

2019 MID-YEAR PROGRESS REPORT: TRANSFORMATION AND ALIGNMENT GOALS

2019 Student numbers per campus per gender					
	Mafikeng campus	Potchefstroom campus	Vaal Triangle campus	Unknown campus	Totals
Female	7490	31499	4856	53	43898
Male	6085	14504	2784	58	23431
Grand Totals	13575	46003	7640	111	67329

Increase of 4660 in student numbers from 2018 to 2019 (Total number of students on all three campuses in 2018 was 62558; 12541 on MC, 42437 on PC and 7580 on VTC)



Table of content

1. INTRODUCTION	5
2. PROGRESS ON TRANSFORMATION INITIATIVES AND ALIGNMENT OF THE ACADEMIC OFFERING AND THE STUDENT ACADEMIC EXPERIENCE: A UNIVERSITY PERSPECTIVE	5
2.1 PROGRESS ON THE IMPLEMENTATION OF THE NEW MULTILINGUAL LANGUAGE POLICY OF THE NWU	5
2.2 RE-IMAGINING FOUNDATION MODULES AT THE NWU	6
2.4 THE FACING RACE WEEK	7
2.5 GENDER AWARENESS WEEK	10
2.5.1 <i>Actively involving stakeholders across all three campuses</i>	10
2.5.2 <i>A programme of variety that reflected various ways of engaging with gendered experience</i>	10
2.5.3 <i>Final word</i>	11
2.5.4 <i>The Pride Q'Nnextion parade</i>	13
2.6 TIME TO REVISE THE NWU TEACHING AND LEARNING STRATEGY	13
3. INNOVATION, TRANSFORMATION AND ALIGNMENT OF THE ACADEMIC OFFERING AND THE STUDENT EXPERIENCE ACROSS CAMPUSES: FACULTY PERSPECTIVES	14
3.1 FACULTY OF ECONOMIC AND MANAGEMENT SCIENCE	14
3.1.1 <i>Driving Curriculum Transformation and Alignment of the Student Experience</i>	14
3.1.2 <i>Summary of initiatives for all 6 Schools of the Faculty</i>	18
3.2 FACULTY OF EDUCATION	32
3.2.1 <i>Introduction</i>	33
3.2.2 <i>Faculty Structures: Teaching and Learning</i>	33
3.2.3 <i>Staffing</i>	33
3.2.4 <i>Infrastructure</i>	33
3.2.5 <i>Open Distance Learning</i>	33
3.2.6 <i>Teaching and Learning</i>	34
3.2.7 <i>A plan for multilingualism and translanguaging</i>	36
3.2.8 <i>NWU Teaching and Learning Support Units</i>	36
3.2.9 <i>Student Learning Experience</i>	36

3.2.10	Conclusion	37
3.3	FACULTY OF ENGINEERING	37
3.3.1	General information.....	37
3.3.2	Programme alignment.....	38
3.3.3	Curriculum transformation	38
3.3.4	Faculty language plan.....	39
3.3.5	Deviations from the FITLP	39
3.3.6	Conclusion.....	40
3.4	FACULTY OF HEALTH SCIENCES.....	40
3.4.1	Fostering cross-campus collaboration	40
3.4.2	Driving transformation, alignment and innovation	40
3.4.3	Using the student voice to innovate and transform.....	41
3.4.4	Transforming by decolonising the curriculum.....	41
3.4.5	Innovation, blended learning	42
3.4.6	Participation in the Facing Race week	42
3.5	FACULTY OF HUMANITIES	43
3.5.1	Introduction	43
3.5.2	Alignment of the academic offering and the student experience across campuses	44
3.5.3	Initiatives to help academics improve their teaching	44
3.5.4	Decolonising and Africanising the curricula	46
3.5.5	Facing race week.....	46
3.5.6	Programme reviews (IPE and EPE)	46
3.5.7	Teaching awards and scholarships 2018/19.....	47
3.6	FACULTY OF LAW	47
3.6.1	Accreditation: Bachelor of Laws Programme.....	47
3.6.2	CHE National Report on the review of the LLB	48
3.6.3	Revised programmes.....	48
3.6.4	Programme alignment	49
3.6.5	Team Teaching.....	50
3.6.6	Lecturing across campuses	50
3.6.7	Curriculum Transformation.....	50

3.6.8	<i>Strategy on preventing plagiarism</i>	50
3.6.9	<i>Student experiences and activities</i>	51
3.6.10	<i>Celebrating the Bill of Rights and the Convention on the Rights of the Child</i>	52
3.6.11	<i>Student support</i>	52
3.6.12	<i>Staff profiles: Seniority, qualifications and scholarly reputation</i>	53
3.6.13	<i>Postgraduate programmes</i>	55
3.7	FACULTY OF NATURAL AND AGRICULTURAL SCIENCES	55
3.7.1	<i>Academic programmes and alignment</i>	55
3.7.2	<i>Commitment to transformation</i>	56
3.7.3	<i>Enrolment and Infrastructure</i>	57
3.7.4	<i>Events of importance</i>	57
3.8	FACULTY OF THEOLOGY	58
3.8.1	<i>Introduction</i>	58
3.8.2	<i>Decolonialisation of the curriculum</i>	59
3.8.3	<i>Alignment across campuses</i>	60
4.	CONCLUSION	60

1. Introduction

Our Strategy Statement is “To transform and position the NWU as a unitary institution of superior academic excellence with a commitment to social justice”. What are we doing? We are continually in the process of transforming the University. How are we doing it? We are positioning ourselves as a unitary institution. Why are we doing this? We are committed to academic excellence and social justice in our academic project. Excellence and social justice are integrated concepts. All our efforts as University are geared to supporting student success and the extent to which we develop our academic and administrative staff to ensure the future success of our beloved university is commensurate with our awareness that our students are the future of our beloved country.

One of the five long term goals of the NWU Strategy is to promote excellent learning and teaching and to reposition the NWU to attain the size and shape required by market direction decisions. These goals lie at the heart of the core business of the Office of the DVC TL and the newly implemented eight Faculty structure. As an institution we are committed to continuously monitor and improve on the scope of our academic offering and on the quality and excellence in our teaching and learning activities to further improve student access and success in pursuit of our commitment to transformation, social justice and an excellent student experience for all who call the NWU their home.

Transformation and alignment of standards within the NWU context is inextricably linked to the following issues:

- social justice, language and cultural inclusivity,
- quality of the student experience,
- excellence in teaching, learning, research and community engagement,
- coherence, sustainability and alignment of our academic offering,
- responsiveness to environmental, economic and political changes, and
- being relevant to the current and future needs of the communities we serve.

The NWU is working with diligence to continually address the above issues. We are by no means yet where we want to be but we are without doubt in the process of transformation and alignment.

The following are more specific indicators as to the NWU's commitment to transformation and alignment of a) NWU curricula, and b) the student academic experience.

2. Progress on transformation initiatives and alignment of the academic offering and the student academic experience: a University perspective

2.1 Progress on the implementation of the new multilingual Language Policy of the NWU

On 22 November 2018 the Council approved the revised NWU Language Policy as recommended by Senate. Amongst others, the Policy requires that the language plans and guidelines associated with the Policy must give expression to a commitment to the implementation of the constitutional provisions concerning multilingualism in South Africa, and within the parameters of the principle of functional multilingualism, English, Setswana, Sesotho and Afrikaans be employed as official languages of the NWU. At the same meeting the strategic funding request and project charter relating to the costing of the Language Policy implementation were approved.

The Language Policy describes the need for a specialist grouping to advise the University on matters pertaining to the implementation of the Language Policy. For this purpose, the Senate Committee for Language Planning and Advisory Services (SCLPAS) was established and its Terms of Reference were approved by Senate on 30 October 2018. Because this grouping must advise faculties, research and support divisions, university management and Senate on language matters affecting planning and implementation, SCLPAS is a standing committee of Senate established for the purpose of considering matters related to language planning overall, inclusive of teaching and learning, research and innovation, as well as organised student life, to make recommendations to Senate in this regard.

Thus far the SCLPAS has met on 3 occasions with different matters having been resolved:

- 7 December 2018: the SAICA language policy requirement that all SAICA examination papers be written in English only from January 2022 onwards, and the implications for students studying for the BCom (Cost Accounting) at the NWU.
- 19 February 2019: a) Request from the Quality Enhancement Office to consider and investigate the establishment of a NWU postgraduate centre/unit that supports language and writing development; b) Investigation into a requirement for a language proficiency test in English as part of the application of an international student before acceptance – a task team mandated to roll out a pilot project to investigate the feasibility of institutionalising compulsory academic language test for postgraduate students was accepted; c) Approval of a plan, template and initial time schedule for the development of faculty and support department (excluding student life) language plans to operationalise the NWU language policy in the teaching-learning environment; d) Formal process for translation and language editing of examination papers; e) Noting of Afrikaans names of qualifications and programmes after HEQSF-alignment.
- 17 April 2019: a) A number of Faculties presented draft 1 of their Language Plans for discussion and noting; b) Exploratory discussion on how the School of Languages could be of service in the advancing of multilingualism and supporting the implementation of the Language Policy. Proposal included the development of language acquisition short courses to be offered free of charge to staff; multilingual glossaries for specific modules; development of an application that students can use to access multilingual glossaries; academic literacy tests to be translated also to Setswana and Sesotho; yearbooks translated to Setswana and Sesotho also. A presentation from the Director of the School of Languages, on the language support to postgraduate students. A first draft of the Language Planning Template for Student Life was presented by the acting Executive Director. Feedback from Campuses on planning for multilingualism in this environment was insufficient to say the least.
- On the 25th of May the SCLPAS will meet to consider and recommend all Faculty Language Plans to Senate and then to the University Management Committee.

In preparation for the implementation of the principles of the NWU Language Policy, the establishment of and budget for the Language Pedagogy and Planning Unit have been approved by all relevant structures. The DVC T-L met in April with two separate groups of staff regarding the activities of the LPPU:

- Meeting 1 included the Deputy Deans and (languages) Directors from Faculty of Education and Faculty of Humanities to engage on the short learning programme (SLP) development (SLPs for MOI in Afrikaans, Setswana, Sesotho) and Multilingual Pedagogies and then Short Courses in Setswana and Sesotho (for designated subject content areas). The purpose of such SLPs is to equip staff with the pedagogy on the one hand, and aspects of language usage to facilitate learning, on the other hand.
- Meeting 2 (held with the Deans of Humanities and Education) and Chief Director of the CTL was about the setting up of the LPPU which would in effect be the structure to house the four academics we seek to appoint in coming months to work with faculties to develop the multilingual pedagogic competence of staff to assist with the development and implementation of their language plans. At this meeting it was agreed that the academics would have a functional location in their language Subject Groups and formal location in the DVCs T-L Division (possibly CTL) until such time as the academics were fully integrated into the Faculties along with the fully implemented Language Plans of Faculties.

The position profiles for the 4 academic posts for Lecturers in Language use in Higher Education within the LPPU in the Language Directorate have subsequently been finalised and should be advertised in August.

It is thus evident that progress regarding the implementation of the Language Policy to the benefit of all NWU students are well under way.

2.2 Re-imagining Foundation modules at the NWU

The mission statement of NWU emphasises the importance of preparing students not only for the market place, but also as 'responsible citizens', which term could be interpreted as people who are committed to contributing to improving society in their respective professions and positions, through the operationalization of values that promote the social good. In addition, the university is committed to decolonisation of its teaching,

as evidenced by the document, North-West University's Declaration on the Decolonisation of University Education: The imperative to transform Teaching and Learning, the Research Agenda and Community Engagement, passed by Senate in 2018.

As part of the strategy for the transformation of student learning, the university decided to introduce a compulsory module in the second and third years for all students, commonly referred to as the "Understanding the World" (UTW) modules. The aim of the modules is that students should be able to articulate their own worldviews, understand the world views of others, both from a personal and discipline-based perspective, and apply these understandings to foundational issues and ethical problems in their fields of study. Worldview, in this instance, is understood as the fundamental cognitive orientation of an individual or society, encompassing the whole of the individual's or society's knowledge and point of view. It can include natural philosophy; fundamental, existential, and normative postulates; or themes, values, emotions, and ethics. A worldview is thus an interdisciplinary concept. As such, each faculty was tasked to design their own modules to reach the standardized outcomes. The outcomes of the Understanding the World modules suggest that on completion, students should have an intersectional view of the world and be able to see things from multiple viewpoints, using their discipline knowledge to promote inclusivity and social cohesion. If we also agree that all education should be for the common good of society, then it has to be based on enabling people to embody life-enhancing values - democracy, inclusion, care and compassion, respect, dignity – in their interactions. Yet, even where these core values are embedded in the curriculum, particular paradigms and world views are often presented as superior to others.

The current student calls for decolonization and transformation of the curriculum mean that it is indeed an opportune time to question what, why and how we are teaching in higher education. Central to the student protests is the question of the curriculum. We need to critically reflect on what is appropriate or no longer appropriate for our students to be learning; what is critical to enable them to develop as socially autonomous citizens who hold dear their own and others dignity. This requires the curriculum to be based on the value of inclusivity and respect for our fellow beings and our environment, yet be critically aware of how our social and cultural histories have shaped our thinking. We need to create safe spaces for students to engage with concepts such as exclusion, marginalisation, othering, the denial of dignity, privilege, racism, sexism, and other isms that oppress and deny the humanity of many.

The Sub-Committee for Foundation Education Provision (SCFEP) thus decided on 15 April 2019 to establish a task team to review all existing Understanding the World (UTW) modules, to determine the true purpose of such foundation provision and to develop an offering that will best serve the NWU and its students within this context. The task team will grapple with important issues in collaboration with all Faculties and will offer an appropriate and relevant solution to the Senate Committee for Academic Standards by March 2020, in time for uptake into the 2021 yearbooks.

In addition to the above initiative, the subject group responsible for the compulsory Academic Literacy Module is in the process of investigating alternative assessment strategies for this module with a view to a more blended learning approach that will ensure that all first year students are given the opportunity to engage with online assessments early in their academic careers. For the same purpose and to better equip first year students for the demands of higher education and ultimately the 21st century workplace, it is envisaged that a Computer Literacy Module may be added to the foundation module offering at the NWU.

2.4 The Facing Race Week

During the month of April the Faculty of Humanities in collaboration with the DVC Teaching and Learning hosted the Facing Race Week to encourage our University community to engage in critical and meaningful conversations to deal with issues of how race is implicated in our institutional practices. Specifically, it sought to engage with issues of discrimination, exclusion, inequity and inequality of treatment, and problematise these in the context of race, and what university ought to be doing about it.

The FRW included a book launch, many round table discussions and various conversations and dialogues on topics covering politics of the canon and language in the academy, and the extent to which these still promote exclusion of some while the University itself strives, in its policies, to achieve inclusion, equity of participation, access and success for all students.

FACING RACE WEEK

8-12 APRIL 2019

Book Launch:

- Studying White Black

• Whose History Counts: decolonising African Pre-colonial historiography

Round Table:

- The politics of the Canon
- Race and politics of knowledge production
- Race, Access and inclusion

• Challenges of dismantling the master's house with the master's tools

Conversations:

- Conversation with SCC
- Beyond the Knee-jerk

• Race, Language and the politics of inclusion

• Understanding Legacies of Apartheid: heArt - healing through art

• Decolonising and Rethinking the University

What does it mean for a university to "face race"? To face race at a South African university is to face the relationship between race and educational opportunity; to confront it, to take responsibility for it, to understand its implications for our teaching, research community engagement. Taking as a starting point that race is an historical construction inseparable from the particular South African experience of segregation; and drawing from Audre Lorde's insight that "the master's tools will never dismantle the masters house", facing race means engaging critically with what it means to de-segregate.

The project of facing race at a university is to disrupt and reimagine the received academic rituals that might inadvertently shape (de)segregation even as it seeks to interrogate its unfolding. This is achieved by opening multivocal spaces to enable epistemic plurality, as the week's programme seeks to do.






