunities and the composition of the formative participation mark in relation to the summative assessment mark); • Progression and articulation possibilities (accounting for the different majors in each programme). <p>See also Internal qualification standard and Module alignment</p>
<p>Academic student support</p>	<p>Academic student support encompasses all the strategies, methods and resources that faculty and academic support divisions employ to help students acquire, refine and strengthen their academic skills that are necessary for study success and enhancement of employability. Many or most forms of academic support are based on identified learning needs, and faculties or support divisions will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialised 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 endeavours to empower students to become independent learners by promoting academic excellence.</p> <p>Academic 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 and in many cases also social advice, 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 (LMS).</p> <p>At the NWU the following student support divisions exist:</p> <p>Centre for Teaching and Learning (http://services.nwu.ac.za/ctl)</p> <p>Career Centre (http://services.nwu.ac.za/career-centre)</p> <p>Language Directorate (http://services.nwu.ac.za/language-directorate)</p> <p>Library and Information Services (http://library.nwu.ac.za/)</p> <p>Student Counselling and Development (http://services.nwu.ac.za/student-counselling-and-development)</p> <p>Psychological Services (http://services.nwu.ac.za/student-counselling-and-development/psychological-service)</p> <p>Residence Services (http://services.nwu.ac.za/business-and-enterprise-development/residence-services)</p> <p>Social Work Services (http://services.nwu.ac.za/student-counselling-and-development/social-work-services)</p> <p>Student Financial Support Services (http://services.nwu.ac.za/student-finances-and-financial-related-systems)</p> <p>Supplemental Instruction (http://services.nwu.ac.za/ctl/supplemental-instruction)</p> <p>Health Centres (http://services.nwu.ac.za/health-centres)</p> <p>HIV and Aids Services (http://services.nwu.ac.za/student-counselling-and-development/hiv-and-aids-services)</p> <p>IT Support (http://services.nwu.ac.za/ithome)</p> <p>Writing Centre (http://humanities.nwu.ac.za/nwu-writing-centre)</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.
Academic access	The opportunity to pursue education and training at a higher education level, including access to relevant qualifications and part-qualifications. Academic access should be distinguished from academic success as the former does not automatically imply the latter (see also Academic success).
Academic success	In the broadest sense academic success is inclusive of academic achievement (student academic performance and academic ability), attainment of learning and module outcomes, acquisition of desired skills and competencies, student satisfaction and motivation, persistence (continued progression), and ultimately graduating and being employable/ finding employment. <i>Defining and Measuring Academic Success. Available from: https://www.researchgate.net/publication/278305241_Defining_and_Measuring_Academic_Success [accessed Feb 06 2020].</i>
Accreditation	The principles and processes whereby academic programmes leading to qualifications registered on the NQF are evaluated by the HEQC, a permanent committee of the CHE, for quality in terms of national criteria, and are approved for delivery by institutions registered by the DHET that are confirmed to have the capacity to offer the academic programme. The recognition status (equated to the HEWC evaluation which indicates that the programme meets minimum standards of quality) is granted for a stipulated period of time.
Accredited academic learning programme	An academic learning programme, leading to one of the qualification types of the HEQSF that has gone through the process of approval by the CHE.
Accredited provider	A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council, as having the capacity or provisional capacity to offer a qualification or part-qualification registered on the NQF at the required standard.
Active learning	Active learning refers to a range of teaching strategies which engage students as active participants in teaching and learning activities during class time with their lecturer/ facilitator/ tutor, or during self-directed learning sessions. Typically, these strategies involve some amount of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like journal writing, problem solving, self-assessment and paired discussions, to longer, involved activities or pedagogical frameworks like case studies, role plays, brainstorming activities, peer review and structured team-based learning. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.
Active student	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. According to HEMIS, an effective registration by a student for a module exists when all these criteria have been met: <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.

Adaptive learning	<p>Adaptive learning is one of many possible approaches to personalized, highly targeted education to large numbers of learners through various technology systems and tools.</p> <p>Adaptive learning is one technique for providing personalised learning, which aims to provide efficient, effective, and customized learning paths to engage each student. Adaptive learning systems use a data-driven and, in some cases, nonlinear approach to instruction and remediation. They dynamically adjust to student interactions and performance levels, delivering the types of content in an appropriate sequence that individual learners need at specific points in time to make progress. These systems employ algorithms, assessments, student feedback, instructor adjustments/interventions, and various media to deliver new learning material to students who have achieved mastery and remediation to those who have not.</p> <p>https://www.smartsparrow.com/what-is-adaptive-learning/ See also Personalised Learning</p>
ADDIE model for eLearning	<p>A process for the development of eLearning materials. Process consists of 5 steps: Analysis (needs analysis, target audience analysis, task and topic analysis); Design (learning objectives, sequencing, instructional strategy, delivery strategy, evaluation strategy); Development (content development, storyboard development, courseware development); Implementation (installation and distribution, managing student activities); Evaluation (e.g. student reactions, proof of learning or learning outcome achievement, behavioural change, transfer of job-related knowledge and skills, etc.).</p> <p>See also e-Learning</p>
Additional module	<p>Any module taken by a student in addition to those required for the formal curriculum of the academic 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>
Administrative and logistical coordination for delivery of qualifications and academic programmes by means of the distance mode of provision	<p>This includes all necessary provision managed by the UODL 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>
Admission procedures	<p>The application of faculty-specific selection criteria to select potential students to pursue education and training opportunities in academic programmes offered by the NWU</p>
Advanced standing	<p>The status granted to a student for admission to study at a higher level than the student's prior formal studies would have allowed, including exemption where applicable. Granting advanced standing does not entitle the student to claim achievement of the exempted qualification.</p>
Agency (verb)	<p>The power of individuals or groups to change perspectives, practices, conditions or contexts.</p>
Amendment, cancellation or discontinuation of registration	<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>
Annual university calendar	<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>
Application Programming Interface (API)	<p>The specification that allows one programme to communicate with another. In the world of eLearning development, the Application Programming Interface makes it possible for the web browsers or servers to communicate with third-party programmes. One of the most popular interfaces is Tin Can API, which is the generation that followed SCORM. It allows you to collect data from a broad range of content both offline and online.</p>

