

## **RULES FOR TEACHING, LEARNING AND ASSESSMENT AT THE NWU**

### **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 teaching, learning and 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 teaching, learning and assessment procedures and processes of the university.

Following approval by Senate at its meeting of 27 February 2019, these rules become effective from 1 March 2019.

These Rules must be read in conjunction with the *NWU Teaching, Learning and Assessment Policy*.

The *Glossary of Teaching-Learning Related Acronyms, Concepts and Designations* serves as a directory to inform the Teaching Learning and Assessment (TLA) Rules.

### **1 Rules governing student academic access, development, retention and success**

#### **1.1 Student Academic Access, Retention, Attainment and Success (ARAS) require a heightened responsiveness:**

- 1.1.1 in provisions for social justice and equal opportunity, inclusive of but not limited to admission requirements, academic content, assessment approaches and methods, modes of provision, student academic development and support opportunities, and non-academic support to students.
- 1.1.2 in curriculum and cultural terms, requiring curriculum change in response to social imperatives and a view of curriculum that capitalises on students' diverse cultural and social backgrounds.
- 1.1.3 to increase cooperation and partnerships among all stakeholders and role-players in order to establish functional interdependence.
- 1.1.4 towards competency-based pedagogical practices that emphasise the promotion of flexible learning and thinking, self-directed and lifelong learning, local and global knowledge, diverse learning opportunities and assessment criteria to promote academic success of a diverse student body.

#### **1.2 Academic access is enabled through:**

- 1.2.1 a university environment that pursues social justice and the advancement of access; that promotes the objectives of the Higher Education Act (101/1997) and that is consistent with national directives in regard of the enhancement of access to higher education and optimal opportunities for learning.
- 1.2.2 opportunities supported by strategically planned systematic developmental academic interventions and scaffolded support as needed by specific individuals and/or groups of students, including students with disabilities.

- 1.2.3 collaboration of teaching and learning (TL) support departments with faculties in foundation and extended programme provision and appropriate Recognition of Prior Learning (RPL) practices and procedures.
- 1.2.4 working in partnership with the higher education sector, communities, and industry to extend the range of qualification types, modes of provision, and other learning opportunities offered by the university, yet within the capacity available to the university to maintain the quality of teaching and of student support.
- 1.2.5 embedding flexible learning, blended learning and appropriate online provision in specific academic offerings.

### **1.3 Retention is enabled through:**

- 1.3.1 building whole-institutional commitment to, and shared responsibility for, student retention, inclusion, and students' sense of belonging through an ethic of care.
- 1.3.2 ensuring early and timely collaboration between providers of the first years' welcoming and induction programme.
- 1.3.3 embedding equality and diversity within academic development and support services to increase student participation and enhance opportunities for retention, with a required commitment from the students themselves to work towards academic success and to ask for assistance and support as needed.
- 1.3.4 providing comprehensive peer-assisted and professional support systems (individual, group, communities, academic and non-academic) for students to nurture a sense of belonging, promote engagement, and enhance attainment.
- 1.3.5 developmental educational opportunities and support that draw on the plurality of students' life experiences, their interests and backgrounds to fully engage students in the learning process.
- 1.3.6 implementing a range of practices to support retention within all disciplines, inclusive of supportive learning environments where students are allowed to challenge attitudes or practices that undermine participation and negatively influence retention.

### **1.4 Attainment is enabled through:**

- 1.4.1 sharing retention and attainment data across the university and implementing interventions as necessary, in a timely and accessible manner at programme, school, and faculty level.
- 1.4.2 using the outcomes of the appropriately sampled Student Teaching and Learning Experience Survey (STLES) to review the composition of academic programmes, the content and presentation of modules, the appropriateness of the teaching and learning environment, and the quality of support available to students to improve their opportunities to succeed.
- 1.4.3 having high expectations of all students, and engendering students' high expectations of themselves.
- 1.4.4 recognising that students learn in different ways and that teaching-learning support that responds to a range of student preferences can improve attainment.
- 1.4.5 promoting peer-assisted learning to help build students' expectations and confidence.
- 1.4.6 offering awareness and developmental opportunities for staff and students to identify and address unconscious and conscious bias and to develop equality and diversity competence.