FACING RACE WEEK

8-12 APRIL 2019



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All faculties participated in the FRW and students were invited to participate in all the events and panel discussions. Some of the feedback that offer an indication of the value of such an engagement as received from students include:

"Firstly, thank you for the opportunity to take part in the Facing Race Week. It has been eye opening and exciting to discuss pressing matters on a functional platform. There are however a few kinks that need to be cleared before the next such an event: well in advance marketing, involve more students (that what students organise, students take part in) and make it part of the class schedule for Humanities and related fields, make attendance thus mandatory."

"Facing Race Week indeed was yet another opportunity where structural indifferences manifested that takes root from history and present social phenomena's. Indeed, it was a great platform to start to work towards a construction of the North- West University which belongs to all, however much still needs to be done to restore the dignity of those who still feel excluded and marginalized despite the progress made. In conclusion my experience was yet again a confirmation of how in many ways the NWU desperately needs transformation."

"Facing race: something that we shy away from when actually, if done in respect, can be an enriching as well as an empowering experience. To be honest, I grew so much in such a short period of time by being able to maturely face questions, ask and become informed on other cultures and the way they do things. In proactively looking at possible solutions to bring about a positive change in our country, starting at the basic manner of empowerment: knowledge and understanding of other cultures, there is a hope for South Africa. I believe that coming together and sharing ideas and possible solutions is the start of a unified and peaceful future for our university as well as the possible start of a ripple effect throughout the country. If we can set our differences aside and stop judging the differences, the opportunity to appreciate and embrace each other's way of doing things will arise. To quote one of the members of the audience: 'our grandmothers all made bread the same way', maybe we aren't that different after all.

That being said, we are all after the same thing: equal opportunities. Therefore, educating as many people in

their home language to give them a contextual understanding should be our aim. The future lies in creating a multilingual university, promoting diversity by not receding into monolingual education such as English only, but increasing the number of tertiary languages one by one. The key is to be patient enough to take the time to provide a voice for another national language on a tertiary level”

“After this week I realised we should do the following:

- Talk about race.
- Observe your environment intentionally and purposefully.
- Invite into your life people who do not look like you, think like you, who do not come from where you do.

By doing this, you might find they will challenge your assumptions and make you grow as a person. You might get powerful insights from these individuals and most importantly you might be a great citizen.”

Members of University Leadership, Faculty Management, students, academics and community members participated with fervour in the activities of the week. Although attendance of some of the events was small in numbers, engagement was vibrant and “discussions were actually intriguing”.

A number of Faculties have included their experiences of the FRW in their Faculty-specific reports.



The following as final comments on the success of the initiative:

“One can truly testify that NWU is on the move... lots of student enriching activities both individually and collectively”.

“Colleagues, I am out of words. The NWU is indeed a hidden treasure. Thanks to the faculties too for their

strategic projects towards the achievement of our unitary and equity based strategy with a commitment to social justice. How I would like to participate in all these projects.... They give some breath of life to our strategy.”

2.5 Gender Awareness Week

Following the success of Gender Awareness Week 2018 (GAW), prof Robert Balfour, DVC Teaching and Learning, approached the Faculty of Theology to lead the organising committee of GAW 2019, under the theme “Gender and Spirituality”. The intention with the theme was to recognise that as society in South Africa, and then especially at the NWU, religious beliefs matter as a foundation for values. These religious beliefs also extend to convictions regarding gender, even while we acknowledge among our students and staff forms of spirituality apart of religion, as well as a-spiritual and a-religious experience, which translate into viewpoints on gender. Thus the aim of GAW 2019 was to provide a curated, productive and meaningful forum for discussions on these different perspectives within religious communities, as well as dialogue between these perspectives and non-religion-based perspectives.

2.5.1 Actively involving stakeholders across all three campuses

In compiling the programme of GAW 2019 the organising committee endeavoured to involve as many role players within university life (on all three campuses) as possible: students through student life in the form of the respective SRC’s, residences and student associations (including Campus Pride); academic staff through the involvement of faculties who were invited to plan their own programmes during the whole of August (Women’s Month) and especially GAW (26-30 August 2019); support staff through programmes planned by support services. Specific faculties, departments and schools (FHS, Engineering, Humanities, Music) also actively engaged with the topic by suggesting, and facilitating, specific events under the theme. Because of this approach, events prior to and during GAW varied in topics, format and content. For example, events in the residences took the format of “red chair conversations” facilitated by Student Life, the School for Music presented a music concert and an interactive workshop under the theme “Gender, Music and Spirituality”, and the NWU Art Gallery presented exhibitions of Lhola Amira’s work on all three campuses.

In part because of the care taken in bringing on board various stakeholders during the programme compilation phase, event participation was marked by cross-sectional attendance, with even distribution between staff (40%), students (50%), and non-university/larger community attendance. Care was taken to create a welcoming and nurturing space for participants from all backgrounds and identifications (including gender-fluid and non-conforming participants). Although participants were not asked to identify with a specific gendered identity on attendance lists, attendance was split 70/30 (male/female) for larger events, and 50/50 (male/female) for smaller events.

In addition, the three campuses played host to a variety of speakers (from the University of the Free State (Motsaathebe Serekoane), GALA in Johannesburg (Genevieve Louw and Anzio Jacobs), Jessica Lynn from the USA, as well as Maria Frahm-Arp from the University of Johannesburg). These visits led to (sometimes breathtakingly) honest conversations about how NWU still differs from other universities, specifically in how our sense of historical placement (geographic/geo-political, affective-ideological, and institutional) continues to impact on a) our current embodiment of institutional identity, and b) our navigation of processes of transformation. From many of the conversations, it was clear that gender – and, in this case, the mercurial resonances between gender and spirituality – should not be seen as de-contextual, or divorced from sexuality, culture, institutional structurings (such as a still seemingly segregated hostel culture); rather, many events suggested that intersectional approaches to gender experience would be more productive in tackling issues such as gendered violence and homophobia. In addition to this, many of the events also, hearteningly, brought to the surface something of the strides we’ve made *together* since 2004 and the institutional changes that had been instantiated.

2.5.2 A programme of variety that reflected various ways of engaging with gendered experience

The programme played host to a variety of events – 23 in total – including workshops, lectures and panel discussions, the annual SAAGS conference, discussion that ranged from a number of more intimate table top dialogues (with six participants engaging in honest and empowering dialogues) to massive student assembly-type events (with 120 participants in attendance), art exhibition that included works from local artists that drew the attention and curiosity of students, as well as international guests who visited the Vaal Campus from the

USA and New Zealand. Of note was the variety of conversations sparked – formally in events, but also significantly, informally after events – among students regarding gender based violence and gender diversity. A number of colleagues observed a marked change in the *texture* of how students were discussing gendered experiences on campus after their attendance at a GAW event.

Of note was the synergy that developed between GAW and the South African Association for Gender Studies, led by Prof Deirdre Byrne, outgoing director of UNISA's Gender Institute. SAAGS agreed to host their annual conference on the NWU Potchefstroom campus during GAW, so to allow cross-pollination between SAAGS delegates (from 7 South African universities) attending the conference and GAW. The conference theme, on situated knowledges and feminist pedagogies, felt particularly relevant in 2019, when many universities are coming to grips with the pragmatic and practical possibilities *and* limitations of how decolonial approaches are actualising within the tertiary landscape. It was many SAAGS delegates first visit to NWU, and the fact that they could participate in GAW events meant that a) they were exposed to conversations with currency occurring at our university, and b) knowledge and idea exchanges were facilitated.

The GAW programme also featured five key note events all dealing with different aspects of “Gender and Spirituality”. Topics included “Spirituality amidst the emerging gender discourse”, “Gender diversity”, “Violence against women in the church” and “Spirituality, Mysticism, Female Mystics”. The latter events focused on challenges unique to female academics, the importance of mentorship and support systems. The importance of forums such as this to come together and share narratives and a sense of community was emphasised time and time again. All events, held across the three campuses and some repeated on the different campuses, were well attended. Feedback from participants pointed out that these events did indeed provide safe and thoughtful fora for discussions on gender issues and spirituality. Specifically, a number of themes arose for future discussion, on gender-based violence, questions around LGBTIQ+ and theology, divorce, remarriage, abortion, gender, queerness and culture.

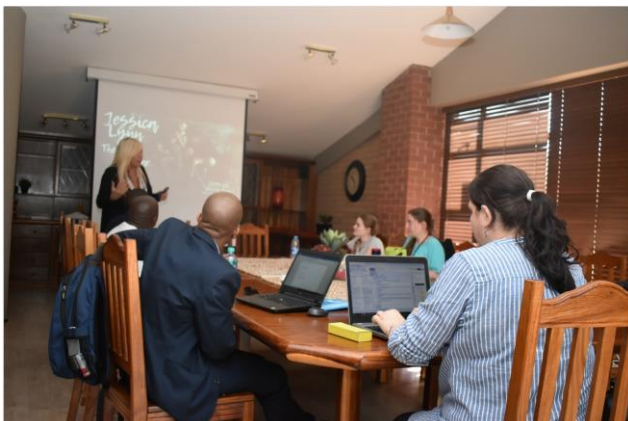
Each faculty planned their programmes within their own context and that of their students. Faculty of Humanities provided various opportunities for engagement on the general theme of GAW and more specifically gender diversity. Faculty of Engineering hosted their annual Femmegineering event at the beginning of August, encouraging and empowering young women to pursue careers in the field. Faculty of Health Sciences launched a social media campaign drawing attention to the experiences of staff and students in relation to gender. And Faculty of Theology provided opportunities to focus more on the aspect of spirituality in relation to gender.

2.5.3 Final word

As organising committee we gladly acknowledge the contributions of faculties, support divisions, Student Life and the student associations in working together towards the success of GAW 2019. We also greatly appreciated the advice and support from the DVC Teaching and Learning and his office, and thank all staff and students who helped with the logistics, finances and marketing.

It is our hope that GAW 2020 will reach ever greater heights and that participation across our institution will increase as the dialogue on Gender and Spirituality continues.





2.5.4 The Pride Q'Nnexion parade

The LGBTIQA+ Committee of the NWU (MC) organised a community solidarity march named Pride Q'Nnexion on 4 October 2019. LGBTIQA+ Committee Leader, Bakang Morare, together with the Office for Student Life and with the support of the SCC organised the event with purpose of embracing diversity and queer people and gender awareness more broadly. The march took place at midday and a group of students and staff (including members of management) addressed and supported students on the occasion. The group began their march at the main gate and ended at Boss Mike. Gender-Based Violence and homophobia are among the many issues affecting communities cross-sectionally (irrespective of race and class) in South Africa and the issues concerning GBV at universities have come in recent months to the fore, owing to violence against students at some South African universities. The march which took place at the Mafeking Campus of the NWU emphasised the need to counter discrimination. Prejudice of any kind is often the basis for action in the form of violence and the attitudes (unacceptance, intolerance, hatred, or indifference) that affects vulnerable groups particularly (women, queer men, children and the poor), and that in the face of such violence calls for unity and solidarity with marginalised groups, should attract University support. Such activities should lead to positive actions and affirmations to raise awareness of the need to create conditions in which structural inequality (on the basis of gender, class and race) can be addressed.

2.6 Time to revise the NWU Teaching and Learning Strategy

The North-West University Teaching and Learning Strategy (2016-2020) was approved by Council on 23 June 2016, before the implementation of the new unitary model, and after three years of reflection, discussion and consultation during a tumultuous time of restructuring of the University. The NWU has now established its eight faculty multi-campus unitary management model and leadership within faculties and TL support divisions have been appointed. It is thus time to re-look the TL Strategy with a view to revise the existing Strategy for implementation in 2021, and even renew parts of or add new strategic foci to the Strategy, whichever makes sense for the realisation of the NWU purpose to excel in innovative learning and teaching to the benefit of our students and society as a whole.

Ultimately the TL Strategy offers high level guidance to realise the NWU dream to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care.

By means of the TL Strategy the University expresses how it intends to prepare its students and its graduates for life and the world of work in the 21st century. Sought-after graduate attributes articulated in the Strategy must necessarily be updated as the needs of the economy, industry and society as a whole change and evolve over time. Planning for niche markets, new and existing flagship programmes in both modes of provision, and technological advancements within the teaching and learning environment are also never static, and the Strategy has to demonstrate the University's commitment to keep up with the times and to ensure an excellent and worthwhile academic student experience on each of its three campuses.

As the consultation and finalisation process of the TL Strategy (2016-2020) ran over a period of three years, we felt it expedient to commence with the revision/ renewal process earlier rather than later, to ensure that we can implement our revised Strategy by January 2021. The revision process is well under way with Faculty and TL Support Departments having submitted their integrated feedback to the office of the DVC TL. A meeting on the 29th of July 2019 for an in-depth discussion on the NWU's strategic intentions going forward into 2021 will take this initiative into the next phase.

The next section of this report offers a summary from the viewpoint of each Faculty regarding innovation, transformation and alignment matters. Not only the content, but also the format of each submission reflect the unique nature of every Faculty.

3. Innovation, transformation and alignment of the academic offering and the student experience across campuses: Faculty perspectives

3.1 Faculty of Economic and Management Science



3.1.1 Driving Curriculum Transformation and Alignment of the Student Experience

Initiatives in flagship programmes in the School of Accounting Sciences

Programme for Chartered Accountancy (CA)

Approach to curriculum renewal and transformation

The CA programme is accredited with a professional body, namely the South African Institute of Chartered Accountants (SAICA). SAICA is a body of members (accountants) tasked with the advancement of the profession. SAICA (and indirectly practising accountants) determine the curriculum to be taught and assessed by accredited institutions. This curriculum is titled the “Competency Framework”. To remain accredited, the CA programme renews its curriculum regularly to remain aligned with the latest version of SAICA’s Competency Framework. This is mainly the responsibility of the Programme Leader. We are comfortable that the Competency Framework is an adequate curriculum as it is based on extensive and continuous research and input from SAICA’s members in practice. We do, however, from time to time, make additional changes to the curriculum which are not specifically mandated by SAICA. This is based on our collective experience as academics (who are all qualified professionals with practical experience) on what is necessary for students to succeed in obtaining the qualification and in their careers. We also have strong links

with other universities across South Africa (and a few international institutions) and continually benchmark ourselves against best practices at tertiary level.

The fact that the demographics of SAICA's membership are changing continuously seem to indicate that transformational efforts are making an impact. In January 2002, approximately 1% of South African Chartered Accountants were African (259 African members). In June 2019, this percentage has grown to approximately 14% (6 146 African members). We also survey a sample of employers from time to time. The feedback about our graduates (and hence our curriculum) is very positive.

SAICA has embarked on a project called "CA2025", which will result in substantial changes to university CA curricula in the foreseeable future. In addition to the technical competencies, the CA2025 framework is built on value creation, responsible leadership, social citizenship, ethics, lifelong learning, business acumen, digital acumen, relational acumen and decision-making acumen.

Incorporating the student voice

Our curriculum is based on the SAICA Competency Framework. Efforts have been made by SAICA to further enhance inclusivity by, for example, adding a public sector awareness to the Competency Framework. As SAICA exists for its members (mainly practising accountants), university alumni indirectly give input into the curriculum. It should also be noted that SAICA conducts focus group discussions with students when they conduct full monitoring visits to accredited institutions every 5 years. In addition, we receive input from our Academic Student Associations, facilitators and academic trainees (who are our recent graduates) on what works and what does not work.

Attempts to incorporate Africanisation and decolonisation

The new module Worldviews and Ethics for Accountants (WVET 211/221, since 2017) incorporates an academic/philosophical component (worldviews) to our ethics module. This specifically includes the African worldview and concepts such as "Ubuntu". The module also has a greater focus on general ethics as opposed to professional ethics. It also includes critical issues and contemporary phenomena in the accountancy environment such as corporate social responsibility, continual change, human rights, inequality, transformation, HIV/Aids, overregulation, abuse of power, corruption, financial fraud, earnings management, tax evasion, sustainable development and similar issues. Students write various reports (assignments) on these issues, which further develops their literacy skills.