Applied competence	<p>The ability to put into practice in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification. Applied competence encapsulates foundational, reflexive and practical competence:</p> <p>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 Level descriptor</p>
Articulation	<p>The process of forming possibilities of connection between qualifications and/or part-qualifications to allow for the vertical, horizontal and diagonal movement of students through the formal education and training system.</p> <p>Includes the mechanisms that enable student mobility between and among higher education institutions (also between the three campuses of the NWU).</p>
Assessment	<p>Assessment is central to learning and teaching because it is the key mechanism for evaluating the performance of students as well as the quality of teaching practices. Assessment outcomes form the basis for awarding credits, and ultimately of awarding a qualification.</p> <p>Assessment is a critical and structured process that is used to identify, gather and interpret information and evidence against the required competencies and/or standards that would enable reasonably objective judgments regarding the extent to which a student is progressing towards, or has achieved the outcomes of the modules of a programme that leads to the awarding of a qualification, or the required competencies in a part-qualification, professional designation or short course.</p> <p>Assessment can be formal, non-formal or informal; assessment can be <u>of</u> learning already done, or for learning to inform and shape teaching and learning still to be done, and <u>as</u> learning for students to become self-reflective and evaluative of their own progress.</p> <p>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 Criteria for effective assessment, Continuous assessment, Formative assessment and Summative assessment and Assessment standard</p>
Assessment as learning	<p>Assessment as Learning is the process whereby students learn to self-assess in order to monitor their own learning progress mainly through reflection and often with the help of their teachers. They become metacognitive in the process. This allows students to make adjustments and become capable of achieving a deeper understanding of their learning. Assessment as learning is particularly important in this digital age where learning and teaching has shifted to student-centred approaches and the teacher has become a facilitator of the learning and teaching processes. Students thereby learn to set and adjust, if necessary, personal learning goals.</p>
Assessment criteria	<p>Clear measurable standards for a particular outcome used to guide learning and to assess student achievement and/or to evaluate and certify competence.</p>
Assessment for learning/ formative assessment	<p>The process of gathering and interpreting of learning evidence by students and lecturers to determine students' progress within the learning process, as well as evidence of the quality and appropriateness of the teaching practices employed by lecturers. The outcomes of these should determine the direction that lecturers (in their teaching) and students (in their learning) should be taking to ensure achievement of learning outcomes. It is, therefore, a process promoting or strengthening teaching and learning or shaping the teaching and learning event.</p>
Assessment form (form of assessment)	<p>Written, oral, digital, individual, group, peer assessment, etc.</p>
Assessment instrument	<p>The measuring instrument according to which information is attained for assessment purposes, e.g. a test paper, a portfolio framework, a computer programme, a project report, etc.</p>
Assessment method	<p>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.</p>
Assessment of learning/ summative assessment	<p>Assessment to pass judgement, upon completion of a module, to determine whether the student has 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.</p>
Assessment plan/ Assessment strategy	<p>The "plan" according to which all assessment opportunities 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. The plan thus represents an appropriate mix of formative and summative assessment opportunities and the composition of the formative participation mark: summative examination mark.</p>

Assessment standard	Describes the level at which students should demonstrate their achievement of the learning outcome(s) and the ways (depth and breadth) of demonstrating their achievement. Assessment standards are grade specific and show how conceptual progression will occur in a major field of study. While these standards embody the knowledge, skills and values required to achieve learning outcomes, they do not prescribe method.
Assessment type	Formative (formal or informal) or summative (formal) assessment
Assessor	Refers to an academic staff member, external academic, or another person external to the University with expertise in a particular field, who is responsible for conducting different assessments in a module(s) or academic programme 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
Audio visual equipment	Refers to the equipment used in classrooms to add sound and visual components to support teaching and learning.
Blended learning	Blended learning is an approach to Teaching and Learning design that focuses on the student's experience and success through well-planned and structured lecturer-facilitated interactive teaching and learning. It integrates face-to-face classroom practices with appropriate elements of e-Learning (see definition of e-Learning) and blends thoughtfully selected complementary teaching and learning methodologies and activities, as determined by factors such as the pedagogical context, the nature of the discipline, student needs and preferences, and affordances of relevant, appropriate & sustainable technologies. It is a fundamental redesign that transforms the structure of and approach to teaching and learning, as embedded in the programme and module offerings irrespective of mode of provision. The extent of the blend is reflected on a continuum from a nominal web presence (e.g. a module study guide in the lessons functionality of eFundi) with diverse teaching and learning methodologies in a face-to-face contact event, to a fully web-dependent design with a smaller face-to-face presence. Blended learning is not to be confused with fully online learning.
Block grant	State subsidy to universities is divided into block and earmarked grants. Block grants are consolidated into a single transfer and the funds can be used for any legitimate university purpose. Currently block grants have four components: teaching input (based on enrolments), teaching output (based on graduations), research output (based on approved publications and research masters and doctoral graduations) and institutional factors (based on institution size and proportion of historically disadvantaged students).
Bona fide first-time entering student	An individual who is admitted and registered for the first time to undertake undergraduate studies at the NWU and who has not sat for any examination at any higher education institution
Career fair	This is a wider exhibition by companies that displays and share career opportunities. The exhibition is mainly focused on sharing opportunities related to internships, vacation work, graduate development programmes and / or full-time employment opportunities.
Career guide	A publication that provides information related to career related prospects for students. The publication offers an opportunity for companies to showcase and promote career related opportunities with intent to attract suitable graduate students. Additionally, companies post career advertisements and share their contact info in this guide. The publication shares career preparation information to NWU students. This information is useful to them in their processes of job search, CV-writing, interview preparation, employability enhancement and developing their work readiness.
Certification	Formal recognition of a qualification or part-qualification awarded to a successful student.
CESM	Classification of Educational Subject Matter. A set of classifications aiming to provide a single coherent system for categorising subject matter irrespective of the level of instruction or type of institution. See also CESM funding categories
CESM funding categories	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 3 rd order CESM.

Census date	A set date within the academic period on which the effective registration of students is evaluated for funding purposes.
Coherence, responsiveness and sustainability of the academic offering	<p>When there is a clear and logical articulation pathway for qualifications within a cognate or trans-disciplinary field of study from the undergraduate to the postgraduate level (NQF 5 – 10), the academic offering in that field of study is coherent and the parts fit together in a natural and reasonable manner.</p> <p>When the academic offering of the NWU, irrespective of the field of study, responds to the needs and addresses imbalances of the societies it serves, both locally, nationally and internationally, the academic offering is responsive and graduate employability is enhanced.</p> <p>When the academic offering is in demand, financially sustainable, and the successful completion of our qualifications leads to different career pathways and/ or further study, the academic offering is sustainable.</p>
Cohort	The first-time entry students in a given year who have enrolled for a particular higher education programme.
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> <p>See also Applied competence</p>
Compulsory module	<p>Refers to those modules and associated module outcomes required by faculty rules to form part of the curriculum of an academic 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 Fundamental module, Core module and Elective module</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 a module. The first step in designing a constructively aligned curriculum is thus always to formulate the intended module outcomes (what students must learn and be able to demonstrate after completion of every module that forms part of the curriculum of the programme). Content, teaching, learning, assessment criteria and plans, and appropriate instructional technologies are then designed to align to these outcomes.</p>
Contact mode of provision	<p>The presentation and assessment of the composite modules of an academic programme of a qualification at a NWU site of delivery (campus). This involves student attendance of and participation in lectures, tutorials, seminars, studio work, practicals, projects, group work, supervisory engagements and such in a venue on campus, plus carefully planned and appropriate research activities, field excursions, work-integrated learning or service learning activities that are required as part of the successful completion of some of the modules of a particular programme of a contact qualification. The contact mode of provision requires personal contact, interaction and critical engagement between students and NWU academic staff, and amongst students registered for the same modules.</p>
Contact sessions	<p>Planned and formally scheduled interactions between academic staff (lecturers, tutors, facilitators, presenters), and NWU students that can take the form of the following:</p> <ol style="list-style-type: none"> groups of registered NWU contact students attending and participating in teaching and learning in a physical teaching venue on-campus (lecture rooms, laboratories, seminar rooms, studios, clinical settings etc.), groups of registered NWU contact and/or distance students engaging in real time in teaching and learning activities via an appropriate online learning platform (see also Online learning) groups of registered NWU distance students that attend and interact during a synchronous technology-mediated session at an approved learning support centre or tuition centre off-campus. <p>See also Learning support centre</p>