### **1.5 Student retention will promote academic success by affording students the opportunities to:**

- 1.5.1 progressively integrate academically and socially into the university environment.
- 1.5.2 successfully meet their academic goals.
- 1.5.3 effectively deal with academic and non-academic challenges in order to persist with their academic endeavours from initial enrolment to graduation.
- 1.5.4 match their motivation and academic ability.
- 1.5.5 enhance their knowledge and competence and thereby their employability and their ability to contribute to the creation of employment opportunities.

## **2 Qualification and Academic Programme Planning, Development, Management and Review**

### **2.1 New qualification and academic programme planning and development**

- 2.1.1 The NWU qualification and academic programme offering remains viable, sustainable and relevant.
- 2.1.2 Qualification and academic programme planning and development is the joint responsibility of a multi-disciplinary team consisting of academic leadership, faculty academics, advisory boards, and teaching and learning support staff.
- 2.1.3 Effective qualification planning requires an in-depth situation analysis to determine viability and relevance of a new offering that will result in a faculty-approved internal qualification standard.
- 2.1.4 An academic programme leading to a qualification complies with the approved internal qualification standard concerned.
- 2.1.5 An academic programme consists of appropriately designed fundamental and core compulsory and/or elective learning components (modules) that comprise the programme curriculum.
- 2.1.6 A programme curriculum is planned, designed and developed according to the principles of constructive alignment as contained in the NWU curriculum framework.
- 2.1.7 A faculty board-approved new qualification application and/or a new academic programme curriculum is considered and approved by the Senate Committee for Academic Standards (SCAS).
- 2.1.8 The online SCAS system supports the application and internal approval process.
- 2.1.9 The Qualification and Academic Programme Planning unit (Q&APP) assisted by the Centre for Teaching and Learning (CTL) support faculties in the planning and development of new qualifications and academic programmes.
- 2.1.10 The Q&APP is mandated to ensure external compliance of the NWU qualification and academic programme offering and acts as curator of the NWU PQM.
- 2.1.11 The faculty board is responsible for effective record keeping of its qualification and academic programme-related data.
- 2.1.12 Faculty programme advisory boards are responsible for guiding the overarching direction of curriculum development with respect to industry needs and scientific state of practice in the respective fields.

### **2.2 Internal consideration and approval of amendments to existing academic programmes**

- 2.2.1 The continued integrity, responsiveness and quality of the NWU academic programme offering shape all decisions regarding the review, amendment, and approval of existing programmes and modules through the appropriate internal processes and structures.
- 2.2.2 The review and amendment of an existing programme curriculum is a collaborative effort that can include cross-campus, cross-faculty and TL support key role players.
- 2.2.3 The review and amendment of an existing programme curriculum comprise a chain of academic oversight concluding with SCAS approval.
- 2.2.4 The online SCAS system supports the application and SCAS approval of existing programme and module amendments.
- 2.2.5 Academic programmes are discontinued in such a way as to maintain a positive student experience and manage risk to the university's reputation and achievement of its strategic objectives.

### **2.3 External consideration and approval of a qualification and academic programme**

- 2.3.1 Qualifications and academic programmes that are part of the NWU PQM comply with relevant external higher education policy, professional body requirements if relevant, and HEMIS funding requirements.
- 2.3.2 The DHET approves qualifications for PQM clearance and funding purposes.
- 2.3.3 The CHE accredits academic programmes on advice from the HEQC.

- 2.3.4 An accredited academic programme is registered on the NQF by SAQA and receives a Learning Programme ID before it can be marketed or offered by the university.

## **2.4 Continuous curriculum transformation and renewal of existing academic programme offerings**

- 2.4.1 Curriculum transformation and renewal is a continuous process that reflects thorough higher education and target market research, and responsiveness to changing internal and external stakeholder needs and expectations (cf NWU declaration on the decolonisation of the curriculum; NWU OER declaration).
- 2.4.2 A transformed curriculum reflects a contextual balance between local, national and global societal, economic and development concerns.
- 2.4.3 Responsiveness in terms of the disciplinary context and requirements, industry and socio-economic needs, learning needs of student target markets and graduate employers, are key elements that inform curriculum transformation and renewal.
- 2.4.4 Changing how something is taught or learnt is as much a part of transforming curriculum as what is taught.
- 2.4.5 Programme advisory boards enable and inform the assessment, evaluation and transformation of the curriculum, to be in line with current and future industry needs in terms of both global relevance and fostering industry leadership in scientific rigour and practice.
- 2.4.6 Curriculum renewal implies a logical coherence and continuous constructive alignment of:
- 2.4.6.1 the programme purpose,
  - 2.4.6.2 the programme outcomes and associated assessment criteria,
  - 2.4.6.3 the chosen learning components (core, fundamental and elective modules) of the curriculum,
  - 2.4.6.4 the learning outcomes and selected content of each module,
  - 2.4.6.5 effective teaching and learning strategies,
  - 2.4.6.6 appropriate teaching and learning activities, and
  - 2.4.6.7 available and appropriate teaching and learning resources to support student attainment.