Support for African students

Though not necessarily related to curriculum, the NWU has a Thuthuka Bursary Programme for its African and Coloured Chartered Accountancy students (a nation-wide initiative in which most SAICA-accredited universities participate), which includes a variety of additional academic and non-academic support mechanisms for these students. SAICA publishes regular reports proving that the Thuthuka Programme makes a big impact in transforming the profession around the country.

Addressing instances of bias and alienation related to the curriculum

We have identified that students from different backgrounds tend to perform differently in various subject areas and/or in response to certain assessment techniques. For example, our African students, on average, tend to perform better in discursive questions. We therefore attempt to include a diverse range of content and assessment techniques in the curriculum. We have also identified that many students from disadvantaged backgrounds are unable to afford the prescribed textbooks. For this and other reasons we make available comprehensive additional material to students, e.g. in the study guides.

A concerted effort is being made by staff in the programme to use more examples in contact sessions and assessments to cater for a diverse student body (e.g. incorporating case studies based on small, rural businesses rather than listed companies, as well as the use of diverse industries). The entities and characters in our question scenarios (cases) are representative of South African diversity.

African languages development

We already employ a number of African academic trainees on all 3 our campuses, who are able to do one-to-one consultations and present tutorials to our African students in their languages. The School has developed the Isikokhulumayo app, which students can download on their Android-based smartphones. The app provides translations for various Accounting, Auditing, Tax and general business terminology in Sesotho and Zulu. The School is planning to expand the app to incorporate more terminology and to include

Setswana.

The School has also embarked on a project to develop short videos that explain key concepts in Accounting, Auditing, Taxation, Management Accounting, Financial Management, Strategy, Risk Management and Governance in Setswana and Sesotho (in addition to English and Afrikaans). A phased-in approach will be followed in developing these videos.

Internationalisation

The school has agreements with the University of Namibia (UNAM) and the National University of Science and Technology (NUST) in Zimbabwe to assist these African institutions with capacity development for their Accountancy programmes.

Alignment of the content of modules of programmes across campuses

Programmes in the School of Accounting Sciences are fully aligned. This includes the content of modules and all formal assessments, including class tests. We even follow a consistency marking process, at least for semester tests and exams (but in some modules for all tests) in which each lecturer marks a sample of scripts from all 3 campuses, followed by a meeting/teleconference to iron out marking differences before marking commences.

Alignment of the in-class experiences of students

The School of Accounting Sciences have been aligned across campuses since 2008 and very experienced with alignment. We have regular inter-campus subject and programme meetings. Lecturers across the 3 campuses work together closely to ensure the in-class experience of students is similar across campuses. This includes using the same work programme and the sharing of all material (e.g. PowerPoint slides and homework questions). In some modules, students from all 3 campuses are linked to a single eFundi site. In other modules there are different eFundi sites for the 3 campuses, however lecturers from all 3 campuses have access to all 3 sites and ensure that the same information (where relevant) is shared with all students. The exact same study guide (most often an eGuide using the eFundi “lessons” tool) is used across all campuses in all of our modules.

In regards to team lecturing, some steps have been taken, e.g. Mr Ian Short (PC) presented a lecture on Strategy for the RECP 674 students of VTC (this year and last year). Plans are in place for Mr Ian Short and Mr Desmond Phuthi to each present a guest lecture in SRAG 321 for the MC and the VTC students, and for the MC and VTC lecturers (Simon Magumbo and Jesse Manickum) to likewise present a guest lecture on the other campuses. We are looking to expand guest lecturing across campuses in future.

Students on all 3 campuses complete the Student Teaching-Learning Experience Survey of CTL. This allows School management to monitor the equivalence of teaching and support quality on the various campuses.

Programme for Financial Accountancy (FA)

Approach to curriculum renewal and transformation

We renew our curriculum on a regular basis for FA to stay in line with the requirements of our two professional bodies, the South African Institute of Professional Accountants (SAIPA) and the Association of Chartered Certified Accountants (ACCA). Our honours programme also serves as a bridging programme towards the CA honours and thereby we are driven by the requirements of SAICA and the competency framework.

Incorporating the student voice

Our students get the opportunity for regular feedback through the formal process once a semester as well as informally in the class. In some of our classes we make use of sticky notes for quick and anonymous feedback from the students and in other classes we make use of “exit cards” where the students reflect on their learning and get the opportunity to tell the lecturer what they need for the next class or where they need to revisit a concept which they are struggling with.

Attempts to incorporate Africanisation and decolonisation

Our personnel have attended training sessions to help us identify practical ways of how to decolonise and Africanize our curriculum where experienced lecturers from UCT and a member of SAICA presented

training for all three campuses.

Internationalisation

The majority of professional bodies with whom our students can register after completing their professional exams and articles are accredited internationally, i.e SAICA, CIMA, ACCA, ACFE and SAIPA.

Alignment of the content of modules of programmes across campuses

We have regular subject meetings where personnel across all three campuses come together and discuss issues, nominate coordinators and plan for the next semester. In one of our subjects, auditing, we have arranged for a team building event where the colleagues from each campus will attend and we will get to know each other on a more personal level.

Programme for Forensic Accountancy (FORP)

Approach to curriculum renewal and transformation

80% of our curriculum contains modules from the CA programme. Please refer to their response in this regard. 5% of our curriculum contains modules from the Law Faculty. Please refer to their response in this regard

The Forensic programme is accredited with a professional body, namely the Institute of Commercial Forensic Practitioners ("ICFP"). The ICFP is registered with SAQA as a professional body. The ICFP is tasked with the advancement of the profession. The ICFP (and indirectly practising commercial forensic practitioners) determine the curriculum to be taught and assessed by accredited institutions. To remain accredited, the Forensic programme renews its curriculum regularly to remain aligned with the requirements set by the ICFP. We are comfortable that the curriculum is adequate as it is based on extensive and continuous research and input from the ICFP's members in practice. We do, however, from time to time, make additional changes to the curriculum which are not specifically mandated by the ICFP. This is based on our collective experience as academics (who are all qualified professionals with practical experience) on what is necessary for students to succeed in obtaining the qualification and in their careers. We also have strong links with other universities across South Africa (and a few international institutions) and continually benchmark ourselves against best practices at tertiary level.

Incorporating the student voice

We receive input from our Academic Student Association, facilitators and academic trainees (who are our recent graduates) on what works and what does not work.

Attempts to incorporate Africanisation and decolonisation

The ICFP is South African based and therefore South African legislation, structures and practices is the driving force in compiling the curriculum proposed by the ICFP.

The new module Worldviews and Ethics for Accountants (WVET 211/221, since 2017) incorporates an academic/philosophical component (worldviews) to our ethics module. This specifically includes the African worldview and concepts such as "Ubuntu". The module also has a greater focus on general ethics as opposed to professional ethics. It also includes critical issues and contemporary phenomena in the accountancy environment such as corporate social responsibility, continual change, human rights, inequality, transformation, HIV/Aids, overregulation, abuse of power, corruption, financial fraud, earnings management, tax evasion, sustainable development and similar issues. Students write various reports (assignments) on these issues, which further develops their literacy skills.

Support for African students

Due to the close alignment to the CA programme, our students also have access to the Thuthuka Bursary Programme for its African and Coloured Chartered Accountancy students (a nation-wide initiative in which most SAICA-accredited universities participate), which includes a variety of additional academic and non-academic support mechanisms for these students. SAICA publishes regular reports proving that the Thuthuka Programme makes a big impact in transforming the profession around the country.

Addressing instances of bias and alienation related to the curriculum

A concerted effort is being made by staff in the programme to use more examples in contact sessions and assessments to cater for a diverse student body (e.g. incorporating case studies based on small, rural

businesses rather than listed companies, as well as the use of diverse industries). The entities and characters in our question scenarios (cases) are representative of South African diversity.

African languages development

We rely on the efforts made in relation to this aspect by the Law Faculty and the CA-Programme, where relevant.

Internationalisation

We have contact with the Association of Fraud Examiners (ACFE) which is an international anti-fraud entity, as well as various other academics and practitioners across the world. One of our extra-ordinary associate professors is from Dubai.

Alignment: The Programme in Forensic Accountancy is only presented on the Potchefstroom campus. No alignment is therefore required regarding the forensic modules.

For the remaining 85% of our curriculum we kindly refer you to the reply provided by the CA-Programme and the Law Faculty.

Programme for Management Accountancy (MACC and FINM) Undergraduate

The undergraduate Management Accountancy qualification is a hybrid of modules that are presented to the Chartered- and Financial Accountancy qualifications. Financial Management-, Management Accounting- and Strategy modules are followed with the Chartered Accountancy stream as this is the core subjects of the management accountancy degree, while the remainder of the modules are followed with the Financial Accountancy stream.

Therefore, please refer to the information above as it applies universally to the management accountancy undergraduate programme, taking cognisance of the following additional points of interest:

Alignment of the content of modules of programmes across campuses

We have quarterly intercampus subject meetings that all lecturers teaching management accounting and financial accounting across programmes attend. These meetings serve as a type of “imbizo” where we spend the first half of the day to address any issues experienced by staff, module coordinators and subject heads in terms of the alignment of the content of modules and assessment across campuses in an attempt to continuously improve alignment and working relationships across campuses.

Alignment of the in-class experiences of students

The second half of the above mentioned meetings is spent in subject specific break-away sessions. During these sessions a platform is created for personnel to align technical issues on topical content to ensure that students receive the same extent and depth of teaching, but also to develop and improve the technical knowledge of personnel by learning from each other.

Postgraduate

The postgraduate honours degree in Management Accountancy is only presented on the PC. Please see relevant information below:

Approach to curriculum renewal and transformation

The management accountancy honours degree's curriculum is driven by the competency framework prescribed by the Chartered Institute of Management Accountants (CIMA). CIMA updates their syllabus every four years and we adapt our offering accordingly where needed.

Incorporating the student voice

The honours programme is a selection programme and the class consists of between 30 and 35 students maximum. Due to the small class size, the lecturers have a very close relationship with the students and communication between lecturers and students is very effective.

3.1.2 Summary of initiatives for all 6 Schools of the Faculty

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
Progress with Regards to NWU Strategies						
What	NWU strategy P1 Par 8.2, 8.3 NWU T&L strategy p15, 16 Par 8.7 NWU T&L strategy 19 Par 8.5 NWU T&L strategy, p17 Par 8.2 NWU T&L Strategy, p15 NWU Research and Innovation Strategy Par 8.3, 8.4 T&L strategy, p16 Par 8.6 T&L Strategy P 18	8.6 T&L Strategy P 18	NWU strategy P1 Par 8.2, 8.3 NWU T&L strategy p15, 16 Par 8.7 NWU T&L strategy 19 Par 8.5 NWU T&L strategy, p17 Par 8.2 NWU T&L Strategy, p15 NWU Research and Innovation Strategy Par 8.3, 8.4 T&L strategy, p16 Par 8.6 T&L Strategy P 18	NWU strategy P1 Par 8.2, 8.3 NWU T&L strategy p15, 16 Par 8.7 NWU T&L strategy 19 Par 8.5 NWU T&L strategy, p17 Par 8.2 NWU T&L Strategy, p15 NWU Research and Innovation Strategy Par 8.3, 8.4 T&L strategy, p16 Par 8.6 T&L Strategy P 18	Teaching and Learning Plan (2018 – 2023) of the School of Management Sciences, stipulating 6 goals and 20 actions and targets which has been agreed upon and adopted across all three campuses.	8.1, 8.2, 8.3, 8.6 and 8.7 of Teaching and Learning Strategy
How	Innovative teaching with technology Quality of academic offerings Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student success Equity across campuses with regards to	Curriculum Transformation and Renewal	Innovative teaching with technology Quality of academic offerings in the School of Economic Sciences Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student	Innovative teaching with technology Quality of academic offerings Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student success Equity across campuses with regards to	Goal 2.3 (at risk students identified and referred) Goal 3.3 (staff is attending workshops) All other goals are attended to continuously	Sharing of policies and procedures Alignment of modules WIL Curriculum renewal Inclusion of tourism related software programmes

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	resources The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal		success Equity across campuses with regards to resources The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal	resources The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal		
Where	All sites	All sites	All sites	All sites	All sites	MC and PC
Progress with the Implementation of the Integrated Teaching and Learning Plan						
What	Aligning our curricula to the SAICA CA2025 project (revised competency framework) and IT module for programme	MBA PGDM	Vision, mission and strategic goals for 2018-2023	Mini open day with high achieving students 10 and 11 June Mock EPE in preparation of HPCSA audit in October for Honn psychometrists training Lene Graupner and Elrie Botha will attend the HOD Industrial psychology meeting for SA universities at SIOPSA Met with individual	Teaching and Learning Plan (2018 – 2023) of the School of Management Sciences, stipulating 6 goals and 20 actions and targets which has been agreed upon and adopted across all three campuses. •Goal 2.3 (at risk students identified and referred) •Goal 3.3 (staff is attending workshops)	

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
				stake holders	•All other goals are attended to continuously	
Where	First year modules will have major changes	The MBA was revisited for optimized application and market relevance with two modules being rationalized into one (MBAC812 and MBAC 814) and the leadership module being moved from second semester second year to first semester of that year. The PGDM was also revisited and a complete new approach followed. All changes are less than 50% at 33.3%.	School	Open days on each campus (PC 12/5; VC 18/5; MC 25/5)	All modules	
How	Besides significant module changes it will also include the addition and integration of business acumen, relational acumen as well as	In the MBA and PGDM	Consultation to constitute the vision, mission and strategic goals	Kelebogile Paadi part of expert panel evaluating UJ for SABPP accreditation (visit)	Referred them to CTL	

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	decision-making acumen in our curricula					
Curriculum Transformation and Alignment						
What	<p>Alignment of facilities and functional infrastructure</p> <p>Alignment of programmes</p> <p>Transformation (Thuthuka)</p> <p>Transformation: Staff</p>	<p>Alignment of modules</p> <p>Transformation</p>	<p>Alignment of all modules</p> <p>Transformation</p> <p>Decolonisation workshops 2019</p> <p>Rethinking Economics for Africa Festival (2020)</p> <p>Alignment IPE or EPE</p> <p>Advisory board</p> <p>eFundi (LMS)</p> <p>New programmes</p> <p>Risk identification</p> <p>Implementation of technology</p>	Alignment of programmes	<p>Alignment of all undergraduate modules</p> <p>Transformation</p>	<p>Alignment in programmes</p> <p>Transformation: Staff</p>
Where	<p>Mafikeng (alignment of infrastructure)</p> <p>Alignment of programmes across sites</p> <p>Transformation: Thuthuka students in 2019</p> <p>Transformation (staff in PC, MC, and VC,)</p>	<p>All modules are aligned across the sites of delivery. Currently, the BS is piloting the concept of delivery across sites by the responsible module lecturer as</p>	<p>Ensure a footprint on three sites and that all programmes are aligned</p> <p>Transformation through curriculum development</p> <p>Festival (location not known).</p>	<p>Alignment of programmes:</p> <p>All study guides, outcomes, text books and exams are aligned where module codes are the same on all sites.</p> <p>Transformation of programmes</p>	<p>All three sites for undergraduate modules</p>	<p>Five undergraduate modules and four post-graduate modules are shared between Potchefstroom and Mafikeng.</p> <p>Transformation staff: two vacant positions at</p>