Contact time	<p>Student contact time refers to the lecturer/facilitator/tutor/mentor-mediated time allocated to teaching, provision of guidance and feedback to students, and to formative and summative assessments. This time includes activities that take place in face-to-face contexts such as on-campus lectures, seminars, laboratories, studios and workshops, class tests etc., as well as off-site monitored work-integrated and service learning activities, excursions and fieldwork that form part of a module.</p> <p>Contact time can also take the form of engagement in an online environment that can be synchronous (using real-time environments such as Skype, Vidyo or eFundi chatrooms) or asynchronous (using tools such as moderated discussion forums, blogs or wikis). Online contact time is always characterised by personalised lecturer/facilitator/tutor presence and input/feedback to students within a specified time-frame.</p>
Content Management System	An e-Learning platform used to develop, modify, store, and manage information. It helps to keep the data organized, which makes it easier to reuse and repurpose e-Learning content in the future.
Continuing education	<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 either 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 Senate Committee for Academic Standards approves the quality of such offerings and an Executive Dean is accountable for ensuring appropriate academic oversight.</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>
Continuous Assessment	<p>A structured process by which the quality of a student's work is judged by various pieces of evidence as submitted during the course of a semester or year in a specific module, and not only by one final exam.</p> <p>See also Formative assessment</p>
Co-promoter	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.
Copyrights	<p>An umbrella term that, in terms of the law, provides legal protection to the copyright holder against the unauthorised reproduction of: literary works, musical works, artistic works, cinematograph films, sound recordings, broadcasts, programme-carrying signals, published editions, computer programmes.</p> <p>Included are, however, also limitations and exceptions to copyright permitting fair use, use for private study and research, and use justified for purposes of education.</p> <p>Unless otherwise stated in a contract, the author or creator of a work retains its copyright. He or she may assign the rights to any other person or legal entity, and share the materials with others on any such conditions he/she may desire.</p> <p>The author(s) retains at all times the moral rights to assign the rights (paternity and integrity rights) in his work.</p>
Core module	Those modules that define the character or the essence of the academic programme, often referred to as major subjects. The name of a core module is usually linked to the qualifier and/or academic programme name. The core modules of an academic programme usually have a clear progression route from one year to the next although there can be exceptions to this rule. Usually, but not always, 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.
Co-supervisor	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.
Council on Higher Education (CHE)	An independent statutory body responsible for advising the Minister of Higher Education and Training on all HE policy issues, and for quality assurance in HE. The CHE is the council for quality assurance in HE, mandated by the NQF Act (67 of 2008) to achieve the objectives of the NQF and to develop and manage the HEQSF.
Course fee	<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 Tuition fee, Study fees.</p>

Credit	<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 number 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 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 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 level Y", and both the credit and level must be mentioned at all times (a reference to levels without credits may be misleading, and viewed as fraudulent).</p> <p>Minimum requirements in credit totals per qualification type are clearly stated in the General Academic Rules. Of importance is the NWU Senate allowance of a maximum of 20% additional credits that may be added to a qualification with sufficient motivation. Only in cases where Statutory Bodies prescribe more credits than the Senate allowance will such a credit burden be permitted.</p> <p>Also see Notional hour and Module credit value</p>
Credit accumulation	Refers to the totalling of credits towards the completion of a qualification or a part-qualification.
Credit accumulation and transfer (CAT)	<p>A term 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 to enhance their chances to successfully complete their qualification. CAT also provides for articulation across the sub-frameworks of the NQF.</p> <p>See also Credit recognition and transfer</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 course components that are prescribed for the completion of a formal academic 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 is 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 Assessment and Formative assessment and Summative assessment</p>
Critical cross-field outcomes (CCFOs)	The generic outcomes which inform all learning and teaching and are encapsulated in graduate attributes.
Cross-border provision	Offering of an academic programme that forms part of the PQM of the NWU outside of the borders of South Africa. The intent to offer such programme is required to be communicated by the Registrar to the Department of Higher Education and Training. The Registrar will require confirmation by the foreign Quality Council as per the international agreement in this regard.
Culture	The norms, values and ideas that reside within a specific context and should be embraced by all working within that context.

Curriculum	The curriculum of an academic programme refers to the planned and unplanned teaching and learning experiences and interactions of lecturers with students, students with students, lecturers and students with study content, study materials, resources and teaching and learning technologies. It is inclusive of 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 composition of the learning components of the academic programme of a qualification, encompassing the compulsory core and fundamental modules, and if relevant, the elective modules, and the credit allocation of each. See also Learning components
Curriculum management system (CMS)	The CMS is an electronic management system that provides a process flow for the approval of curricula in preparation to serve at the SCAS.
Curriculum team	A multidisciplinary team responsible for the design and development of a curriculum, consisting of relevant Faculty members, Q&APP representatives and CTL representatives.
Curriculum transformation	A dynamic process whereby a curriculum is coherently designed or re-designed to be intellectually credible and socially responsive and relevant so as to equip students and graduates to address and successfully navigate the challenges and opportunities of 21 st century society. This requires of all staff and students to further develop a culture of openness and significant reflection on knowledge about critical issues such as (but not limited to) diversity, race, class, disability, language, religion, gender, inclusivity and social responsibility, and the influence thereof on the renewal of pedagogy and classroom practices.
CV and interviewing training for students	Part of the NWU Career Centre's services. Guidance to NWU Students in the form of group presentations, approximately 50 to 60 minutes each, that assist students to compile their own CVs. In addition, students are assisted in preparing them for job interviews. The presentations are made in person by the Career Consultant who also alternates with the Campus Liaison Officers across the three campuses. In addition, the students receive hand-outs to assist their learning and recollection of the information shared during the workshop.
Data	A representation of facts, concepts, or instructions in a formal manner, suitable for communication, interpretation, or processing by humans or by automatic means. (Concepts and Definitions for Statistics South Africa, 2010).
Data accuracy	A degree to which the output correctly describes the phenomena it was designed to measure (SASQAF, 2010).
Data archiving	Repository holding documents or other material containing a variety of data, usually those of historical and/or rare value. (Education Information Standards Dictionary of Education Concepts and Terms 2010).
Database	A logical collection of information that is interrelated and that is managed and stored as a unit, for example in the same computer file (OECD, 2007).
Data coding	A process of converting verbal or textual information into codes representing classes within a classification scheme, to facilitate data processing, storage or dissemination (Concepts and Definitions for Statistics South Africa, 2010).
Data confidentiality	A property of data usually resulting from legislative measures which prevents it from unauthorised disclosure (Concepts and Definitions for Statistics South Africa, 2010).
Data collection	The process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Concepts and Definitions for Statistics South Africa, 2010).
Data verification	Processes by which data is checked, assessed, reviewed and audited (Concepts and Definitions for Statistics South Africa, 2010).
Decolonisation of the curriculum	Involves placing African identity, knowledge, history, society and ideals on an equal footing with foreign (Western, European or American) values, ideals, approaches and content in academic programmes. This exposes students to an African-centred worldview, while acknowledging the existence of other worldviews and perspectives, without assuming a uniform, monolithic or one-dimensional "African" world view, undifferentiated and uncritical. It can include, but is not limited to, studying works by African authors, scientists and artists, "western" theorists, academics, thinkers and philosophical pioneers and ground-breakers that do not necessarily have their origins in Africa, The voice of both the student and the broader society, irrespective of culture, language, gender, religion or background, must be heard and examined in such module content and outcomes with a view to recognising and developing new Africanised and other alternative knowledge types and their underlying assumptions as relevant to the area of study (from the NWU Decolonisation Statement).