## **2.5 Credit Accumulation and Transfer (CAT)**

Previous formal learning is acknowledged according to the general academic rules (and related faculty rules) for credit accumulation, recognition and transfer (General A Rules 1.7, 2.2, 3.2, 4.5 and 5.5).

## **2.6 Recognition of Prior Learning (RPL)**

- 2.6.1 RPL 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.
- 2.6.2 RPL must be conducted in a valid, reliable and equitable way.
- 2.6.3 RPL decisions must be cognisant of statutory requirements and standard selection criteria in the case of professional qualifications.
- 2.6.4 RPL may be used to grant access to a qualification or advanced standing/exemption from modules of a particular academic programme.
- 2.6.5 No credits are awarded for the modules that a student is exempted from doing on the basis of RPL.
- 2.6.6 A student who, on the basis of RPL, is granted exemption from doing some modules or courses in a qualification programme may complete the qualification with a total number of credits that is less than the normally required number of credits for the qualification in question.
- 2.6.7 Full qualifications on the HEQSF cannot be awarded solely on the basis of RPL. Similarly, exemption based on RPL should be limited to not more than 50% of the module credits of the qualification programme in question. This means that no student should be exempted from more than 50% of the module credits required for any particular higher education qualification.

- 2.6.8 Not more than 10% of a cohort of students in an academic programme can be admitted through an RPL process.
- 2.6.9 The faculty must ensure that quality assurance processes that address the specificities of the RPL process (including applications, assessment, and reporting and management systems) are implemented; and that administrative and support systems, both prior and subsequent to RPL assessment, are in place.

## **2.7 Planning for and designing of Work-Integrated Learning**

- 2.7.1 The NWU recognises Work-Integrated Learning (WIL) as purposeful, organised, supervised and assessed educational activities and experiences that integrate theoretical learning with its application in a real or simulated workplace context.
- 2.7.2 The uniqueness of each field of study, and differentiated WIL requirements from professional designations where applicable within each faculty, necessitate that a faculty adopts WIL approaches and practices appropriate to its context.
- 2.7.3 WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces.
- 2.7.4 WIL is integrated into selected modules designated for such a purpose and must be credit-bearing, supervised and assessed.
- 2.7.5 WIL has as aim to enhance: a) excellence and practicability of the student learning experience, b) the civic responsibility of students, and c) the vocational skills and thereby the employability of graduates.

## **2.8 Planning for and designing of Service Learning**

- 2.8.1 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.
- 2.8.2 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.
- 2.8.3 SL opportunities can be integrated into selected modules designated for such a purpose, but module credits are always linked to the demonstration of knowledge, skill and/ or competence gained through rendering meaningful service to the community, and not for the performance of the service alone.
- 2.8.4 SL includes critical reflection on the service activity in order to gain a deeper understanding of module content, a broader appreciation of the discipline, and an enhanced sense of social responsibility towards society as a whole. Service learning is thus aimed at enhancing the civic responsibility of students within the context of the curriculum.
- 2.8.5 Service Learning activities are supported by the Sustainability and Community Impact Office but the ownership and academic oversight thereof remains with Faculties.

## **3 Professional development of university teaching**

### **3.1 Professional development of university teaching**

- 3.1.1 The NWU is committed to the ongoing investment in and continuous professional development of teaching competence of its academics consistent with the mission and strategic directions of the university, and the unique developmental needs of staff at the different stages within the staff life cycle.
- 3.1.2 While affirming the principle of academic freedom, academics are expected to contribute to ongoing transformation of the university by taking a scholarly approach to university teaching that offers opportunities for effective student learning.
- 3.1.3 The NWU acknowledges that quality teaching requires strong pedagogy grounded in a deep understanding of a discipline. Therefore, professional development of university teaching, inclusive of mentorship for early career academics, is an integrated and collaborative endeavour between faculty and support departments, and a shared responsibility to meet developmental objectives.