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
		both part of the workload model and similarity of delivery of product. Transformation: Staff, students on all sites.		on MC.		Mafikeng campus and students.
How	Mafikeng campus embarked on a project to upgrade the postgraduate venue with appropriate facilities and technology to enhance learning. A new podium, air conditioning and IT equipment were installed Alignment of well established in three (3) of the four (4) professional Accountancy programmes due to our relationship with our professional bodies, i.e. SAICA, SAIPA, CIMA etc. (content, teaching and learning practices, assessment practices and	At this time 4 PGDM and 5 MBA modules are delivered in this fashion. Transformation: Within the BS the School applies through its enrollment (students) and appointments (staff) the inclusivity concept as is demonstrated by the demographic profiles (previous report). The quality of the student experience is measured after every session (block release at MC) and module conclusion (PC and VC). Evaluations	Calculation of participation marks Content of modules Assessment practices Student experience where possible Test Examinations Alignment of moderators and examiners 2019 B Com Honns fully aligned Transformation: reviewing existing programmes for relevance, responsive to industry and student needs Festival which will see some of the most notable academics, policy makers,	Alignment: of the academic programme is mostly achieved, however, we are still working on finding more effective ways to reduce the frustrations that is implied with the method of working. Processes were put in place regarding appointment of external moderators for exit level modules. Transformation of programmes: Mafikeng students the opportunity to be able to apply for post graduate industrial psychology studies on	Alignment: Test and examinations: Scope have been agreed Honnours subjects successfully aligned	Alignment: integrated assessments, exam papers and power point presentations are shared between lecturers. Regular discussions are encouraged between lecturers and time is given at each integrated School meetings for lecturers of aligned meetings to share, discuss and solve challenges. Student exchange is planned for the second semester on honours level. A high level of student transformation has taken place on the

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	<p>standards, marks, moderation (internal and external)</p> <p>Transformation: Thuthuka: excellent pass-rate of our Thuthuka students in the 2019 SAICA ITC examination (100%). Thirteen (13) of 15 (87%) of our 2018 third-year Thuthuka students got admission to CTA in 2019</p> <p>Transformation staff</p> <p>PC=3 African and 3 coloured</p> <p>MC=14 African, 1 Indian, 3 non South Africa</p> <p>VC: Additional 3 African, 1 coloured and 1 Indian</p>	<p>of staff are compared to acceptability norms (>80%) with modification strategies in-place for variances. The BS has reviewed its offerings at the beginning of 2019 and does this as an annual event to remain current within the industry and academic environment. At this time the BS also assesses the future needs of MBA/PGDM graduates and adjust the material accordingly.</p>	<p>researchers and civil servants in South Africa, sharing ideas as to how we rethink economics for Africa</p> <p>Alignment of moderators of modules, assessment policy and practices, content,</p> <p>Collected evidence for IPE/EPE</p> <p>Identified gaps and development areas in economics</p> <p>Appointment of advisory board</p> <p>Resources on eFundi</p> <p>All programmes (alignment)</p> <p>All programmes conducted a gap analysis</p> <p>Advisory board per programme</p> <p>Same module learning resources across campuses</p> <p>Access to</p>	<p>Potchefstroom or Vanderbijlpark which have HPCSA accredited programmes. At the moment the school do not have the capacity to expand the HPCSA accredited programmes to Mafikeng.</p>		<p>Potchefstroom campus where we now have a higher number of people from the designated groups on first year level.</p>

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			resources for all students Developed a B Com in Local Economic Development (2021) BCom Honns in Agricultural Economics (2020)			
Language						
What	Parallel medium Online videos Multilingual support	Migrating Afrikaans classes to dual medium	Initiatives to ensure inclusivity (Glossary) Videos clips with translated sound tracks (Economics)	Contact session and assessments adapted to preferred language per site.	Translation of examination and test papers and words, phrases and concepts	Contact session and study guides
Where	Potchefstroom (Parallel) All sites online videos	The investigations within the student body reflected a dominance to the English mode with Afrikaans a minority grouping. The current approach thus is also that the business environment is English based.	In the following subject groups: Risk Management Economics International Trade	All sites	Mafikeng for translation of examination papers, words, phrases and concepts	PC
How	The making of online videos has commenced which will explain difficult	The primarily language of tuition will be English and the BS will be migrating	Videos with translated with sound tracks in all four languages to	Teaching on MC and VC are mainly English. PC provide Afrikaans and	No Afrikaans version of papers necessary for Mafikeng	All material, assignments, power points etc. are available in English and

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	<p>accounting concepts in the languages the NWU supports (English, Afrikaans, Setswana, and Sesotho). These videos will be used extensively from 2020 when Afrikaans will be phased out for the CA third years, to be ready for the implementation of the revised SAICA language policy from 2022.</p> <p>Appointment of multi-lingual tutors and SI-facilitators to assist our students in different languages</p>	towards this	be uploaded on eFundi for student support	English as method of instruction for undergraduate s and English on post graduate level. Exam papers for undergraduate are currently in English and Afrikaans.		<p>Afrikaans. Students numbers based on language are currently reviewed. to make informed decisions in future.</p> <p>Post-graduate classes are offered in English should there be such students in class.</p>

Teaching and Learning Milestones and Highlights for 2019

Initiative	Fezile Dabi teacher project	Prestige Days	Economic Pluralism Workshop	First generation project	Africa Day	Industry day 30 May 2019 (next August 2019)
Outcome	Assisting teachers in accounting	Discussion of relevant and current topics	Policy recommendations to President on how to alleviate poverty, inequality and unemployment	To ascertain the concerns, needs and expectations of first generations students.		Conduct an industry workshop with selected role players focusing on employee needs related to the tourism industry

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			ment based on their school of thought. The schools of thought ranged from ecological, to feminist, to Marxist.			
Achievement	Top district in the country overall as well as with the Accounting results in the 2018 Umalasi exams	Guest speakers from international Business Schools	Students that were excited to learn outside of the classroom and to give up their free time to engage with broadening their understanding of Economics	Honn students will act as mentors for the first years whom signed up for the mentorship programme. A structured programme with honn students working with first years and lecturers from the school doing follow-up and debriefing sessions with honn students.		
Constrains/ lesson learnt	More teachers can benefit, but commitment from schools sometimes a problem		Time in class, as well as textbooks that sometimes present Economics in too narrow a fashion			
Initiative			Meet an Economist Initiative	3 rd Human Capital Summit	Start of EWP in Mafikeng	
Outcome			Provide insight to students relaying what the average day of an	Creates a wonderful opportunity for staff and students to interact with	EWP to enhance local economic development for women	

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			economist looked like	people from industry and use this platform as a networking and knowledge sharing experience.		
Achievement			<p>Speakers from the South African Reserve Bank, the Institute for Economic Justice, Investec and Standard Bank were invited</p> <p>Students' feedback were positive (they indicated they were inspired to work harder, learn skills beyond what is given in classroom, know where to search for jobs.</p>	On 11 and 12 July 2019, the 3rd HCS will be held in Mafikeng: The third successful summit for the school.	Ten women successfully completed the programme and the second round have thirty women who applied and was accepted	
Constraints/ lesson learnt			There was also an emphasis from students on ensuring that curriculums remained relevant to signal to potential employers the unique		EWP did not have credibility in area to so to have participants was a challenge in the beginning Participants underestimate the amount tasks in the programme	

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			skill set of a NWU economics graduate.		and then they drop out	
Initiative			Industry visit: Risk Management			
Outcome			Understand the process of agricultural derivatives to students			
Achievement			A presentation was also given by SenWes traders and a competition was held where two students each won an agricultural textbook. The trip was also based on the flipped classroom approach which incorporates practical teaching.			
Constrains/ lesson learnt			N/A			
Initiative			Visit to Competition Commission			
Student Academic Development and Support Initiatives						
What	Additional lectures			Mentorship programme		
Where	ACCC111			VC		
How	Weekly additional			Mentorship programme for		

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	classes are presented for student that did not have accounting in Grade 12			the honn students which assist with other development than academic growth which entails regular workshops and focus group discussion.		
Teaching and Learning Initiatives to Transform Student Experience						
What	Simulation of real-life audit Livestreaming of lectures			Prof Paul Smit are busy with a SOTL Mentorship programme for students. Industry experts as invited speakers.	Padlet	
Where	AUDT271 (VC) RECP 674 and SRAG 321			LARM Honnours (VC) In at least one module invite an industry expert	BMAN 212 and 222, BMAN111 and BMAR 211	
How	Simulating the real life into the classroom for the module Live streaming lectures (one person teaching a module across three sites with interactive technology)			Redesigning LARM first year module VC has a mentorship programme for the honn students which assist with other development than academic growth Industry experts in every module to speak to		

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
				students		
Student Engagement Across Sites (Diversity)						
What				Social Media		
Where				Across sites		
How				The school's Facebook pages were merged into one.		
Teaching and Learning Evaluations						
What	Addition to student experience survey Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)
Where	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses
How	Adopting a selection of questions from the current student experience survey and a separate report will be produced from the questions that are specifically applicable to lecturers CTL survey: Teaching and learning practices and graduate attributes MC: 83% and 80%. PC: 89% and 81%	CTL survey: Teaching and learning practices and graduate attributes MC: 63% and 71%. PC: 89% and 81% VC: 85% and 78%	CTL survey: Teaching and learning practices and graduate attributes MC: 83% and 78%. PC: 79% and 71% VC: 87% and 79%	CTL survey: Teaching and learning practices and graduate attributes MC: 79% and 78%. PC: 84% and 79% VC: 68% and 58%	CTL survey: Teaching and learning practices and graduate attributes MC: 80% and 76% (Management Sciences) MC: 76% and 75% (Public Admin and Governance) PC: 84% and 76% (Marketing Management Sciences) PC: 79% and 76% (Labour Relations)	CTL survey: Teaching and learning practices and graduate attributes MC: 88% and 80%. PC: 78% and 78%

Drivers	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	VC: 85% and 78%				VC: 87% and 76% (Management) VC: 97% and 81% (Sport Management)	
Integration of OERs						
What					OERu in BMAN	
Where					BMAN 111	
How					Selecting from existing OERu programme and using for certain outcomes in the BMAN 111 (assessments included)	

3.2 Faculty of Education



3.2.1 Introduction

The implementation of the unitary organisational structure at the NWU posed some challenges for the Faculty of Education as one of the biggest faculties of the university. The Faculty also enrolls the most number of students, largely due to its footprint in the Open Distance Learning mode of provision. During the past year further elaborate steps have been taken to assure optimum alignment across campuses where some fundamental differences existed in the past. Staff at all levels went out of their way to ensure an aligned student experience across campuses, while all acknowledge that alignment is not a once-off event, and all staff in the Faculty of Education is committed to true alignment and address challenges pro-actively and on a continuing basis as it manifests.

The mid-year report provides a true and realistic overview on the main transformative and alignment activities in the Faculty of Education and is not intended as a comprehensive report with all-inclusive detail on every matter.

3.2.2 Faculty Structures: Teaching and Learning

The Faculty of Education is structured in accordance with NWU's unitary organisational structure across three sites of delivery (campuses) and the organisational structure is supportive to one of the core objectives in Faculty to assure access to quality teaching and learning (T&L) for staff and students.

The distribution of the various faculty structures across campuses ensures an even faculty footprint, comparable teaching and learning experiences within campus contexts, and the promotion of alignment and transformation.

The Faculty's organisational structure and management have been finalised, comprising of five schools across campuses with two schools on the Mafikeng Campus (MC), two on the Potchefstroom Campus (PC), and one on the Vaal Campus (VC), namely:

School of Psycho-social Education (VC)

School of Professional Studies in Education (PC)

School of Language Education (PC)

School of Mathematics, Science and Technology Education (MC)

School of Commerce and Social Studies in Education (MC)

3.2.3 Staffing

The core academic and support positions are filled with competent staff, but serious challenges are experienced with regards to support positions. Many supportive staff members have left the Faculty to accept better career offerings in other faculties. A major problem in the Faculty of Education is the low peromnes levels of some support positions and the moratorium placed by the NWU on the re-evaluation of support positions. The 'drain' of expertise is a serious challenge, in so far that core positions in the WIL office, Research and Innovation office, programme management, and quality assurance are vacant and needs to be filled as a matter of urgency. The adverse effect is not only on the quality of teaching and learning, but impacts negatively on the progress of alignment and transformation. A further consequence is the additional work load on staff members which led to work stress related problems. The process of appointments is in progress, but the slow advancing in finalising these appointments is a challenge.

3.2.4 Infrastructure

Available teaching space at the three campuses differs and is a challenge for alignment and transformation. A particular challenge in this regard is to align the time table for contact and examination sessions across campuses, because of an uneven distribution of infrastructural resources across campuses. A lack of appropriate office space for staff members in the Faculty is a further aspect in this regard.

3.2.5 Open Distance Learning

Alignment and transformation is a particular challenge in the Open Distance Learning (ODL) mode of delivery in the Faculty of Education. The ODL mode of delivery constitutes a 'fourth' campus with distinctive challenges to assure quality teaching and learning, comparable experiences, and to implement alignment and transformation in this unique mode of delivery.

The Faculty makes use of a variety of supportive measures to assure optimal support to the ODL students such as whiteboard sessions, information booklets and letters, user-friendly study guides, and communication channels with academics and support staff.

Severe problems were experienced in the first semester of 2019 with the admission and registration process of the ODL students, which impacted negatively on the teaching and learning programme of the Faculty. Interventions at the highest NWU and Faculty levels are implemented to address these issues in an effort to avoid any such occurrence for 2020 and the future. A NWU Task Team was also appointed to investigate this matter and to make recommendations for urgent corrective interventions.

3.2.6 Teaching and Learning

The following sub-headings encapsulate in essence the main teaching and learning activities with a focus on transformation and alignment.

- **Faculty Integrated Teaching and Learning Plan**

The Faculty Integrated Teaching and Learning Plan (FITLP) was finalised in 2018. A forthcoming symposium will focus on implementation progress thus far and the Faculty's strategic teaching and learning priorities will be discussed for refinement and improvement of the plan as well as to serve as a 'barometer' to continuously monitor the practical implementation of the FITLP in the Faculty. The strategic T&L foci of the Faculty will be discussed in detail to identify problem areas and to formulate recommendations for improvement. The strategic foci of Self-Directed Learning, Team Teaching, Diversity, Blended Learning, Transformation, Alignment and Decolonisation are still very much the matters to address and receive continual attention.

- **Induction programme for new lecturers**

Two Faculty induction programmes for new academic staff members are presented by the Faculty. The first induction programme was presented during 04 and 05 May 2019, while the second induction programme will be held during 13 and 14 November 2019.

- **Subject Groups**

Subject Groups are responsible for the academic quality of subjects and regular meetings and communication happens across campuses to assure alignment in presentations (study material, PowerPoint slides, notes, etc.), assessment (assignments for participation marks and examination papers), moderation (quality control). An internal courier service is used by the Faculty for the transport of examination papers between campuses to ensure that the moderation process across campuses happen within the required time frames. Some problems in relation to aligned assessment were experienced and the Faculty, in consultation with the Registrar, needed to put emergency measures in place to rectify the situation.

- **Teaching and Learning Committee**

The Teaching and Learning Committee (TLC) oversees the teaching and learning activities in the Faculty and reports to the Faculty Management Committee on all teaching and learning actions. An executive for the TLC was appointed in the first semester to deal with T&L matters that need timely attention.

- **Programmes and Programme Evaluation**

The Faculty offers Initial Teacher Education (ITE) as well as Professional Development (In-service) programmes on an undergraduate and postgraduate basis. A UnivPrep programme is also offered via ODL to ensure wider access to the Initial Teacher Programme (BEd). The UnivPrep programme will be replaced by the Higher Certificate (HE), which is a national qualification coupled with a subsidy income. The Faculty is fulfilling a core role in the development of this HC. An Early Childhood and Care Education (ECCE) programme is in the process of development for both diploma and degree qualifications for implementation in 2021.

All programmes are fully aligned across campuses with programme leaders distributed representative of the three campuses. Programme committees, chaired by the Programme Leader or School Director, meet regularly for operational, strategic, alignment and transformation purposes.