Decolonisation of teaching and learning practices	Decolonised teaching and learning practices inspire students to think critically on and engage with issues such as discrimination, racism, inequality, poverty, colonialism, alienation, inclusion and ethical conduct. Furthermore, decolonised teaching and learning allows students to interpret curriculum content based on their own experiences, according to their cultural norms, personal belief systems, preferences and backgrounds and to share their interpretations with fellow student as valid and valued real-life experiences (from the NWU Decolonisation Statement).
Designated group	Particular group of people identified in current employment equity legislation (Employment Equity Act 55 of 1998) and applied in admission policies by education and training providers (designated groups may change over time as legislation and policies are adapted)
DHET entities	Public entities listed in Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA) that report to the Minister of Higher Education and Training. These are as follows: the Sector Education and Training Authorities (SETAs), the South African Qualifications Authority (SAQA), the National Student Financial Aid Scheme (NSFAS), the Council on Higher Education, the Quality Council for Trades and Occupations and also Umalusi that is deemed to be a DHET entity in regard to the functions in terms of the Continuing Education and Training Act, 2006.
Disability	Refers to a long-term physical, psychosocial, cognitive, neurological and/ or sensory impairment. Disability must not lead to a denial of access to full participation in all aspects of life. Affected individuals may not be deprived by society in the exercise of their human rights.
Digital study material	Instructionally designed and developed stand-alone and re-usable digital learning objects, all of which could be integrated into multimedia creations of varying complexity. See also Study Material
Dissertation	Refers to a manuscript prepared for examination/ evaluation 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
Distance education	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 Distance mode of delivery .
Distance mode of provision	The distance mode of provision 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 Distance education and UODL) Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered thus.
Educational technology (ET)	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. 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.

e-Learning	e-Learning is a collective term that can be defined as formalised teaching and learning, facilitated and supported through the use of information and communication technologies and digital teaching and learning resources as part of a blended learning approach. e-Learning can be synchronous or asynchronous in nature, manifests in online and/or offline formats (in-class and/or out-of-class, on-campus and/or off-campus and/or mobile, on-device engagement with digital resources).
Elective module	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.
Enrolment	An enrolment is called an “effective registration” in HEMIS: An effective registration by a person for a qualification at the institution exists when all these criteria have been met: (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 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. (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. Conditions of registration are determined by the institution.
Entry-level requirements	The minimum academic knowledge and/or practical competencies, and/or work experience that student must have completed in order to be admitted for study towards a qualification; this may include recognition of other forms of prior learning such as non-formal and informal learning and work experience deemed as comparable for entry.
Ethic of care	An ethic of care includes a caring relationship between and among management, staff and students. It encompasses a concern for the transformation of structures and systems within which practices of care take precedence to ensure a non-discriminatory and non-oppressive environment. An ethic of care requires that one seeks that which is right and fair, inclusive of the demonstration of open-mindedness, patience and self-discipline towards views different from one’s own views, in a spirit of peaceful coexistence, while prioritising the stimulation of intellectual and personal growth for all.
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 registered on the NQF; the process includes authenticating the status of institutions and the qualifications offered by the institutions, investigating the authenticity of qualification documentation and verifying that the qualification was awarded to the individual in question; and comparing foreign qualifications with South African qualifications, considering the structure and outcomes of the foreign qualifications, and locating the foreign qualifications within the 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	“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. 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. 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.
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.

Exit level outcome	The knowledge, skills and attitudes that a student should have obtained or mastered on completion of a qualification and against which the student is assessed for competence.
Experiential time	The term is used on the PQM for subsidisation purposes to identify academic programmes that include a non-funded experiential component. The NWU does not have academic programmes with an experiential time 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.
External programme evaluation (EPE)	<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 enhancement 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 enhancement 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 Internal programme evaluation (IPE).</p>
Extended programme	A full degree or diploma programme offered over an extended period of time (usually one year in addition to the mainstream counterpart) into which appropriate additional provision is incorporated with the express purpose of facilitating learning and improving the completion rate among students.
Faculty coordinator	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.
Faculty Integrated Teaching and Learning Plan (FITLP)	<p>A FITLP provides for each of the NWU faculties a planning mechanism in terms of the following teaching and learning matters:</p> <ul style="list-style-type: none"> • The academic essence of the Faculty in terms of groups of academic disciplines and how they relate/cohere in terms of overall purpose • The size and shape of the Faculty and capacity issues in relation thereto • Distinguishing features of the Faculty footprints on each campus • The teaching and learning philosophy and how the Faculty responds to the requirements of the NWU Strategy and its elements • The Faculty's approach to and needs in relation to professionalisation of university teaching through development and growth opportunities for staff • The Faculty's approach to student support for student success in the 21st century • The Faculty's approach to enhance blended and e-Learning (inclusive of online learning) • The curriculum transformation approach of the Faculty to deal with demands from different stakeholders • Planning for viable and sustainable qualification and programme development for contact and distance offering
Faculty management function	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.

Faculty rules	<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>
Fee	See Course fee , Tuition fee , Study fees .
Field of study	<p>Enrolments are divided into four broad fields or areas of study, calculated by aggregating enrolments by CESM category as below. For a description of each CESM category, see the CESM handbook and Addendum:</p> <ul style="list-style-type: none"> • Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16 • Business & Commerce (B&C): CESM 04 • Humanities (Hum): CESM 03, 05, 11, 12, 17, 18, 19 & 20 • Education (Ed): CESM 07
Fieldwork	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.
“Flat” study guides	The traditional paper-based study guide which include administrative and study related arrangements pertaining to a module; or a paper-based pdf format with no additional educational value added or interactive functionalities.
Flexi learning	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.
Foreign qualification	A qualification that either: a) forms an intrinsic part of an education and training system other than South Africa, and is awarded by an institution that is accredited or recognised in that system; or b) meets other specific criteria as determined and published by SAQA.
Formal teaching and learning	<p>Formal teaching and 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 teaching and 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 Non-formal Learning</p>
Formative assessment	<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>Formative assessment can include a range of non-formal and informal ongoing assessments used to focus teaching and learning activities and improve student attainment, but marks received for formal formative assessments are normally used to compile the participation mark for a module.</p> <p>See also Assessment, Assessment as learning, Continuous assessment and Summative assessment</p>
Foundational competence	<p>The demonstrated understanding of what we are doing and why we are doing it. It incorporates learning that provides opportunities for the development of proficiency in one or more language, in some form of mathematics or mathematical literacy, in some form of computer or academic literacy, and that is intended to support further learning.</p> <p>It can also refer to competence required to pursue work in a professional environment after graduation.</p>
Fundamental module (non-core module)	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 module is usually not a pre-requisite for registration for other modules at succeeding levels of a programme.