- 3.1.4 The university aims to ensure that all academic employees have access to appropriate and equal continuing professional learning opportunities in accordance with the university's equal opportunities policy.

### **3.2 Induction of academic staff**

- 3.2.1 The induction phase is the initial stage of professional development. An academic induction programme is an activity aimed at enhancing the competence of academics as university teachers as part of their professional development and staff retention.
- 3.2.2 The induction programme is offered in partnership with faculties, CTL and other stakeholders.
- 3.2.3 The structure of an induction programme accommodates different entry levels for newly-appointed lecturers.
- 3.2.4 Newly-appointed academic staff complete the induction programme within the minimum probation period.
- 3.2.5 An induction programme is competency-based.
- 3.2.6 The academic induction programme models the blended teaching and learning approach of the NWU as set out in the T&L Strategy.

### **3.3 Rewards and acknowledgement for academic staff in teaching**

- 3.3.1 Rewards and acknowledgement for academic staff in teaching endeavours recognise excellence and innovation in teaching and learning.
- 3.3.2 As an integral part of promotion decisions, rewards and acknowledgement motivate academics to continue to develop and promote scholarship in the field of teaching and learning.
- 3.3.3 Rewards and acknowledgment are incentives for lecturers to continue good teaching practice, motivate peers to improve their teaching, show appreciation to lecturers for their commitment and dedication to student success.

### **3.4 Student feedback on the teaching and learning experience**

- 3.4.1 Relevant, systematic, reliable and constructive student feedback is obtained at the NWU concerning the quality of teaching and learning in all modules of academic programmes, and in accordance with arrangements made by executive deans in the faculties.
- 3.4.2 Faculty management can obtain advice and support from the Centre for Teaching and Learning in order to effectively address problem areas related to the quality of teaching and learning that arise from student feedback.

## **4 Assessment and moderation**

### **4.1 The NWU is committed to formative and summative assessment that is fair, valid, integral to the learning process, efficient and rigorous**

- 4.1.1 Assessment is fair if:
- 4.1.1.1 it provides unbiased and justifiable opportunities for all students to demonstrate their learning;
  - 4.1.1.2 unbiased and justifiable opportunities refer to the employment of a variety of assessment types, methods and procedures most appropriate to the area of study and the characteristics of the student cohort concerned to master the required assessment outcomes;
  - 4.1.1.3 it is transparent and clearly communicated; and
  - 4.1.1.4 the rules and regulations for assessment practices are clear, accurate, consistent and accessible to staff, students and external examiners/moderators.
- 4.1.2 Assessment is valid if:
- 4.1.2.1 it evaluates clearly communicated exit level / module / learning outcomes depending on the assessment type (formative/summative) and reflecting the relevant cognitive requirements responsive to the NQF level concerned;

- 4.1.2.2 the evidence required from the student for the achievement of learning outcomes is clearly communicated;
- 4.1.2.3 it conforms to national (NQF level requirements), discipline and professional standards (where appropriate);
- 4.1.2.4 it is regularly reviewed and moderated; and
- 4.1.2.5 it is balanced and embedded in reflective practice.
- 4.1.3 Assessment is integral to the learning process if it is:
  - 4.1.3.1 used for formative and summative purposes;
  - 4.1.3.2 designed to promote student engagement with module content;
  - 4.1.3.3 used to evaluate a student's progress towards attaining and mastering specified outcomes; and
  - 4.1.3.4 timed to promote effective and progressive learning and to ultimately encourage the principle of lifelong learning.
- 4.1.4 Assessment is efficient and manageable if it:
  - 4.1.4.1 is practical and realistic taking into account academic time and university resources; and
  - 4.1.4.2 effectively gauges student attainment and student success.
- 4.1.5 Assessment is rigorous if it:
  - 4.1.5.1 is appropriate, feasible, purposeful and assesses student attainment of learning outcomes; and
  - 4.1.5.2 enables students to be multifaceted critical thinkers in general and within their disciplines.
- 4.1.6 The General Academic Rules provide clear requirements for assessment and moderation applicable to different qualification types.