The BEdHons in Educational Psychology had a 'mock' external programme evaluation (EPE) during 13 and 14 June 2019 in preparation for the HSPCA evaluation scheduled for October 2019. The external review panel

consisted of four academic subject and programme experts from other universities. Some critical issues were identified to address as a matter of urgency before the HSPCE evaluation. The Internal Programme Evaluation (IPE) for the Advanced Certificate in Teaching (ACT): Foundation Phase (FP) commences in the second semester 2019 and continues to April 2020. The same applies for the Internal Programme Evaluation (IPE) for the Advanced Diploma in Education (ADE) in Special Needs Education which will also commence in the second semester 2019 to be continued until April 2020.

- **Technology**

The use of appropriate and relevant technology in the teaching and learning environment is of paramount importance to ensure aligned practices and to implement transformation of the curriculum. The Faculty is making use of 'champions' (dedicated staff members with expertise in the application of technology) for the implementation of technology in teaching and learning. Training for the utilisation of technology is provided on all three campuses in an aligned manner. Negotiations started with the NWU Information and Technology Communication (ITC) section to establish a Technology Centre at the Faculty. A budget is already approved at institutional level, but the progress of this worthwhile initiative is slow.

A major advantage of technology is that it enables electronic meetings across campuses via Vidyo, Skype or Adobe Connect. A particular frustration that connection problems occur regularly which delayed communication and progress.

A particular problem experienced at ODL was that the student operational systems (e-Vision and Varsite) could not be synchronised and also could not support the huge number of ODL students. This situation impacted seriously on the learning experience of students during the first semester. According to the Chief Director SALA (acting), the system problem will be addressed to prevent such an unfortunate event in future.

- **Intercampus student excursions**

The theme of this year's excursions: our shared identity as super teachers within our rich cultural diversity. Three excursions have been completed, with another three in the near future. The feedback from students were overwhelmingly positive and the activities went a long way to "tie students from different backgrounds and cultures and languages together".

- **Work Integrated Learning and Service Learning**

The work integrated learning (WIL) component of the teacher education programmes in the Faculty constitutes the professional aspect of teacher training. A major milestone was achieved during November 2018 to align the WIL programme fully across campuses while previously it was implemented in different ways.

The Faculty restructured the management of the WIL Office by placing it under the authority of the Deputy Dean: Community Engagement and Stakeholder Relations (away from the Deputy Dean: Teaching and Learning) to enable more effective operations and an even distribution of workload. An academic manager was also appointed in the WIL Office during the first semester, while academic WIL coordinators at the other campuses will be appointed during the second semester. Transformation of the WIL programme include the introduction of a mentoring programme at partnership schools and the first presentation of a Professional Orientation Programme (POP) for first year students. Instead of being placed at schools for WIL (teaching practice), the first year students attended an orientation programme to the education profession. This initiative was a great success and will be refined for future presentations. Seven excursion camps for all first year students were offered by the Faculty during the first semester away from campus as part of the POP initiative and WIL programme. These excursion camps, with a solid pedagogical foundation, are a golden opportunity to bring together students from all three campuses to celebrate unity and diversity in the NWU. Video clips of these camps are available on YouTube and serve as a strong marketing tool for the NWU.

Service Learning in the Faculty of Education needs attention and is linked to curriculum transformation to be included in selected module outcomes (credit bearing).

- **Short Learning Programmes**

The Faculty developed a draft document to deal effectively with the Short Learning Programme (SLP) process in the Faculty in close cooperation with the Unit for Continuing Education (UCE). The Faculty's SLP document is in the process of finalisation and serves as an important guiding document to align the SLP process across campuses.

● Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an internationally accepted practice, which rests on the central pillars of redress and the widening of access to higher education and training to enhance the qualification status of historically disadvantaged people.

The Faculty of Education subscribes to the view that RPL constitutes an essential element of the transformation of access and admission to higher education institutions in South Africa. Widening of access and increased participation in an aligned manner across campuses should produce graduates with the skills and competencies to meet the human resource needs of the country. The Faculty thus accepts the principle underlying outcomes based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and accept RPL as an indispensable additional consideration when contemplating admission to academic programmes where qualifying candidates do not meet normal minimum admission requirements, but also for exemption of modules in certain academic programmes where a candidate can offer knowledge and experience to prove equivalence to existing academic modules.

3.2.7 A plan for multilingualism and translinguaging

The Language Plan of the Faculty of Education is based on the North West University's Language Policy (NWULP) to assure transformation, alignment and a fair and functionally multilingual language environment in the Faculty on all three sites of delivery. The Faculty's vision for the implementation of the NWULP is that the NWULP underpins the Faculty's Language Plan to embrace and promote indigenous languages, with specific reference to the implementation of Setswana (MC and PC) and Sesotho (VC) in selected pilot programmes. The Faculty strives for social justice and recognises the need to train students for the diverse language needs of the education profession. The Faculty is leading the development of translinguaging pedagogies for short learning programmes / short courses for NWU staff members to assure the required competencies for successful implementation.

A pilot programme is initiated in the Faculty in the support of language transformation and alignment to promote the use of indigenous languages as part of translinguaging pedagogies and mediums of instruction. This language initiative includes the BEd Foundation Phase - English Home Language (ENFF), BEd Intermediate Phase - Mathematics (MAIP), and the BEd Senior and Further Education and Training Phase – Business Studies (BSTE). The rationale for the selection of these programmes and modules was based on:

- an existing knowledge base and related pedagogies in terms of similar language practices in specific programmes and modules, and on
- related language practices implemented by module lecturers.

3.2.8 NWU Teaching and Learning Support Units

The Faculty of Education relies heavily on the support and guidance of the Centre for Teaching and Learning (CTL) and Quality and Academic Programme Planning (A&APP) support units of the NWU. The mentioned units' support is imperative to realise the Faculty's objectives of *inter alia* transformation and alignment. Representatives from these units are allocated to the Faculty and an effective working relationship characterised the commencement for the implementation of the FITLP. The CTL develop a glossary that describes all the major teaching and learning terminologies and concepts is a most helpful document to support a common understanding across campuses.

3.2.9 Student Learning Experience

The Faculty of Education presented a Reception, Orientation and Registration (ROR) programme from 12 January to 25 January 2019 for all first year students at the Faculty. ROR programme themes that were addressed included: A special welcoming address by the Executive Dean, Information sessions about the Faculty's Work Integrated Learning (WIL) programme; Information on the excursions (camps) for first year BEd students (Being a Super Teacher!); Faculty Rules; Success in your studies! (Guidelines and A-rules); Meeting the challenges of the education profession; Professional behaviour and self-care; Self-Directed Learning (SDL): Taking ownership of the teaching-learning experience; Knowledge into the role and purpose of the learning management system to optimise the teaching-learning experience; Assessment in bridging the gap between rote learning and critical engagement; My journey of becoming a teacher; The art of being a

reflective practitioner; Social Justice and Dealing with Diversity.

An academic advising initiative is being piloted from the second semester to mentor students in an effort to better support and guide them academically. Students are required to make several decisions in their undergraduate studies; however, it is noticed that students are uninformed and non-reflective when making academic decisions. This often leads to students choosing wrong subjects, not excelling and often dropping out or changing their programme, or even their field of study. To address this problem, the Faculty introduced an initiative on early identification of challenges that students may encounter as well as possible reasons as to why they may fail. For identified students, academic advising by academic staff as mentors will help them to put their education into practice as they *reflect* on their experiences, *integrate* their experiences into their modules, and *apply* these experiences and reflections when making decisions and addressing challenges they face. An academic pilot project is implemented during the second semester with a limited number of students on each campus for possible extension during 2020.

An electronic platform is implemented in 2019 for students to provide evaluative feedback to module lecturers about their learning experience for each modules. The percentage of feedback from students is not satisfactorily and measures should be put in place to address this particular challenge.

3.2.10 Conclusion

The mid-year report on the teaching and learning activities in the Faculty of Education describes a brief summary of the Faculty's endeavours to ensure quality teaching and learning to realise the vision to be an international recognised university and faculty.

3.3 Faculty of Engineering



3.3.1 General information

The Faculty of Engineering started 2019 with two teaching and learning highlights namely the creation of the Centre for Engineering Education and an increase in first time enrolled students. The table below shows a 15% increase in first year intake for 2019 in comparison to the 2018 numbers. All the programmes, except for the Chemical Engineering ones, have exceeded its planned enrolment targets when taking students into account that enrolled from other programmes within the NWU or who joined the NWU from other universities.

Code	Programme name	2018	2019	2019 Target
7CG K01	B.Eng Chemical	37	40	50
7CG K02	B.Eng Chemical with Specialisation in Minerals	5	9	11

	Processing			
7CH K01	B.Eng Computer and Electronic	42	42	42
7CJ K01	B.Eng Mechanical	105	127	128
7CK K01	B.Eng Industrial	44	46	50
7CL K01	B.Eng Electromechanical	21	37	25
7CN K01	B.Eng Electrical and Electronic	37	33	35

3.3.2 Programme alignment

Currently, the Faculty of Engineering is only situated on the Potchefstroom Campus of the NWU. The 2018 alignment of programmes in the Faculty of Natural and Agricultural Sciences has made it possible for Engineering to start exploring opportunities in establishing a footprint on the other campuses. As such, the Faculty approved a plan in 2019 to increase articulation routes into Engineering via a supplementary three year degree called BEng Sci. The aim of this degree is to offer students an alternative to a watered down five year curriculum by first completing a three year degree which will enable them to either articulate into the third year of a chosen BEng programme, to articulate to a BScHons programme or to exit the university with a three year bachelor's degree. This three year degree will mainly be offered on the Mafikeng and Potchefstroom campuses of the NWU. This will replace the proposed five year extended degree.

Another opportunity to expand the footprint of the faculty is via Post-graduate diplomas to be offered on the Potchefstroom campus, the Vaal campus and in the cloud. Several PGDips are being developed through scaffolding short learning programmes (SLP) that will address half of the programme outcomes. The ones that has already received SCAS approval on SLP's including:

- Engineering Infrastructure Systems Management
- Engineering Strategic and Construction Project Management
- Health Systems Engineering

Several others are currently awaiting SCAS approval.

Finally, in an attempt to align the Faculty's Post-graduate offerings, the Option B Masters programmes in Nuclear Engineering is in a process of phasing out. The MSc in Engineering Sciences with Nuclear Engineering has already been approved by SCAS to change to an Option A Master's degree from 2020 onwards. In addition, the modules that was needed for previous learning in Nuclear Engineering, which was part of the Option B curriculum, has been rewritten for NQF level 8 and taken up into the PGDip in Nuclear Technology Management. This PGDip is now a prerequisite for the subsequent MSc.

3.3.3 Curriculum transformation

The Faculty of Engineering remains committed to curriculum transformation in an attempt to be more inclusive to all prospective students in South Africa. In an attempt to address transformation, not only in the content of undergraduate programmes, but also in the mode of delivery, undergraduate student representation and staff representation, the following projects were completed, or planned for completion in the second half of 2019.

- Through the Carpe Diem programme, lecturers are exposed to and assisted in aligning module outcomes to be in line with programme requirement, to develop and integrate the use of technology to assist in online presentation of modules for multimodal approaches and finally to help in the Africanisation of modules. The first workshop was held on 10 and 11 June with a second planned for the first week in November.
- A workshop in decolonisation of the engineering curriculum has been planned for August of this year. The speakers for the workshop has been identified and invited. The aim of this workshop is to define what decolonisation entails for an engineering curriculum and plan how to implement it.
- The planning for a workshop in assessment for engineering is underway. This will include the use of e-assessment in mathematically orientated modules.

- Prof Leenta Grobler is actively taking the lead in exposing more women to the field of engineering. Two initiatives that are worth a mention are the Modiragatse Competition and the Femengineering week, both funded by merSETHA.
 - Modiragatse is a problem solving and manufacturing competition exclusively for high school girls. The challenge was to identify a problem in their community which could be solved using technology. By means of individual mentoring, they designed an artefact using the latest tools and techniques in manufacturing technology (e.g. Additive Manufacturing, Industrial Automation and Computer Aided Design). The competition was advertised nationally, after which semi-finalists, working in school-based teams was identified for team-based mentoring and development of their idea. Infrastructure, Equipment and Consumables needed for the Semi-finalists was sourced and provided during the mentoring visits. The semi-finalist teams were hosted at the NWU and other NWU-linked manufacturing facilities in order to prepare them for the final presentation. Currently, the winning team is accompanied by NWU staff in visiting Silicone Valley in the US for a broader exposure to the possibilities of manufacturing in the era of Industry 4.0. The photo below shows Prof Grobler and Me Sané Rens (Lecturer in the School for Electric, Electronic and Computer Engineering) together with this year's winning team.
 - A female engineering weekend will be hosted at the NWU on the weekend of 3 August. A similar weekend was hosted by the NWU since 2016 and had a very high success rate. Grade 11 and 12 girls whose marks in mathematics and science indicate that they would be able to qualify for admission to an engineering programme, will be invited for the weekend. They will be transported from their respective high schools to Potchefstroom (and back). Here they will be hosted by female faculty and students along with inspirational women in the industry. They will also get the opportunity to try their hand at the different disciplines in engineering by completing small hands-on projects, which they will take back home with them afterwards. Approximately 200 female participants will be accommodated this year.
- Both the Industrial Engineering and the Electromechanical Engineering degrees will go through their first full accreditation from the Engineering Council of South Africa on 18 and 19 July this year.

3.3.4 Faculty language plan

The faculty is in the process of finalising its language implementation plan. In essence, the plan results around an English approach for the senior years in order to prepare the students for the industry, with a parallel first and second year to allow for a full English track, as well as a two year Afrikaans track to aid in students adjusting for the requirements of industry. Since the first two years of engineering is mostly service modules located in the FNAS, the two faculties still need to sit down and discuss the validity thereof with regards to resources, both in terms of staff and facilities.

The first pilot project in multilingualism was identified and planned for 2020 implementation. INGM111, Engineering drawings, was identified to test the implementation of a multilingual presentation. Although this project is still in the planning phase, it will include the creation of content video's, presented in English, Afrikaans and Setswana, for students to study prior to contact sessions. Also, during tutorial classes, tutors will be selected to assist based on language ability and knowledge of the module content. That will enable student assistance in at least the three languages mentioned above.

Student success, measured both quantitatively and qualitatively, will be measured against past outcomes of the module. In addition, learner analytics with regards to language preference for the videos, will give a good indication as to students' choice of language for study.

3.3.5 Deviations from the FITLP

The following changes have already been made to the FITLP that was written in 2018.

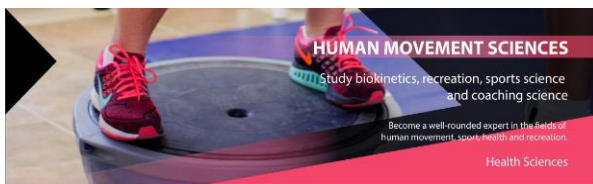
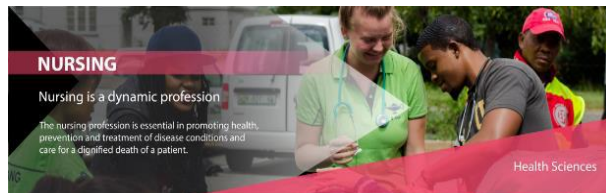
- The programme B.Eng Electromechanical is subjected to accreditation in 2019 and not 2020 as was stated.
- The previous plan made reference to the development of a five year extended programme for engineering. This was changed to a three plus two model, based on the presentation from Strategic Intelligence on the lowered success of extended programmes. The faculty envisage the creation and implementation of a Bachelor of Engineering Science degree which is a three year degree, allowing for articulation into current BEng third year level, or into BScHons.