Full-time equivalent (FTE)	FTE student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction. FTE staff numbers are calculated in a similar way.
Full-time study	Involves studying at one of the NWU campuses to complete an academic programme within the minimum duration of study as prescribed by the General Academic Rules for the particular qualification. Full-time study requires a set number of hours of teaching/ practical work or contact time per week as determined by a full-time student's class time table. Study is deemed to be the primary activity of a full-time student.
Graduate attributes	<p>The extent to which the blend of learning domains (knowledge, skill and applied competence) reflect the purpose of the qualification type, and the extent to which the blend is reflected in the competence of the graduate. It is used in preference to the terms 'outcomes' and 'assessment criteria' because those are normally provider-based and can vary from one to another qualification of the same qualification type; moreover, they comprise a set of subject and skill procedures, but do not always directly address the purpose of the qualification (Framework for Qualification Standards in Higher Education, p.33).</p> <p>NWU Graduate attributes are 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>
Headcount	The total number of students enrolled at each institution whether as full-time, part-time or occasional students.
Honours research component	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. The 30 credits may not include research methodology. The preferred term for the Bachelor Honours research component is "research report".
Informal learning	<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 Formal Learning and Non-formal Learning</p>
Information communications technology (ICT) in Education	An umbrella term that refers to all technologies used for the communication or sharing of information within the academic environment with a view to enhance the teaching and learning experience and to promote student success. It encompasses: any medium to record information (whether paper, pen, magnetic disk/ tape, optical disks – CD/DVD, flash memory etc.); and also technology for broadcasting information – radio, television, white boards, etc.; any technology for communicating through voice and sound or images- microphone, camera, loudspeaker, telephone to cellular phones, chat rooms, blogs, personal web pages, video etc.; any technology used to process and present information – personal computers, tablets, smart phones projectors etc; any technology used to share information – the world wide web, learning management systems etc.; any technology to store and manage information – servers, repositories (cloud and server based), hard drives and any other ICT-facilitated learning activities not listed above.
Inquiry-based teaching and learning	<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>
Institutional audit	An improvement-orientated, external evaluation of an institution's arrangements for assuring quality in teaching and learning, research and community engagement, based on self- and peer-evaluation.

<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 Constructive alignment</p>
<p>Interactive electronic study guide</p>	<p>A study guide developed using established authoring technology which varies in levels of sophistication and specialisation. Such documents provide links to, or offer fully embedded materials and activities that support students' attainment of learning outcomes, packaged into a reader, and can be integrated into an LMS. Such guides are student-centred and often developed within an appropriate eLearning environment (e.g. the lesson's functionality of eFundi) wherein frequent student interaction is possible to sustain attention and promote learning and student success. Such study guides include self-paced activities to reflect student needs and interests and tutors and facilitators should be able to follow the student's progress and performance individually. The content must be engaging, instructional methods and techniques should be used creatively to develop an engaging and motivating learning experience. Such study guides must make use of communication tools which allow students to engage with facilitators and other participants in the module. An interactive guide is thus not a hardcopy study guide converted into a pdf format (this is a "flat study guide").</p> <p>See also e-Learning</p>
<p>Interactive learning</p>	<p>Interactive learning is a hands-on collaborative 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, e.g. LMS based interactive learning environments, with links to all functionalities of the LMS (in this case, eFundi). 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>Interactive learning interface</p>	<p>An interface that makes provision for varying levels of interactivity between student and lecturer; student and study material; student and the learning platform; and student-to-student.</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 embedded/ depicted in the required qualification admission requirements, exit level outcomes and graduate attributes, credit structure of the learning components and the curriculum composition, CESH allocations (major fields of study), 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 academic 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 and approval 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 must be developed. The deputy deans for Teaching and Learning is responsible the implementation of the action plan, with regular progress reports to the Faculty Board and the DVC: TL.</p> <p>See also External programme evaluation (EPE)</p>
<p>Lag KPI</p>	<p>The product of a planning process, e.g. the results achieved due to the implementation of the lead KPI's.</p>

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.
Learning analytics	“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.” <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>
Learning component	Refers to the fundamental, core and, if relevant, elective modules that constitute the curriculum of a programme of a qualification. See also Module and Curriculum
Learning Management System (LMS)	Software application for the administration, documentation, tracking, reporting and delivery of module content with the aim to enhance student mastery of module outcomes. The LMS used by the NWU is eFundi. The platform allows lecturers/facilitators to develop, deploy, store, and manage their module content, assess student progress, and interact with students in a synchronous or asynchronous manner. It also features tracking and reporting capabilities, which allow lecturers to monitor student participation and progress and gauge the effectiveness/ sufficiency of module guidance on the platform.
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 pathway	Sequencing of qualifications that allows students to move vertically, diagonally, and in some cases horizontally, through NQF levels giving students/ learner recognition for full or partially completed qualifications or part-qualifications. Learning pathways can also lead to professional designations, when learning pathways include periods of structured work experience over and above qualifications
Learning support centre (LSC)	Learning Support Centre means a Centre approved and utilised by the UODL for delivering the modules of academic programmes to NWU registered distance students. Support functions include: i) logistical arrangements and support to the NWU as stipulated in a teaching learning agreement; ii) administrative support to NWU students as stipulated in the NWU rules and regulations; iii) ensuring access to and maintenance of available technology in support of teaching and learning as needed for distance delivery of the modules of the academic programmes concerned; and iv) support during technology-enhanced facilitated learning sessions as determined by the NWU, solely to enable NWU registered students to obtain the qualification that they are registered for.
Learning Tool Interoperability (LTI)	Learning Tool Interoperability (LTI) is a standard set of specifications for allowing third party learning applications (or "tool providers") to integrate with educational platforms (or "tool consumers"). LTI lets you easily integrate external tools into your learning management system (LMS).
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 Module outcomes and Applied competencies
Lifelong learning	Learning that takes place in all contexts in life – formally, non-formally and informally. It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
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.
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.

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.
Master class	<p>A master class is a class offered to students of a particular discipline (or participants in a particular short course) by an expert of that discipline – usually in the field of music or any of the other arts, but also in any other relevant fields or on any other occasion where skills are being developed. A master class can also take the form of an inclusive and in-depth online experience, offering all students/participants in the class the opportunity to learn from noted national or even international practitioners.</p>
Mode of provision	<p>Mode of provision 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 or completed the portfolio, 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 for adjustments where applicable.
Module	<p>A module is an identifiable learning component of the formal curriculum of an academic 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 administrative system.</p> <p>See also Compulsory module, Core module, Elective module and Fundamental module</p>
Module alignment	<p>A module code (e.g. ABCD111) depicts one aligned module irrespective of the faculty or campus where it is offered. The alignment is reflected in the level, credits, outcomes and the assessment criteria of the module.</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	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.
Module Overview Document (MOD)	A <u>Module Overview Document</u> (MOD) contains clear guidelines of the structure of the module and states the intended outcomes to be achieved, supported by basic administrative arrangements pertaining to the module. In the case where a fully-fledged interactive teaching and learning interface/ platform for a module exists, the development of a module overview document is accepted as a minimum requirement. In the absence of such interactive teaching and learning interfaces/ platforms for modules, complete study guides are accepted as a minimum requirement.
Multi-disciplinary qualification planning and design team	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.
Multi-disciplinary programme design and development team	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.
Multimodal education	Multimodal education refers to one academic programme being offered in both the contact and distance mode of provision, which are the only two modes of provision currently funded by the DHET. For a programme to be offered in both modes of provision, it must be accredited and registered as such by the CHE and SAQA.
Naming conventions (academic qualifications and academic programmes)	The rules for the naming of a qualification are prescribed per qualification type by the HEQSF. A qualification title consists of the following: <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. 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. 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).
National programme review	A form of accreditation that focuses on the re-accreditation of existing academic programmes in a specific discipline area. National reviews have three main components: a) the re-accreditation of academic programmes; b) the follow-up process on the re-accreditation results; and c) the production of a report on the state of provision in a particular academic programme or disciplinary area.
National Qualifications Framework (NQF)	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.
National Student Financial Aid Scheme (NSFAS)	NSFAS is the South African government student loan and bursary scheme which provides loans and bursaries to students at public universities and colleges.