## **4.2 Purpose/functions of assessment**

- 4.2.1 Assessment is the process used to identify, gather and interpret information and evidence against required competencies in order to make a judgement about a student's achievement (summative), or to inform and shape teaching and learning still to be done (formative).
- 4.2.2 The general purpose of summative assessment is to certify student attainment of learning outcomes for obtaining a qualification.
- 4.2.3 Formative assessment enhances students' growth and development, monitors their progress and facilitates learning.
- 4.2.4 Assessment practices provide opportunities for the realisation of NWU graduate attributes.
- 4.2.5 Assessment practices facilitate active, self-directed and lifelong learning.
- 4.2.6 Assessment practices reflect an integrated, balanced approach to assessment, including assessment of learning (AoL), assessment for learning (AfL) and assessment as learning (AaL).
- 4.2.7 Assessment outcomes enable lecturers to reflect and improve on teaching, learning and assessment practices, students' learning experiences and programme design.
- 4.2.8 Assessment is integrated into teaching and learning and serves a variety of specific assessment purposes, including baseline, formative, summative, diagnostic, informal and formal purposes.
- 4.2.9 Assessment also serves the purpose of being part of the university's quality assurance processes and provides both quantitative and qualitative information to faculties regarding student progress and performance.

## **4.3 Underpinning approach towards assessment**

- 4.3.1 Assessment emphasises that teaching and learning is regarded as a dynamic, interactive process which requires an outcomes-oriented learning/learner-centred approach.
- 4.3.2 Assessment takes place within a supportive, responsive and enabling assessment environment that makes optimal use of conventional, technology-mediated and/or online assessment approaches to accommodate both on- and off campus students.
- 4.3.3 Integrated, balanced assessment practices which incorporate AoL, AfL and AaL to ensure opportunities for students to attain the NWU graduate attributes.

- 4.3.4 Assessment is planned and implemented by constructively aligning learning outcomes, assessment criteria, the assessment method, desired graduate attributes and those teaching and learning activities that will improve the chances of students achieving the learning outcomes.
- 4.3.5 Assessment expectations are clearly communicated in a language that enables students to foster the development of assessment literacy/competence for self-directed and lifelong learning.
- 4.3.6 Formative assessment is used as learning tool to assist students to enhance their learning, address barriers to learning and inform teaching practices.
- 4.3.7 Summative assessment is conducted with rigour, integrity and fairness through consistently applying rules, procedures and good practices at the end of a learning process.
- 4.3.8 The diversity and innovation of assessment methods, instruments and tools can vary according to the academic discipline and the nature of the learning outcomes being assessed.
- 4.3.9 The assessment plan and the summative assessment of aligned modules offered across campuses must be the same.
- 4.3.10 Throughout the period in which a programme is offered, module assessment plans account for potential risks, and interruptions to the academic programme.

#### **4.4 Quality management of assessment**

- 4.4.1 Quality of assessment is ensured through the alignment of module outcomes, assessment criteria, NQF level descriptors and the principles of assessment.
- 4.4.2 Quality of assessment is ensured by employing rigorous moderation procedures and practices.
- 4.4.3 Internal and external programme evaluations are mechanisms to confirm quality of assessments in the modules of academic programmes.
- 4.4.4 Quality assessment is dependent on the ongoing capacity development of lecturers' assessment competence.
- 4.4.5 Students are supported to adopt good academic conduct in respect of assessment to promote academic integrity (cf Policy and Rules on Academic Integrity).
- 4.4.6 Procedures for designing, approving, monitoring and reviewing of assessment strategies for modules and academic programmes are in place.
- 4.4.7 Records of summative assessments (examinations, portfolios, practicums, memoranda and examination scripts/answers) are maintained by the faculty for a period of at least 3 years following the year of assessment.
- 4.4.8 Secure and reliable recording of assessment results and record-keeping systems that ensure the security of the assessment system, especially with regard to plagiarism and other misdemeanours, is in place within each faculty and at the NWU.

### **5 Enabling teaching and learning environments**

#### **5.1 Overarching principles**

- 5.1.1 An enabling teaching and learning environment (TLE) is established through holistic and long-term strategic planning.
- 5.1.2 An enabling TLE enhances access through equitable and appropriate blended TL solutions and in all modes of provision.
- 5.1.3 The TLE is conducive to the facilitation of transformative learning and critical thinking.
- 5.1.4 TL environments are enriched through the integration and utilisation of credible, quality teaching and learning resources.
- 5.1.5 The progressive, integrated design and development of enabling, responsive and sustainable teaching and learning spaces are driven by a coordinated effort and collaborative institution-wide commitment.
- 5.1.6 The design and development of physical and virtual teaching and learning spaces are informed by research and evidence-based educational and discipline-specific practices.