- The faculty language plan was written in accordance to the NWU Language policy, and the agreed requirements formulated during the SCLPAS meeting.
- The FITLP indicated that the faculty want to extent its footprint into the cloud via PGDips in several areas. This was changed, mainly due to financial considerations pertaining to subsidy, to be contact offerings. However, due to the strategy to bootstrap the diplomas with short learning programmes, it was decided to rather present several of these SLP's via distance learning in the cloud.

3.3.6 Conclusion

The implementation of several aspects of the FITLP is well on track, taking into account the deviations mentioned above.

3.4 Faculty of Health Sciences



3.4.1 Fostering cross-campus collaboration

A Faculty induction day was presented in June 2019 where lecturers from all three campuses and from the different schools networked and engaged on all matters related to teaching, learning, research and community engagement. This provided an opportunity for lecturers from the different campuses and professions to meet and build relationships, thereby fostering even greater collaboration.

3.4.2 Driving transformation, alignment and innovation

- The Understanding the World of Health module, under leadership of Dr Yolande Heymans, is an excellent example of a transformation initiative in the teaching and learning environment, fostering student inclusion and alignment across schools and campuses. The module is presented in a blended flipped classroom learning environment. The module was revised and adapted to include a larger section of online learning, enabling the students to participate in the learning activities during contact sessions, but also before and after contact sessions online. The module content was planned and designed in collaboration and with input from all the lecturers on all the campuses, thus ensuring ownership, commitment and contextual alignment. A Team-Based Learning approach is used, where students work in small teams from different health professions and a variety of cultures, languages,

backgrounds, races and genders. The purpose is to create a safe environment where students can learn to work together and to solve authentic problems in heterogeneous teams. Students are afforded ample opportunity to engage in discussions and reflections during the semester where their voices are clearly heard. A purposeful decision was made not to use translation services during the contact sessions, as the contact sessions are project-based active learning opportunities, with very little to no lecturer intervention. All the "lectures" (voice over PPs) and study material are available online in both Afrikaans and English. Class discussions take place in the language that the groups or the students prefer as they engage in dynamic class activities. This provides the students with opportunities to engage with other students in different languages.

- The School of Psychosocial Health has made excellent progress in terms of alignment across campuses. *Module teams* consist of the responsible lecturers for a module across campuses with one of them being the module coordinator. Module teams have quarterly meetings and both subject groups have an intercampus subject group meeting twice a year.

In both Psychology and Social Work, module teams collaborated on the development/revision of study guides and Module Overview Documents (MODs) - in most cases in the lessons environment on e-Fundi. Shared e-Fundi sites were created to ensure that study material, power point slides, assessments and communication to students etc. are better aligned. Semester test and exam papers were compiled by module teams.

- Next Cloud was used to ease communication on exam papers and memorandums before submission on exam paper manager across campuses. Although challenges with the alignment were experienced, these were resolved most through open communication and critical reflection towards bettering processes and practices for the future.
- The work of the module team of Psychology 111 can be highlighted as example of exceptional attempts to improve alignment. As mentioned, study guides, e-Fundi sites etc. were developed by the cross campus module team, but they also implemented MindTap (a digital resource from Cengage Learning based on the prescribed text book) as a form of blended learning / technology supported learning. The team presented this initiative and the lessons learned during the NWU's Annual Teaching and Learning Conference in May 2019.
- The team involved in the Master's in Clinical Psychology programme on the PC and MC make use of team-teaching and students of the two campuses often have shared lectures on either of the campuses on a contact (face-to-face) or distance (via vidyo) basis. Students from the MC usually come to the PC for highly specialized blocks such psycho-pharmacology, presented by a psychiatrist from Klerksdorp, while students from the PC visit the MC for a workshop on African perceptions of mental health, presented by a physician, in collaboration with a traditional healer, from Mafikeng. The latter is an initiative towards Africanisation of parts of the curriculum.

3.4.3 Using the student voice to innovate and transform

A number of lecturers have adapted their teaching approach based on feedback from students, e.g. in the BSWI 221 (Social work) module, the lecturer responded to student concerns and challenges regarding group work in the class. She had adapted her teaching approach to a Team-based learning approach and will evaluate the impact of this approach through a SoTL project (prof. Marie Ubbinck).

The Social Work WIL programme is also under revision based on the feedback and concerns of both the students and the lecturers involved with the WIL programme (SoTL project - Dr. Johan Steytler, Prof. Elma Ryke).

3.4.4 Transforming by decolonising the curriculum

- In terms of Decolonisation, a three-phase SoTL project will be conducted during the 2nd semester where students, academics and management will partake in workshops to identify their understanding of and integration of Decolonisation and Africanisation in the essence of the Health Sciences curricula.
- Prof Mike Weyers was tasked to create an English social work dictionary / glossary of terms / summary of frequently used phrases in counselling to be translated in Afrikaans, Setswana and Sesotho. This project is well underway. At this stage, relevant concepts were identified from all the study guides and the past three years' exam papers. Atlas ti was used to identify the key concepts to be included in the dictionary. The project should be completed by Dec 2019.

3.4.5 Innovation, blended learning

Dr Yolande Heymans (working with an inter-faculty team and in collaboration with CTL) is developing a Quality Scorecard which will assist lecturers in their development and use of technology (including eGuides) in their teaching and learning environment.

3.4.6 Participation in the Facing Race week

(Report compiled by: Prof. P Bester & Dr PH Myburgh)

In January 2019 all directors within the Faculty of Health Sciences had to present projects and programmes for the Facing Race week, which was also a University-wide initiative. The Africa Unit for Transdisciplinary Health Research (AUTCHeR) responded with a proposed virtual reality (VR) project aimed to expose staff and students to enter and experience a virtual world with an integrated message of racial diversity. This idea was adopted by the Faculty of Health Sciences' Management Committee. The project was approached as a Faculty-wide project, with an inclusive nature and aimed to integrate the views of all the disciplines within the project. A task team was activated and the executive dean, Prof Awie Kotzé allocated funding to support the project. The project was coordinated by colleagues within AUTCHeR. Dr Herman Myburgh (postdoctoral fellow with AUTCHeR) drove the VR technology whilst colleagues (Prof Petra Bester, Mrs Terzie Denton, Dr Christi Niesing and Prof Lanthé Kruger), supported the successful realisation of the project. The task team were representatives from various schools and entities and the task team met for three meetings.

The Faculty of Health Sciences created and successfully hosted a virtual reality (VR) experience on all three campuses from 15-18 April 2019. A total of 545 staff members and students participated in the event and experienced VR.

The project was activated by a first round of input by the task team, which was then integrated into one script. The latter (Addendum 1) had the central focus being on "Colour-blindness", i.e. that being blind towards race/skin-colour results in rejecting a significant part of a person's identity. This theme developed first from a strong nutrition and physiological approach to a theme proposed by Prof Herman Grobler. During this process the task team was also informed about polyversal racial diversity and the racial undertones of memes. Parallel to the development of the script, there remained parallel consultation with Mr Louis Jacobs to ensure that the project's central message aligned with the media communication of the NWU.

Dr Myburgh obtained quotations from the leading VR companies in South Africa to create this experience. The allocated budget (R53 000) was provided for both the racial awareness and the gender awareness weeks. Considering the costs of VR technology, this budget presented an out-of-the-box creative manner in which the project had to realise. The VR experience was created in-house by dr Myburgh at a fraction of the cost, utilising online tutorials and creating three-dimensional models either from initial stages or by altering models bought from independent 3D artists. Mr Pieter Moller from the marketing department acted as voice-over artists and recorded the voice-over at the PUK FM studio. The recording of human interaction conducted by means of a 360 camera (had to be purchased as this technology wasn't available in South Africa on a rental basis). There was a significant waiting time since purchasing the equipment until delivery, which placed stress on the project. The development of the VR video was one aspect of the project. The realisation of the VR experience that occurred simultaneously on each campus, highlighted new challenges. Especially when considering that the equipment was expensive and that people viewing VR for the first time might require support and supervision. Legal advice was obtained from Mr James Botha about the need for a legal disclaimer, which was at the end not necessary. In addition, permission and support were also obtained from the three respective campuses' Student Council members, which was obtained in writing. In close collaboration with Ms Karen Tredoux from the Faculty of Health Sciences, a gazebo with the VR headsets, charging equipment and training were activated in support by Dr Herman Myburgh. Mr Christiaan Bekker on Vaal campus and Ms Tlotlo Monakwane on Mahikeng supported the daily coordination of the VR stations on the different campuses. On the Potchefstroom campus, two groups of students assisted, Viviente (Nutrition ASA) and Occupational Hygiene (currently registering their ASA). Ms Karen Tredoux was responsible for the coordination between campuses. All facilitators received a stipend for their support.

Some feedback from viewers:

"It's a good initiative."

"Liked the black and white at the beginning and how it changed to colour."

"Liked the part where it spoke about us having to embrace our different cultures."

"Made me want to explore my body more."

"It captured race week perfectly."

"WOW!"

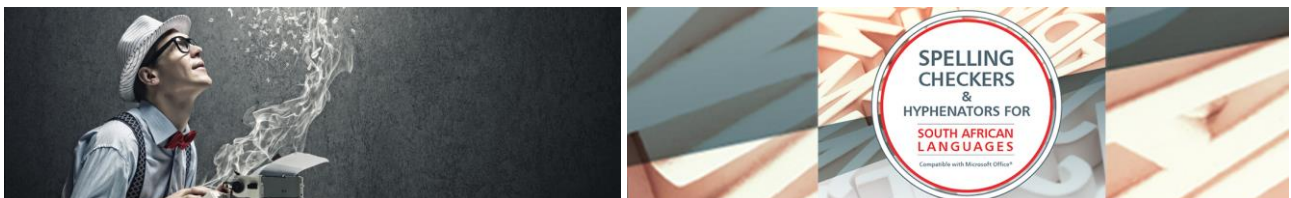
"The message is a very relevant message; it needs to be discussed more."

VR forms part of the 4th industrial revolution, and the NWU can benefit from using this equipment both in teaching/learning and research. Using VR, a standardised experience can be provided to multiple viewers. Furthermore, VR has various possibilities for application in our university, i.e. standardised laboratory safety training, OSCE style training as well as broadening the paradigms of our students by showing them challenging scenarios. The use of VR within the Faculty of Health Sciences, and the NWU as a whole, can be investigated, to intensify pre-voiced aspects which would benefit from renewed approaches in the teaching and learning environment, contributing to the graduate attributes of 21st century students and lecturers

In August 2019 the Faculty of Health Sciences, again with the support by Dr Herman Myburgh and colleagues within AUTHeR, will develop augmented reality as part of the gender awareness initiative – watch this space!

Mr Bekker also represented the School at the “Conversations beyond the Knee-jerk” which was an event on the VTC as part of the “Facing race” week. This was a conversational work sessions of 2 hours on the 9th of April aimed at facilitating a better understanding of the mechanisms beyond the complex relational dynamics in our South African context - how people often (even though they know better) immediately react to a situation / something somebody said / the physical appearance of a person.

3.5 Faculty of Humanities



3.5.1 Introduction

This mid-year report builds on the faculty integrated teaching and learning plan and the progress on its implementation which points to one of the five long term goals of the NWU Strategy to promote excellent learning and teaching and to reposition the NWU to attain the size and shape required by market direction. As a Faculty we are committed to continuously monitor and improve the core business of the institution. As we forge ahead with the unitary faculty we continue to ensure quality of academic offering and excellence in our teaching and learning activities.

Of particular importance to the TL plan is preparing students, improve student access and success in pursuit of our commitment to transformation, social justice and an excellent student experience for all. This report

highlights the importance of continuous conversations within the Faculty that will result in achieving the same standard with regard to the quality of teaching and learning delivered at the different campuses.

Furthermore, blended learning as a strategic focus is showing signs of success that will transform the curriculum in terms of integrating complementary teaching and learning approaches and technologies. The redesigning of academic programmes that will lead to a richer and more accessible teaching-learning experience and graduates who can perform in a technology-driven world. We continue to embark on a major transformation process and approach to teaching and learning, to prepare our students for the new world of work. The change encompasses both curriculum and pedagogy. It is designed to update our offering for the contemporary world, especially in response to the Fourth Industrial Revolution, and at the same time to take advantage of opportunities that are now on offer, especially technological ones.

3.5.2 Alignment of the academic offering and the student experience across campuses

The Faculty and all its six schools, continue to make enormous progress toward alignment across our three campuses in all programmes. This is necessitated by having continuous conversations with School Directors and Deputies on the matter in light of the multiplicity of issues related to alignment, prompting that the teaching and learning committee at all times keep its finger on the pulse.

Our focal point being to prioritise undergraduate programmes, specifically first and second year programmes. The Faculty has ensured that academic staff across campuses collaborate and work as a team to ensure the alignment of programmes and progress towards the alignment of teaching and learning practices, common and sound assessment methodologies in all modules across campuses. Although, there are still some programmes which are only offered on one campus, but when programmes are offered on more than one campus, they are aligned. Plans are underway to extend existing programmes to other campuses. This also includes the continuous review of programmes and ensuring that the course/programme materials are the same across campuses. Programmes provided by the Faculty of Humanities have been restructured and aligned and this has served to improve both efficiency and quality in the six schools in the faculty.

In an effort to ensure similar quality student experiences, there are some aspects, which are currently receiving attention such as staff, infrastructure and equipment. The Faculty is committed to educating knowledgeable, skilled and values-driven graduates who are prepared for a rapidly changing world, and able to engage with its challenges in an innovative and critical manner, and thereby contributing constructively to the development of the country.

The aim is to extend the scope of team-teaching to be practiced by all the schools. This will ensure that there is a culture of team-teaching that will promote teaching and learning best practice, cooperation by lecturers, ensure that all lecturers are involved in the development of a renewed pedagogy that will benefit students. Extending team-teaching across all the schools will also lead to capacity building across campuses, as junior academics will directly benefit from the experience and input of more senior and experienced academics in the same module and also address the issue of work load in some instances. This will also provide high quality teaching and learning, improved access and success, curriculum renewal, delivering graduates who are uniquely prepared for responsible citizenship and innovative and creative professional careers by an enabling learning environment.

There is a strategic drive to develop academic communities of practice to improve collaboration, share teaching best practice and meaningful interaction between lecturers across campuses to align the offering and the student experience.

The Faculty therefore drives quality through alignment in order to create a seamless approach in the following manner;

- an aligned excellent student experience irrespective of campus;
- quality of the academic offering in terms of;
- Content
- Teaching and learning practices that speak to the needs of a diverse student body
- Assessment practices and standards

3.5.3 Initiatives to help academics improve their teaching

Based on the new faculty approach over and above the induction of new academics done in collaboration with CTL, as the faculty offer lunch time education forum workshops as we strive to offer initiatives and support mechanisms to enable academics to become better teachers through a number of micro, meso and macro-

levels of engagement. In these workshops the focus is on micro level which is the individual academic, meso at the academic programme, academic schools' level, and macro at the higher education sector, and beyond.

The aim to develop a culture of reflective practice and continuing learning for academics who are teachers. Other objectives include the professionalising of teaching, learning and assessment practices in the faculty, contextualisation of teaching, learning and assessment within the current local challenges of teaching, developing more inclusive understandings of what it means to be a teacher in higher education, and focusing on research-led and research-informed teaching practices within face-to-face and online learning environments.

- **The Scholarship of Teaching and Learning**

SoTL is an existing movement of scholarly thought and action that draws on the reciprocal relationship between teaching and learning at University. An important goal of SoTL is to enhance and augment learning amongst and between individual learners by investigating the many features of discipline specific expertise and best pedagogical practice. Applications have been submitted by the School of Music championed by Prof Santisa Viljoen for a project for 2019. More engagement with other schools is underway to ensure that this informs our teaching and learning culture in the faculty.