New qualification or academic programme	<p>Refers to a qualification or academic 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 academic programme to such an extent that the purpose and/or outcomes are substantially different to the original by virtue of 50% or more of the credit value, curriculum composition and content thereof; or • that requires a new funding CESM/ Major field of study from the DHET before it can be offered by the University; or • is an existing qualification for which a new mode of provision (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 qualification and academic 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>
Next Generation Digital Learning Environment (NGDLE)	<p>The NGDLE is refers to an ecosystem of interconnected and flexible applications that support learning through five key domains: interoperability; personalization; analytics, advising, and learning assessment; collaboration; and accessibility and universal design.</p>
Non-formal Learning	<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/facilitator 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 Informal learning</p>
Notional hours	<p>Refers to the agreed estimate of the learning time that 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. Ten notional hours equate to one credit.</p>
NWU code of academic conduct	<p>The contract between the Executive Dean and an academic employee and students in inculcating a shared understanding of the values statement of the university in the pursuit of academic integrity for all processes and products of academic output.</p>
Off-line learning interfaces	<p>Interfaces requiring technology access (a device), without an online presence. Such interfaces host digital study material and afford offline access at any time.</p>
Online learning	<p>Online learning is a specific form of e-learning that requires Internet access and connectivity for data exchange and transactions between technologies (e.g. device and network server). Online learning requires either simultaneous presence of lecturer and learner (synchronous), or a-synchronous learning engagement between learners, facilitator, and digital learning materials at a time or pace convenient to all participants.</p>
On-line learning interfaces	<p>Interfaces requiring technology access, network access and an online presence</p>
Open distance learning	<p>Open distance learning is a NWU strategic priority and refers to a mode of provision 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 an academic programme either in January and/or in June, offering technology-mediated instruction at various learning support centres and examination opportunities at dedicated examination venues nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to the specific admission requirements as determined by the 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>

OER (Open Education Resources)	Based on the 2012 Paris OER Declaration (UNESCO, 2012:1), NWU interprets OER as quality-assured teaching and learning resources that have been well researched and are created for use in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions, thus with as few barriers for the end-user as possible. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and with due respect to the authorship of the work. OER can include e-textbooks, documents, digital images, videos, collections of files, software tools, learning objects, etc.
OER adoption	A practice of adopting existing OER for use in a formal module or CEd offering without any change.
OER creation	The development/production and online sharing of quality-assured OER.
OER integration	A logical and systematic approach to the “five R’s” (Hilton et al., 2010) of reusing, revising, remixing, redistributing and retaining of OER.
Open license	A license that specifies what can and cannot be done with a work (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license is one which grants permission to access, re-use and redistribute a work with few or no restrictions.
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.
Part-qualification	An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF.
Part-time study	Part-time study involves spreading a full-time academic programme over a longer period of time. It is usually tailored for those who want to continue working while studying, and involves committing an afternoon or an evening of each week, or days over a weekend, to attend classes or lectures at one of the official sites of delivery of the NWU (thus at one or more of its three campuses, as approved by the DHET for that specific academic programme).
Personal information	Information relating to an identifiable living natural person and where it is applicable, an identifiable, existing juristic person including, but not limited to the names of the person if it appears with other personal information relating to the person or if the disclosure of the name itself would reveal information about a person. (Protection of Personal Information Act, 2013).
Personalised learning	Personalised learning is a strategy that provides a unique, highly focused learning path for each student. Individual attention from instructors is not feasible in traditional educational models with large numbers of students, and personalised learning is intended to use IT systems and tools to tailor learning experiences based on student strengths, weaknesses, and pace of learning . Technologies, including analytics, adaptive learning, digital courseware, and others, underlie personalised learning, which builds a “profile” of each student and makes continual adjustments to learning paths and learning pace based on student performance. From the Educause Learning initiative (2015) https://www.lmr.us/blog/whats-the-difference-between-personalized-and-adaptive-learning/ See also Adaptive Learning
Physical teaching and learning environment	The physical teaching and learning spaces, both formal (teaching-learning venues of varying nature) and/or informal (open and shared spaces).
Plagiarism	The use without appropriate acknowledgement of another’s ideas, hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one’s own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else’s work. Since the intention to deceive is a key notion in the understanding of plagiarism the findings in an investigation of plagiarism must be presented in a continuum ranging from “strong intention to deceive” (presenting the work as original and/or as the author’s own) to “weak intention to deceive” (careless or sloppy writing and/or improper referencing). From the NWU Policy on Academic Integrity (2018)
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. A portfolio of evidence for summative assessment purposes is a carefully planned and organised prescribed collection of evidence compiled by an individual to prove competence in relation to defined outcomes

Post-school education and training	Education and training opportunities for people who have left school as well as for those adults who may never have been to school but require education opportunities.
Practical competence	The demonstrated ability to perform a set of tasks and actions in authentic contexts.
Pre-requisite module	A module 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 usually 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 Work-Integrated learning
Professional body	Any body of expert practitioners in an occupational field; this includes an occupational body and statutory council.
Professional designation	A title or status conferred by a professional body in recognition of a person's expertise and/or right to practise in an occupational field
Programme Qualification Mix (PQM)	PQM refers to the formal qualifications, and their associated academic programmes (equated to major field of study), for which the NWU has obtained approval, accreditation and registration on the NQF by the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA) respectively. These qualifications and major fields of study are listed on the NWU's HEQSF aligned PQM
Progression requirements	Progression requirements are determined by the General Academic Rules of the NWU 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 involve 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 Work-Integrated learning
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.
Post-School Education and Training (PSET)	A sector comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school (White Paper for Post-School Education and Training, 2013).
Post-School Education and Training Institutions (PSETIs)	The institutions that provide education and training, which include universities, national institutes of higher education and private higher education institutions, Technical and Vocational Education and Training Colleges, Private Colleges, Community Education and Training College and skills providers. These are established, declared or registered by any law assigned to the Minister of Higher Education and Training.
Qualification	A registered national qualification consisting of a planned combination of outcomes which has a defined purpose, intended to provide qualifying students 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, in this case by a registered and accredited public provider as part of its formal PQM. Naming of qualifications must conform to the HEQSF prescribed naming conventions (see also Naming conventions).