5.1.7 The TLE influences and is responsive to the unique learning needs of individuals, to groups of students, and collaboration required for effective teaching and learning.

## **5.2 Planning and design of the TLE, technology-enhanced learning and technology adoption (applicable to TL resources and spaces)**

5.2.1 The TLE and its associated TL systems, technology and practices adhere to prescribed quality measures, standards and guidelines.

5.2.2 The design and development of the TLE focus on innovative technology adoption, technology enhanced teaching and learning, and best practices.

5.2.3 The TLE is enhanced through integrated deployment of appropriate ICT infrastructure, systems, applications and capacity building programmes.

5.2.4 The TLE explores the synergy between technologies (tools) and the cognitive processes associated with learning.

5.2.5 The TLE is sustained through design and development capacity and related ICT support.

## **5.3 Planning, design and development of teaching and learning (TL) resources**

5.3.1 TL resources comply with internal and external quality norms, standards and practices related to the mode of provision and the delivery platforms used.

5.3.2 TL resources support quality teaching and learning experiences in contact and distance provision.

5.3.3 TL resources are designed and developed to optimise publication, storage, distribution, and delivery thereof (full integration).

5.3.4 Prescribed and recommended TL resources reflect a balance between quality and quantity.

5.3.5 TL resources support both formal critical and independent learning experiences.

5.3.6 The design and development of TL resources provide for reuse and repurposing.

5.3.7 TL resources, plans and designs are handed over between lecturers in a prudent manner when lecturer mobility occurs.

5.3.8 **TL resources are reviewed on a pre-determined review cycle.**

## **5.4 Planning and design of virtual and physical TL spaces**

5.4.1 Virtual and Physical TL spaces respond to innovative curriculum designs appropriate to different disciplinary contexts.

5.4.2 The design of TL spaces, infrastructural and IT requirements are informed by sound educational (pedagogic) principles.

5.4.3 The flexible design of TL spaces:

5.4.3.1 extends over a range of design alternatives conducive to quality teaching and learning,

5.4.3.2 ensures comparable quality learning experiences regardless of mode of provision,

5.4.3.3 addresses the challenges of spatial and temporal separation,

5.4.3.4 provides access to preferred technologies,

5.4.3.5 provides access to information rich TL environments and interactive TL resources,

5.4.3.6 incorporates enabling support systems that organise conditions within which lecturers teach effectively and students learn best, and

5.4.3.7 contributes to meaningful, responsive, engaging teaching and learning experiences and unfettered communication and collaboration.

## **6 Role players responsible for implementation of the Rules**

### **6.1 Role players within the student body**

The student

Student Peer Mentors

Supplemental Instruction Facilitators

Student Representative Council

## **6.2 Role players within the academic environment**

The lecturer

The programme leader & coordinator

The subject leader & coordinator

The School/Research Director

Faculty Teaching and Learning Committees

The Executive Dean or Deputy Dean Teaching and Learning / Deputy Dean Research and Innovation, whichever is relevant

External examiners/ moderators

Faculty Examination Committees

Faculty Boards

Programme Advisory Committees

## **6.3 Role players within the support environment**

The Centre for Teaching and Learning

The Qualifications and Academic Programme Planning Unit

Student Counselling Services

Student Finances and Financial Related Systems

Residence and Catering Services

Community Engagement Office

Library and Information Services

Unit for Students with Disabilities

The Career Centre

Facilities Department

Information Technology

## **6.4 Role players within the management environment**

The Senate Committee for Academic Standards

The Senate Committee for Teaching and Learning

Senate

## **6.5 Applicable role players from industry and the professions**

Dependent on the academic offering

Statutory and non-statutory bodies, as relevant

Advisory Committees for professional qualifications, as relevant

## **7 Implementation, monitoring and review of the Rules**

Responsibility for the Rules lie with the Deputy Vice-Chancellor: Teaching and Learning.

Monitoring of the implementation of the Rules lies with each faculty board, chaired by the executive dean of a faculty.

The Teaching, Learning and Assessment Rules must be reviewed every two years.