- **Team-teaching**

The offering of aligned or shared modules according to the needs and relevance on each campus is characterised by team teaching and aligned (shared) study guides, assessment, eFundi sites, and equal time allocation for modules and equity in terms of resources, i.e. human resources, equipment, venues and library budget. Staff are obliged to collaborate in terms of the quality of the programme and module offering to ensure an equivalent student learning experience. Not only do we continue to re-evaluated our capacity for offering more academic programmes on more of our three campuses, but we have instituted a practice where academics across campuses can strengthen module offerings by way of team teaching driven towards the integration of more Information Communications Technology (ICT) within our academic offering to allow for more flexible learning to the benefit of our students.

Collective cooperation between lecturers or team teaching, to ensure equivalent learning experiences across campuses and modes of delivery, will be implemented in phases. The first phase of the implementation of team teaching included regular contact and close collaboration between lecturers on the different campuses responsible for the same module to ensure alignment of module outcomes, assignments and assessments. The second phase of the implementation of team teaching will look into the possibility to lecture capturing and broadcasting where time table alignment occurs. The nature and unique teaching strategies of each module will also be considered when decisions on team teaching are made. Two schools namely Social Sciences and Communication are currently taking a lead where, selected lecturers will, where possible, rotate the presentation of the class while lecturers on the other campuses act as facilitators. Ongoing research on team teaching will be done to ensure an equal experience for students across campuses.

- **Curriculum conversations**

We have started a series of curriculum conversations looking at various topics that emerge from and relating to the curriculum. This create a faculty-wide conversations about the understandings and practices of teaching and learning at NWU and how they respond to the University's decentering of the academic project. The teaching and learning environment will continue to implement best practice approaches to quality enhancement and quality assurance of programmes as a way of enhancing the quality and profile of our graduates. These includes programmes for student support; staff development, particularly the enhancement of academics as teachers, and the development of a new generation of academics; enhancement of teaching and learning, particularly technology and ICT enhanced teaching and learning; scholarship of teaching and learning; curriculum transformation, including clearing of unaccredited programmes, partnerships and collaborations; and community engagement, teaching and learning innovations.

These conversations are to revitalise undergraduate programmes by closely monitoring and evaluating the implementation of the Teaching and Learning plan while introducing improvements and enhancements as part of its continued development.

- **Public and Memorial lectures**

These lectures have become a way to celebrate our South African intellectual heritage in the Faculty. This tradition, has become increasingly popular as a way to affirm the Humanities education by reflecting on the intellectual contributions made to society by outstanding South Africans. To date, there are approximately three public and two memorial lectures hosted by the faculty in collaboration with other stakeholders such as the Department of Culture, Arts and Traditional affairs and the department of Marketing and Corporate Relations.

These have not become platforms to celebrate the work of intellectuals but to create a space to recognise the contribution of organic intellectuals in society. They have become a bridge to link those intellectuals shaped by through academic corridors and those whose sense of shrewd intellectualism is created by their experience in society.

The latter were not recognized in the past as their knowledge was perceived as equivalent to primitiveness rather than with modernity whilst conventional intellectuals were viewed as suspects of the historical past. One point of interest is that in democratic South Africa this tradition of celebrating South African intellectual heritage through public memorial lectures, which focus on social activists, freedom fighters, outstanding academics and icons of the struggle, has become a way for universities to reposition themselves as social intellectual institutions that are cognizant of the intellectual contributions made Prof Wille Kgositsile, Winnie Kgwane, Solomon Plaatje and Dr Ruth Mompati amongst others.

3.5.4 Decolonising and Africanising the curricula

The faculty continue to add to the current discourse and the demand for decolonizing the curricula intensified at the NWU during the colloquium hosted at the Vaal University of technology recently. Various scholars emphasised, students and staff emphasized the role of educational institutions in shaping and promoting the understanding of the world from an African perspective. This colloquium is a series that will run through all the different campuses organized by the Faculty of Humanities as a platform for staff and students as well as emerging researchers to share ideas to discuss this topic. During this event the theme as highlighted by Prof Sabelo Gatsheni Ndlovu was the calling for transgressive and constructive dialogue on Africanisation and decoloniality in an attempt to identify opportunities and challenges in the application and implementation of Africanisation and decoloniality thought and approaches on a number of fronts. Some pointers to the discussions were what is decolonisation? When it comes to university curricula, this seems to involve replacing works from Europe or the global North with local theorists and African authors. Different programmes have a responsibility to review their content to ensure that they add the much needed African content and material to the modules.

3.5.5 Facing race week

The faculty had an opportunity to host Facing Race Week (FRW) across the different campuses that started on the 8-12 APRIL 2019. The aim was to build awareness, solutions and leadership for racial justice. The programme aimed at encouraging critical conversations about race, gender, class, sexuality, identity, social organisation, cohesiveness and knowledge production and how it is positioned at NWU. Many students, staff members and other stakeholders participated in discussion groups on the shared experiences of race in the institution, attended a long week discussion on building anti-racist environment. Many gained a better understanding of how racism impacts us all at the individual, interpersonal, institutional and societal levels and how people work together in various segments of society to interrupt and dismantle it in their lives and communities. There were so many highlights to the weeklong discussions.

The faculty greatly appreciated the opportunity to have attended and highly recommend future Facing Race engagement and other important work done. During the FRW two books were launched namely *Studying while black* and *Whose History counts: Decolonising African Precolonial Historiography*. Round table discussions included topics such as the politics of the canon, Race and Politics of knowledge production, Race, Access and Inclusion, and Challenges of dismantling the masters' house with the master's tools. Interesting conversations with the students, student leadership (SCC) and topics covered were Beyond the knee jerk, Race, Language and the politics of inclusion.

3.5.6 Programme reviews (IPE and EPE)

Departmental reviews are institutional tools to determine quality assurance activities within the university. They aim to highlight common areas of concern that should be addressed at the institutional level and serves as a mechanism for departments to self-identify impediments to efficiency (ratified by a panel of peers) as part of ongoing improvement and development. In terms of teaching and learning, panels examined issues such as

the practice of reviewing curricula within departments, the student experience, staff workload, implementation of feedback mechanisms, course sequencing and combinations within academic programmes, content relevance, and access to course materials. Planning for the postgraduate internal programme review commences in August 2019. Several programmes are earmarked for review such as Afrikaans and Dutch with Afrikaans Honours, MA of Philosophy, Security studies and management, Social Anthropology, Public governance and Music.

3.5.7 Teaching awards and scholarships 2018/19

As a strategic imperative for the University to promote and recognize teaching excellence at institutional level. Seven staff members were specifically acknowledged for teaching achievements, with awards. The ITEA and ETEA is an institutional award that rewards outstanding teaching and acknowledges the recipient's contribution to the promotion of teaching and learning excellence at the institution. Teaching Excellence Award (ITEA) and Emerging Teaching Excellence Award (ETEA) in the Faculty of Humanities respectively, served as confirmation that the Faculty is indeed striving towards excellence in terms of teaching and learning. The following members of staff received awards:

- i) Prof Elize van Eeden: School of Social Sciences (ITEA)
- ii) Dr Mokgadi Molohe: School of Social Sciences (ETEA)
- iii) Ms Nina Brink: School of Languages (ETEA)
- iv) Mr Ninan Samuel: School of Languages (ETEA)
- v) Mr Koos De Villiers: School of Communication Studies (ETEA)
- vi) Mr Bright Molale: School of Communication Studies (ETEA)
- vii) Mr Phil Pretorius: School of Communication Studies (ETEA)

3.6 Faculty of Law



3.6.1 Accreditation: Bachelor of Laws Programme

The Faculty developed an Improvement Plan in reaction to the CHE report relating to the national review of the LLB in terms of which the Faculty's Bachelor of Laws programme was placed on notice of withdrawal. The Improvement Plan was submitted to the CHE during October 2017. After considering the improvement plan, the CHE amended the status of the programme to '*Re-accreditation subject to meeting specified conditions*'. A progress report indicating how the Improvement Plan was implemented was submitted by the end of October 2018. During April 2019 the Faculty was informed that the HEQC reviewed the progress report together with relevant documentation in order to determine progress made towards meeting the conditions specified in the

HEQC accreditation report. Based on the evidence provided, the HEQC revised its initial accreditation decision to *full accreditation* for the Bachelor of Laws programme offered at the NWU. The Faculty is extremely relieved and delighted about this outcome, and trust that it will be able to continue the hard work that went into the preparation and implementation of the improvement plan. We are proud of the quality of all our lecturers, our programmes, and our graduates who are properly prepared to enter the real world of work.

3.6.2 CHE National Report on the review of the LLB

During May 2018 the CHE published its report on the national review of LB programmes in South Africa, titled '*The state of the provision of the Bachelor of Law (LLB) qualification in South Africa*'. The report reflects the findings of the HEQC panels in respect of each of the review criteria for the LLB qualification, and it also contains the recommendations of the CHE based on the review findings, *inter alia*:

(1) that the duration for the attainment of an LLB qualification be extended from the current minimum of four years of study to a minimum of *five* years of study; (2) that consideration should be given to the possibility of phasing the extended programmes out; (3) that all law faculties engage in an exercise to gain a uniform understanding of how NQF credits are allocated; (4) that all law faculties should incorporate "transformative constitutionalism" throughout the LLB curriculum and staff and students should be brought to an internalisation of this principle; (5) that all faculties should reflect on what an appropriate APS is for admission into the LLB studies, and that serious consideration should be given to the introduction of an entrance evaluation which is designed to evaluate a prospective student's ability to master the graduate attributes expected in the LLB standard; (6) faculties should re-visit their policies in respect of credit transfers and articulation; (7) faculties should consider the introduction of learning material into the LLB programme that focuses on ICT law/Cyber Law; (8) Faculties should constantly seek opportunities for students to engage in "law-in-action" activities throughout their studies; (9) faculties must focus on reading, writing and research s modes of assessment beyond standard formative and summative assessments; (10) faculties should determine what the best technology for e-learning platforms is.

The Faculty will need to attend to these recommendations.

3.6.3 Revised programmes

Based on the CHE report on the review of the LLB programme offered by the Faculty of Law at the NWU, the Faculty embarked on a review process of its LLB curriculum (and also the BA Law and the B Com Law curriculums). The proposals on the revised curriculums were accepted at a meeting of the Faculty Board on 3 August 2017 and they were rolled out in 2018. Some of the main characteristics / aspects relating to the new programmes which should be highlighted are the following:

The total credits for the NWU LLB have been reduced from 576 to 528 and more non-law modules were included as electives in LLB III.

IURI 121 (Indigenous / Customary Law) was removed from the curriculums as a single semester first year module. Its content was incorporated in all appropriate substantive law modules (for example: Family Law; Law of Succession; Civil Procedure etc.). A final year elective in Advanced Indigenous Customary Law will be developed in recognition of this unique field of study.

Legal History (IURI 122), previously a year module, was reduced to a semester module with new content focussing on the historical context of law in relation to Africanisation, transformative constitutionalism and social justice.

Some elective modules which were previously offered only on one campus, were extended to other campuses, while new electives were developed due to developments in specific subject fields.

A separate curriculum was devised for the LLB which is preceded by the B Com and BA Law programmes, and has been approved and implemented as a second qualification.

An extended LLB programme spanning over five years (instead of four) has been developed and approved through the University's internal SCAS process and submitted to the DHET. The programme was approved by

the DHET in November 2018, and was implemented for 1st year students at the Mafikeng campus in 2019 already, while 126 students enrolled for the programme.

The extended programme will be offered from 2020 at the Potchefstroom campus. The reason for only offering it at the Potchefstroom campus from 2020, is that at the Mafikeng campus extended modules are already offered by the Faculty of Economic and Managerial Sciences which can be incorporated in the extended LLB programme. No such modules are at present offered at Potchefstroom, and staff will have to be appointed if it becomes economically viable to do so.

A phased approach was followed. The new curriculums were implemented on first year level for the first time in 2018, and were rolled out to second year level in 2019. Although not without challenges, it can be reported that implementation on first and second year levels ran smoothly (which can also be said about the extended programme).

Special exam opportunities for pipeline students will be scheduled for the following modules: IURI 371, IURI 372, IURI 374, IURI 321.

3.6.4 Programme alignment

- The revised curricula of all the programmes which are offered by the Faculty are 100% aligned across campuses. The only exception being that, for various reasons, not exactly the same electives are offered on the different campuses.
- Most of the service modules offered to non-law students, such as the MLAW and MCLM modules, are aligned.
- The same learning materials (with a few exceptions) are prescribed in all modules across campuses.
- Equal contact time is allocated on the time table across all campuses for all aligned modules.
- The use of technology facilitates interaction between lecturers and students across campuses.
- Student transfers between campuses are allowed, provided the request meets the Faculty guidelines in this regard.
- Partial alignment of formative assessments: at least one test per semester is aligned in the case of semester modules (usually the test written during the scheduled test week), while all tests are aligned in the case of year modules. In the case of differences in assessments, the tests and assignments are posted on the relevant eFundi site so that students on other campuses can use them as exercises and familiarise themselves with different assessment styles. Alignment is monitored by the Directors: Undergraduate Programmes on a continuous basis.
- Identical summative assessments: All summative assessments are identical across campuses. All lecturers contributed and engaged with each other with regard to questions, standards, Bloom's Taxonomy, memoranda and examination guidelines. Internal quality control amongst lecturers and by the module coordinator were done. Comprehensive and detailed memoranda were supplied by the lecturers who set the questions. Subject group leaders supervised the implementation thereof as an additional quality assurance measure.
- Assessment plans and practices are aligned across campuses although certain challenges, such as the alignment of cross campus marking processes, need to be addressed.
- Examination papers of under- and postgraduate modules are moderated by one internal moderator for each module (moderators are appointed from all campuses).

The following, as set out in the Improvement Plan, were implemented to ensure equity and similar student experience on all the campuses:

- The Potchefstroom campus is no longer a niche market for white Afrikaans students.
- A single aligned application and placement process for admission to all the programmes offered by Faculty is followed for all campuses (the same placement test was used for all campuses). All placements are subject to the equity targets set by the NWU. Centralised (i.e. Faculty based) enrolment planning for the 2019 intake was done in 2018, and was implemented for the 2019 and 2020 intake.
- The contact times for the corresponding individual modules at all three campuses are equal.
- The Faculty makes use of a team teaching approach.
- Lecturers received training in assessment practices, attended an assessment workshop for the Faculty as

a whole, and assessments and assessment practices were aligned.

- The Faculty made provision for anonymous assessments in that students have the option to only enter their student number on answer scripts if they so wish.
- The management of the Faculty, the subject group leaders and relevant administrative staff underwent quality training to improve quality assurance across campuses.

3.6.5 Team Teaching

Team Teaching, which has become a permanent feature in the Faculty, ensures that students share more or less the same experience as far as the delivery of modules are concerned. Team teaching was recognised as a means not only of attaining quality of education on the three campuses of the NWU, but also as a means of enabling cross-campus collaboration between academics teaching the same modules. As a pedagogic strategy chosen by the Faculty, it enables the Faculty to attend simultaneously to the alignment of approaches to content and assessment, the collaboration essential to collegial interaction and the equity of student experience. It speaks for itself that the team teaching activities in the Faculty should be monitored and managed continuously.

During 2018 four workshops were held focussing on emotional intelligence to assist in team teaching. Lecturers responsible for delivering a particular module, were also brought together through the Carpe Diem workshops presented during 2018 and 2019 to decide upon a team teaching strategy for that particular module. One of the lecturers acts as module coordinator, but ideally the position rotates between campuses. Save for meetings in person, electronic media, such as video conferencing, WhatsApp and similar media are also used to facilitate communication between lecturers. They reflect on their pedagogy, consider their method of curriculum delivery (for example the use of blended learning), lecturing across campuses, classroom activities and approach to and methods of assessment. Teams have the discretion to determine how they would approach team teaching of a module.