Qualification and academic programme management	<p>Activities executed by faculty management, academic programme teams and TL 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 academic programme lifecycle, and (b) the student lifecycle. This implies ensuring student access and success through the design and all aspects of delivery of the academic programmes, including (but not limited to) –</p> <ul style="list-style-type: none"> • monitoring the continued relevance of each academic programme leading to a qualification • 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 academic programmes as necessary to ensure quality and continued relevance of the academic offering • selection and admission of students to an academic programme of a qualification • design, development and review of appropriate study materials, media and TL environments (including provision for online and technology-enhanced learning) • providing and ensuring provision of effective student academic 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 continuous feedback to students on formative assessments, and to summative assessment as provided for in the General Academic Rules.
Qualification and academic programme planning and development	<p>Activities executed by faculty management, academic programme teams and support structures, in collaboration with the Qualification and Academic Programme Planning Division (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 Senate Committee for Academic Standard (SCAS) for NWU approval, as well as ○ the DHET for PQM clearance and funding approval, ○ the CHE for programme accreditation, and ○ SAQA for registration to become part of the University’s approved PQM. • Changes to existing programmes and modules to be considered by the Senate Committee for Academic Standards (SCAS) for internal approval. <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. Qualification and academic programme planning feeds into the more comprehensive academic planning process of the NWU.</p>
Qualification or academic programme outcome	<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 often referred to exit level outcomes and are grounded in the level descriptors of the exit level of the qualification concerned, and form part of the internal qualification standard.</p>
Qualification and academic programme review	<p>Monitoring and review activities executed by academic programme managers and academics in faculties and TL 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>
Qualification type	<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>

Quality assurance	<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 Quality manual</p>
Quality control	Developing systems to ensure products and/or services are designed and produced to meet or exceed stakeholder requirements.
Quality council	The primary bodies with a direct role in governing quality assurance and certification. Through their responsibility for setting standards, they are also responsible for curriculum and assessment. The CHE is the quality council for Higher Education (<i>White paper for post-school education and training, 2013</i>).
Quality enhancement	A process of continuous improvement that 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.
Quality evaluation	The systematic determination of merit, worth and significance of something or someone. Evaluation is often used to characterise and apprise subjects of interest in a wide range of human enterprises.
Quality management	A method of ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance
Quality management system (QMS)	<p>A system that outlines the policies and procedures necessary to improve and control the various processes that will ultimately lead to improved business performance.</p> <p>A formalised system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organisation's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis.</p>
Quality manual	<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 faculty/unit/department operates. 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 faculty/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 Quality assurance and Quality enhancement</p>
Recognition of prior learning	<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>
Reflexive competence	Reflexive competence incorporates learner autonomy. It refers to the demonstrated ability to integrate performance with understanding so that a learner is able to adapt to changed circumstances and explain the reasons behind the adaptations.

Registration	<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"> The person satisfies the statutory entry requirements for admission to a formally approved qualification offered by the institution. 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. 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 NWU and its Faculties.</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.
Self-plagiarism	<p>Self-plagiarism occurs when authors improperly re-use their own work presenting the work as new and original. Self-plagiarism may infringe the copyright of others involved in the publication of the original work.</p> <p>[From the NWU Policy on Academic Integrity (2018)]</p>
Scholarship	<p>Scholarly activities are recognisable by the following characteristics:</p> <ul style="list-style-type: none"> it has an organised set of theoretical principles; it requires a high level of discipline-related (and pedagogical) expertise; it is conducted in a scholarly manner with outcomes in mind, 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)
Senate Committee for Academic Standards (SCAS)	A standing committee of the NWU Senate with the specific mandate to oversee the quality of the NWU academic qualifications and programme offering, as well as the continuing education non-formal offering, and the related management processes.
Service Learning	Service Learning (SL) is a key teaching and learning method aimed at advancing social change while preparing students for future citizenship through real life learning experiences in communities. SL as TL method is a collaborative process that links faculty, students and community partners in organised, supervised, sustainable and mutually beneficial learning experiences that result in addressing identified and agreed upon community needs. SL is often curriculum-based and credit-bearing, and always carefully structured and focused educational experiences related to a specific discipline. It includes reflecting on the service activity in order to gain a deeper understanding of discipline-related content, a broader appreciation of the discipline, and an enhanced sense of social responsibility.
Sector Education and Training Authority (SETA)	A sector education and training authority established in terms of section 9(1) of Skills Development Act No 97 of 1998 (Skills Development Act, 1998).

Sharable Content Object Reference Model (SCORM)	Specifications or guidelines that allow eLearning professionals to create reusable eLearning course objects. SCORM was originally developed for the US Department of Defence's Advance Distributed Learning initiative. SCORM-compliant objects can be used across various eLearning courses within the same LMS, and can be re-used across different eLearning platforms.
Short learning programme	Refers to any non-formal teaching and learning intervention of which the details are not listed on the NWU programme and qualification mix (PQM) as part of the formal academic offering of the NWU. A short learning programme offered by the NWU must have SCAS approval and must be registered on the Unit for Continuing Education (UCE) short courses data base. Short learning programmes can take on different formats (e.g. a short course for participation only or a short course with formal assessment for successful completion) and the NWU issues an appropriate certificate or other form of recognition bearing the emblem of the NWU to successful participants.
Site of delivery	Formal physical location where an academic programme leading to a qualification is offered. The NWU has three existing approved sites of delivery (campuses), the Mahikeng campus, the Potchefstroom Campus and the Vanderbijlpark Campus. While a UODL learning support centre provides academic, administrative and logistical support to students, it is not a site of delivery and should not be regarded as such.
Social cohesion	The degree/ extent to which a society is coherent, united and functional; provides an environment within which its citizens can flourish; and in which mutual solidarity finds expression among individuals in communities. In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusion and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions distrust and conflict are reduced and/ or are eliminated (NDP 2030)
Social inclusion	As a concept social inclusion embraces the entire humanity and cuts across all the factors that divide human beings. It recognises the fact that all human beings, regardless of national boundaries of states, socio-economic background, age, disability, ethnic or racial origin, religion and any other form of belief, have human rights that enable them to participate optimally in society and that reinforce their individual and collective identity. Social inclusion is thus a universal human right and aims at embracing all people irrespective of race, class, gender, disability, language, age, geography, HIV and AIDS status, citizenship, values or medical standing. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (NDP 2030).
Social justice in NWU context	This involves a focus on that which is valued and beneficial for all, including the recognition and protection of human rights, equality, fairness, freedom from oppression and discrimination. From an engagement perspective, sharing of expertise and tailor-made solutions in order to alleviate challenges, or specific community issues that create imbalances in terms of fairness and social justice.
South African Qualifications Authority (SAQA)	The statutory authority established in terms of the SAQA ACT (58 of 1995) and continuing in terms of the NQF Act 967 of 2008), which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three Sub-Frameworks.
Student-centred teaching and learning at the NWU	This occurs 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 where after students work independently, in pairs, or in groups, depending on the type of learning activity and the outcomes to be achieved, using their prior knowledge and shared understanding to enhance the process of learning. Students should initiate the interaction and the theme of certain of the topics for discussion, while the lecturer/ facilitator guides the interaction. Peer learning is an important facet while the lecturer/ facilitator often acts as informative guide. Both students and the lecturer/ facilitator act as formative assessors of learning.
Student: Staff ratio	This refers to the average number of students per academic staff member and gives an indication of the average teaching load carried by each academic staff member. It is calculated by dividing the number of FTE academic staff by the number of FTE students.
Student success	Student success is often based on tangible metrics such as strong retention and graduation rates, time-to-graduation, and career path/job placement opportunities after graduation. Yet student success should also include high-quality learning experiences from the student's perspective. Successful students will be prepared for success in their personal, public, and professional lives, and they will embody the graduate attributes, values and behaviours that characterises the vision and mission of the NWU.

Student academic support	<p>For students who study by means of the contact mode of provision, it means a broad array of educational strategies, including lecturing, individual sessions with lecturers during office hours, tutoring, supplemental instruction, mentoring, academic advising, and academic literacy development, provided to individual students or groups of students, in order to support their academic development and success.</p> <p>For students who study by means of the distance mode, academic student support may additionally include:</p> <ul style="list-style-type: none"> • Provision of all study materials by NWU in electronic or hard-copy format as agreed per academic programme. • Technology-mediated contact sessions presented by NWU lecturers at learning support centres countrywide, with guidance from NWU appointed facilitators at the centres. • Vacation schools presented by NWU lecturers as agreed per academic programme. • A call centre to assist with academic and administrative matters. • Study letters and information booklets. • Occasional informative communications answering questions frequently asked by students. • Examination guidelines. • Regular training of facilitators who handle guidance at learning support centres, including online or other technology enhanced training. • Media centres. • Ongoing assistance from lecturers to students on request, via email or telephonically. • Computer facilitation for e-learning as agreed per academic programme.
Study fees	<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 registration fees and 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. See also Tuition fee, Course fee.</p>
Study guide	<p>A study guide is an expansion of the Module Overview Document. It structures the learning opportunities and activities, required reading, tasks, assignments, and where necessary, subject content to serve a specific mode of delivery and account for the study and academic support needs of the student cohort. It thus serves as a roadmap through which students are guided to attain 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.</p>
Study material	<p>Includes study guides, prescribed and recommended reading and viewing material in paper-based, or electronic/digital format. Such material includes textbooks, notes, articles, videos, multimedia creations and any other forms of material of necessity to ensure the mastery of learning outcomes.</p>
Subject Matter Expert (SME)	<p>A Subject Matter Expert in the HE context is usually an academic staff member who often works closely with an Instructional Designer in order to create meaningful and memorable learning content. This individual knows what to include, what to omit, and what the distance, online or contact student needs to know by the time they've completed a module or short course. They can also help you identify contact or online learner preferences, goals, and needs, as well as the most effective way to convey/ present module/ short course information.</p>
Summative assessment	<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. See also Assessment and Formative assessment</p>
Teaching and learning environment	<p>The physical and/or the virtual and/or online environment in which teaching and learning occur. See also Physical teaching and learning environment and Virtual teaching and learning environment and Online teaching and learning</p>
Teaching quality	<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>

Technical and Vocational Education and Training College	Any public college that provides continuing education and training on full-time, part-time or distance basis and which is established or regarded as having established as a public college or declared as a public college under the Continuing Education and Training Act, 2006 (Continuing Education and Training Act, 2006).
Technology-enhanced interactive learning interface	An interface created within the LMS (eFundi) where students are assisted to achieve the learning outcomes set by the lecturer, through the effective use of the functionalities of the LMS, including digital study material. See also Digital study material
Third income stream	This refers to all university income derived from sources other than state subsidy or student tuition fees. It is also sometimes called private income. Sources of third stream income are diverse and can include donations or endowments; money earned through contract research or entrepreneurial activity; and income from investments.
Throughput rates	The throughput rate calculates the number of first-time entry undergraduate students of a specific cohort of a specific year who have graduated either within the minimum time, or up to 2 years beyond the minimum time, to the number of students in the baseline enrolments of that cohort.
Traditional university (like the NWU)	This refers to institutions that offer a broad range of general formative and professional programmes at both undergraduate and postgraduate levels.
Transformative learning	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. <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>
Tuition fee	The fee per module as proposed via Senate and approved annually by Council. See also Course fee , Study fees .
Tutor/facilitator	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.
Twenty-first century	The current era. This century began on 1 January 2001 and will end on 31 December 2100. At this point in time we are 20 years into the 21 st century.

Twenty-first Century skills	<p>Refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in higher education programmes and in present-day careers and workplaces. 21st Century skills can be applied in all academic subject areas, and in all educational, career, and community settings throughout a student and an individual's life.</p> <p>The following list provides a brief illustrative overview of what is commonly associated with 21st century skills:</p> <ul style="list-style-type: none"> • Critical thinking, problem solving, reasoning, analysis, interpretation, synthesising information • Research skills and practices, interrogative questioning • Creativity, artistry, curiosity, imagination, innovation, personal expression • Perseverance, self-direction, planning, self-discipline, adaptability, initiative • Oral and written communication, public speaking and presenting, listening • Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces • Information and communication technology literacy, media and internet literacy, data interpretation and analysis • Civic, ethical, and social-justice literacy • Economic and financial literacy, entrepreneurialism • Global awareness, multicultural literacy, humanitarianism • Scientific literacy and reasoning, the scientific method • Environmental and conservation literacy, ecosystems understanding • Health and wellness literacy, including nutrition, diet, exercise, and public health and safety <p>(https://www.edglossary.org/21st-century-skills/)</p>
Unit for Continuing Education (UCE)	<p>The UCE provides for business development opportunities as well as logistical and quality assurance support for the offering of all Short Learning Programmes by Faculties.</p>
Unit for Open Distance Learning (UODL)	<p>The UODL is the designated Unit of the NWU responsible for the delivery of ODL programmes. This entails amongst other responsibilities 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 the administering of queries by the UODL call centre.</p>
Unit Standard	<p>A coherent and meaningful outcome of learning or training that is formally recognised by SAQA.</p>
Virtual teaching and learning environment	<p>A virtual teaching and learning environment (VLE) is a web-based system of integrated teaching and learning tools designed to present students with learning resources, learning activities and interactions within a structured module design. The aim is to enhance the learning experience and support of students by including the Internet and other information communication technologies in learning experience.</p> <p>(Based on: https://whatis.techtarget.com/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE)</p> <p>See also <i>Information communications technology in education</i></p>
Web-based Training	<p>e-Learning experiences that take place online or via private intranets. Web Based Training typically features interactive multimedia, eLearning assessments, and online modules that align with organizational goals and objectives. In some cases, the eLearning content may redirect learners to third-party resources, such as online articles, eLearning videos, and websites. Web Based Training can also feature social learning activities that utilize social networking sites, forums, and blogs.</p>
Work-Integrated and Service Learning (WISL) system	<p>A cloud-based integrated system solution for the administration, management and reporting of WIL and SL activities at the NWU (see definitions for WIL and SL). The WISL system serves to automate and manage the placement process for students involved with WIL and SL activities, the linking of students to mentors and assessors, and the reflection and/or assessments required for the successful completion of the WIL and/ or SL activities. The system supports non-functional requirements such as ease of access and data capturing with user-centric design and consistency, adherence to security principles and standards addressing role-based security authentication across/between components, user authentication and data protection.</p>

Work-Integrated Learning (WIL)	<p>The NWU recognises WIL as purposeful, organised, credit-bearing, supervised and assessed educational activities and experiences that integrate theoretical learning with its application in a real or simulated workplace context (normally associated with studies leading to professional qualifications). Given the diversity and range of WIL activities, faculties may adopt approaches and practices appropriate to the context of their field and discipline. WIL associated with professional qualifications take the form of work placements, but the NWU also encourages innovative non-placement approaches. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces.</p> <p>See also Problem-based learning and Project-based learning and Work-directed theoretical learning 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 (WDTL) 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>
Work readiness seminar	<p>Offered by the NWU Career Centre. The aim of these annual seminars is to equip NWU students with the knowledge that is related to the transition from student life to work life. The seminars are informal and interactive in nature. The emphasis is on practical and useful information that students can apply in the transitional period. These seminars are presented on each of the three campuses, consist of approximately 4 to 5 presentations (30 minutes each) by industry experts in their fields, with opportunity for questions from the student audience (10 minutes).</p>
Yearbook	<p>Means the document annually published by the University, containing the General Academic Rules and the specific Rules of each Faculty pertaining to its academic offering, and any other information regarding the University and the faculties useful for prospective and current students, academic and administrative employees, and faculty management.</p>