3.6.6 Lecturing across campuses

The Faculty encourages lecturing across campuses and the FMC has developed guidelines that regulates physical lecturing on other campuses of delivery. All lecturers are encouraged to give at least one guest lecture per module at the campuses they do not normally teach. Lecturers also stand in for each other at the different campuses in the case of unavailability because of illness or other reasons. This is done either by physically going to the other campus or by video conferencing or a combination thereof. Experiential live broadcasting of lectures across campuses was done. This entailed that the lecture venues were connected through video-conferencing facilities. The three lecturers interacted during the lecture and all students were exposed to all three lecturers. It did require much IT support to enable the smooth flow of the lectures. The further viability of this initiative will be investigated.

3.6.7 Curriculum Transformation

In terms of the Carpe Diem Project the curriculum is undergoing renewal to ensure vertical and horizontal alignment, incorporation of decolonisation, Africanisation, transformative constitutionalism and improved team teaching through blended learning. Lecturers of all first year modules, all second year modules, and most third year modules attended workshops since 2017 in order to work on the transformation of their modules. In some modules, follow up workshops have been organised by CTL in order to further assist lecturers. Elements of blended learning and ICT were implemented in various modules across all academic years. The Faculty Board decided to do away with hard copy study guides, and it was, therefore, part and parcel of the carpe diem project to migrate study guides to Lessons on e-Fundi. In 2019 no hard copies were printed for any of the first year modules, while hard copy study guides for second year modules will be phased out as from 2020. Regular conversations are scheduled after the workshops in order to discuss challenges.

3.6.8 Strategy on preventing plagiarism

The Faculty developed guidelines and processes on how instances of academic dishonesty and plagiarism should be dealt with in the faculty, which are in line with the new policy developed by the NWU. The processes are aligned across campuses and provides for a single procedure on the handling of plagiarism. All research assignments which carry a weight of more than 5% of a final module mark must be tested through a similarity test like *turn-it-in*. It provides for appropriate remedial steps to be taken by the relevant lecturer in cooperation with the faculty's disciplinary committee. Cases of gross non-compliance must be referred for disciplinary

action by the NWU's Disciplinary Committee.

Appropriate warnings are included in every study guide and the principles applicable to academic integrity are dealt with in various modules as part of the curriculum. In addition, the Writing Laboratory at PC and MC renders services to educate and assist students to avoid plagiarism. Writing Laboratories will be operational at MC and VTC from 2019.

3.6.9 Student experiences and activities

The Faculty has implemented numerous initiatives to improve substantive integration, social justice and transformative constitutionalism (mainly a continuation of activities which commenced in 2018):

- From 4-6 May 2019 an excursion for first year law students was organized at Hekpoort. The camp was attended by 80 Students from the Mafikeng campus, 80 students from the Potchefstroom campus and 40 students from the Vaal Triangle campus. The programme was compiled to provide students with a better understanding of the profession, diversity and social justice already in their first year of studies. It was also designed to assist students in reflecting on what it means to become a legal professional. The excursion programme included aspects of diversity, social justice, transformative constitutionalism and the role of a lawyer as an agent of change.

The aim was to provide students with a more nuanced understanding of diversity, social justice and the complexity of the legal profession and the joys and challenges associated with being a lawyer. To be able to cope with the complexity of the legal profession, students will need skills and tools, and this 3-day excursion was an opportunity to acquire skills and tools for their "toolbox" as a lawyer. Students were also addressed by practitioners on the following topics: Mr MP Motha: *The importance of ethics of a legal practitioner*; Mr S Leshilo: *The duty of an attorney towards social justice*; Ms Rozanne Lubbe: *My journey in becoming an attorney* and Judge Tebogo Djaje: *My journey in becoming a judge*. Eight lecturers from the three campuses facilitated the excursion.

It is evident from the feedback by students that they benefitted and even appreciated this initiative by the Faculty. The full programme is attached. Click on the following link to view responses:

<https://docs.google.com/forms/d/1ryEoG-fGCMmldTFduTDbiYKMLrLmysv2Vfh7LsRXrk/viewanalytics>

- Across campus student seminars for first years were held during 2018 and the first semester of 2019. Students from the three campuses were brought together to interact and reflect on the different themes. The following seminars are planned for the second semester of 2019.

A public lecture is planned for Mandela Day on 19 – 20 July at the Vaal Triangle campus. The LSC will be involved as this will be a cross-campus seminar, and it is planned that 40 students from PC and 40 students from MC will travel to the Vaal campus.

A Public lecture on Women's day at Mafikeng Campus on 9 August. The LSC will be involved as this will be a cross-campus initiative. It is planned that 40 students from PC and 20 students from VTC will travel to Mafikeng on this day.

- A Mock Trial and a public speaking contest is held annually for all three campuses, and the Law Students Council arranged excursions. Students participate in moot court and mock trial competitions across campuses. In cases where teams enrol for national competitions, only one team, whose members are chosen from students across campuses, represents the faculty. The competition succeeds not only in developing lawyering skills, but also to create camaraderie and forge bonds between students from different year groups across all NWU campuses. Participants describe the experience as 'life-changing'.

This year (2019) the finals of the Juta Mock Trials competition, which will focus on the Rights of the Child, will take place on 20 August at the Potchefstroom campus. Judge Yvonne Mokgoro will be approached to be the presiding officer.

- Electronic platforms for student interaction have been created and the Law Student Council Executive (representing all three campuses) attends the Faculty Management Committee meetings.
- At the Potchefstroom Campus a new language policy has been implemented by the Faculty to ensure that no student feels excluded because of race or language.
- Similar admission requirements and placement tests are applied across campuses.

- Students at the Potchefstroom campus have an increased exposure to live clients through their compulsory community service, street law, as an elective, and increased participation in the law clinic's activities.

The Faculty engaged in a meaningful way with its first year students during the R&O period. This was the first time that Faculties were awarded more time to orientate their students, and it is welcomed. With sufficient time to plan for events such as these, the interaction may be extended, and more meaningful topics will be planned for in future. In 2019 the following topics were covered:

- Career options
- Importance of good academic performance
- What is a Mock Trial?
- Projects of the Faculty
- How study guides work
- Presentation on "the reality of rape"
- What is going on in the Faculty and Law Clinics

The Faculty undertook a number of further initiatives to support the Improvement Plan. An inter-campus Youth Day celebration was hosted for students from all three campuses by judges at the Mafikeng High Court, mentorship of female students by members of the International Association of Women Judges, the Magistrate's Court Project, the Law Clinic Student Assistants Project and the Ubuntu Ambassadors Project. These initiatives commenced in 2018 and most of the projects will be continued in 2019.

Not only students, but also staff of the Faculty of Law are involved in initiatives on social justice and transformative constitutionalism. The Faculty received a request from Botoka High School in Ikageng Potchefstroom, which is one of the participating schools in our Street Law module, for assistance. It appeared that they had a need for a private and safe space for learners to consult with a guidance counselor on a daily basis. The school identified an old storage room which they cleaned out and painted for above purpose. The request was that the Faculty assist in converting the room into a comfortable and welcoming space. Staff members of the Faculty contributed not only financially, but also donated various items of furnisher, stationary, books, magazines, wall decorations, pads, sanitizer etc.

3.6.10 Celebrating the Bill of Rights and the Convention on the Rights of the Child

This year it will be 30 years since the Convention on the Rights of the Child (CRC) (1989) has come into operation, and 25 years since the constitutional democracy has taken root in this country entrenching everyone's fundamental rights. Both these instruments in fundamentally significant fashion impact on legal development in South Africa and the Faculty of Law host several events throughout the course of 2019 to commemorate these events.

- On 26 February 2019 a march took place at the Potchefstroom campus. The purpose of the march was to spread awareness on children's rights as well as human rights in general. A short welcome and introduction on our focus was delivered by Prof Marita Carnelley. The march started at the Faculty of Law and ended at the Salam Auditorium and was led by dignitaries such as Prof Setlalentoa, Prof Balfour, Prof Balia, Prof Mwanawina, and Prof De La Harpe. LSC members from all three delivery sites attended as well as the SRC. 40 Students from MC and 20 students from VTC, and about 150 students from inter-faculties on PC join in on the event. Scholars from Promosa and Girls High attended, as well as toddlers from NWU staff members from various faculties. The march was followed by a public lecture in the Salam Auditorium presented by two experts on children's rights and constitutional law, vizually Prof Ann Skelton, member of the UN Committee on the Rights of the Child, and Mrs Karabo Ozah, Director of the Centre for Child Law at the University of Pretoria.
- On 15-17 April the *Juris Diversitas* International Conference with the overarching theme of *Law, Roots and Space* was hosted at NWU Potchefstroom Campus. One day of this conference was dedicated to the Convention on the Rights. The conference had excellent international representation.

3.6.11 Student support

Tutor and mentor system: The Faculty ensures an integrated, flexible and accessible student support network that includes, but is not limited to, mentoring, tutoring and SI facilitation. Since the beginning of

2018 a tutor system for first years has been developed and implemented on all three campuses as an additional mechanism to provide context specific academic support to law students. Currently the tutor programme is only implemented at first year level, but the possibility to expand it to other year levels as well, will be investigated. Furthermore, the Faculty also implemented a peer mentoring programme for all first year students. Mentors are senior students who assist with the transition from secondary school to university and are normally assigned to first-year students in similar programmes than themselves. The programme offers mentees the opportunity to also voice non-academic problems (like financial difficulties).

Manager: Student support and performance: The Faculty appointed a Manager: Student Support and Performance as from January 2019 to address both academic and socio-psychological needs of students holistically. This person functions across all three campuses and are involved with, and responsible for:

- research on law student success and dropout, in collaboration with other role players;
- assist in identifying law students at risk as early as possible, in collaboration with other role players;
- managing the implementation of the tutor and mentor system.
- conducting personal interviews with all first-year students in 2019 to determine support needs, refer them to appropriate professional support departments and to conduct follow-up interviews;
- conducting personal interviews with all students who received letters of warning, and who applied to be allowed to continue with their studies after they were informed that their studies will be terminated.
- monitoring law students' progress (phased in from 2019 onwards) in order to identify obstacles and recommend possible interventions;
- identifying obstacles pertinent to specific year groups and/or law modules;
- proposing and implementing interventions to address obstacles in a specific programme, year group, law module and/or site of delivery in consultation with relevant role players and management of the Faculty of Law;
- monitoring the efficacy of existing interventions provided by the NWU;
- developing a reliable student support system to identify law students at risk, to ensure provision of appropriate support and the efficacy of intervention measures;
- publishing the results of the research;
- documenting results and reporting on the project at the end of the funding cycle

Identification of students at risk: Project one of the UCDP focuses on activities linked to enhance student support and development underpinned by the graduate attributes of ensuring responsible citizenship and achieving success in the workplace. Activities aimed at the retention of students are well-established at the University, but obvious shortcomings have been identified, such as a well-structured First-years' Experience and an Early Warning Identification and Referral System. The timely identification and intervention of at-risk students and the use of learner and learning analytics will receive attention.

Faculty takes part in various projects financed by the UCDP grants to improve student support, amongst others the Carpe Diem Project, the Early Warning Identification and Referral System, Tutoring and Mentoring Programme and the Reading Programme for Law students. These are ongoing projects.

3.6.12 Staff profiles: Seniority, qualifications and scholarly reputation

Staff Development Plan

The Faculty recognises the unevenness of seniority profiles on the three campuses and the impact this has in terms of teaching-learning and research quality. The Research Director was tasked to assist academic staff to grow and improve their qualifications and scholarly reputation and conducted a survey amongst all academic staff to determine what each staff member's needs were with regard to the improvement of their own qualifications, capacity building to develop their scholarly profiles, participation in research projects and possible NRF rating. A staff development plan (including agreement on targets, capacity building, mentorship and provision for study leave) spanning a seven-year cycle, was developed. It is closely linked to the workload model, the team teaching approach and the mentorship programme. In terms of the staff development plan at Mafikeng Campus one associate professor will apply for promotion to professor in 2019, 2020 and 2021 respectively.

The staff development plan is continuously updated and forms an integral part of the performance agreements of the academic staff. Conference attendance, both nationally and internationally, where papers are delivered is actively promoted. During 2018 five lecturers were granted study leave to further their LLD studies and prepare for NRF rating. The staff development plan forms part of the operational budget of the Research Unit of the Faculty. In the 2019 operational budget of the Faculty, funds for the appointment of temporary lecturers in five modules were requested to enable the Faculty to grant study leave for academic staff who wish to further their LLD studies or prepare for NRF rating. Individual discussions between the FMC and all academic staff take place annually to, amongst others, determine the workload for each year, do career planning, determine the need for study leave and other resources, including conference attendances and research visits, to further their scholarly reputation.

Improving scholarly profile of staff

The following events took place to improve the qualifications and scholarly profile of all academic staff of the Faculty in respect of their research and teaching-learning activities (although some of these activities commenced in 2018, they are continued in 2019 since it is ongoing):

- Research Unit strategic project planning workshops for established and emerging researchers were conducted in each research project (The research projects are Human Vulnerability, Environmental Change, Finance Trade and Investment and Justice in Practise. All academic staff are allocated to one or more of the projects);
- Various workshops to promote the writing of research articles were held namely;
 - ✓ a Postgraduate Supervision Workshop;
 - ✓ a Postgraduate Proposal Development Workshop;
 - ✓ a Postgraduate Thesis and Publication Workshop;
 - ✓ a Scientific Writing for International Publication for Early Career Academics
 - ✓ Capacity Building Workshops arranged for each campus during June and July. The purpose of the workshops are to assist academic staff to showcase their academic work to a wider (international) audience. The workshop will introduce them to the available platforms, assist them to register on the platforms, and link the platforms with each other.
- The Faculty of Law Compulsory Research Unit Lecture Series;
- The Faculty of Law Community Outreach Projects (exposing academics to the organisation and logistics of research related workshops for government officials, non-governmental organisations etc. by way of paper presentations, chairing and facilitating sessions);
- Faculty Workshop on assessment conducted by Prof Jackie Kew of UCT;
- Faculty workshop on communication and climate conducted by Mr GP van Rheede van Oudtshoorn;
- Faculty workshop on success rate conducted by Prof Elmarie van der Schyff. The aim of this project is to establish what contributes to throughput percentage, and to identify mechanisms to improve the success rate.
- CTL workshops relating to T&L and assessment on a continuous basis. Lecturers are encouraged to attend these workshops and the FMC monitors attendance. Various lecturers attended these workshops during 2019.
- Lecturers have registered SoTL projects. The Student Support Manager will apply to register a new project soon.
- Lecturers applied for TEA in 2019.
- Coursera licenses were offered to academic staff members.
- Faculty and Institutional induction programmes for all new academic staff members were held.

Workload audit for the unitary Faculty

A workload model for the Faculty, which ensures an equitable workload distribution to optimise and develop the capacity and career development of all academics in the Faculty was developed. This model takes into account the number of undergraduate modules, number of students, LLB IV dissertation supervision, postgraduate modules, post-graduate research supervision, own research and career development, other

administrative tasks as well as operational realities and needs of the Faculty.

After taking into account the new positions allocated to MC and VTC the academic staff: student ratio at the different sites of delivery, including undergraduate and postgraduate students, was 1:39,4 at the time when the improvement plan was submitted to the CHE during October 2018. The above calculation excludes the temporary lecturers (not filling vacancies) appointed to teach undergraduate modules. It also excludes the lecturers from the Faculty of Humanities that teach the language modules at MC and VTC. It does not take account of the fact that the number of postgraduate students at PC is 154, at MC is 75 and at VTC is nil. It also does not take into account other factors like the outputs, number of modules taught by individual lecturers and the increased contact time in the modules taught in both Afrikaans and English. It does, however, show that there is not a major disparity between the lecturer-student ratio at the different campuses. The workload model used by management to allocate tasks does ensure equity of academic resources between campuses, and also to afford academics within the staff development plan, referred to earlier, to access opportunities concerning staff development in an equitable way.

Mentorship across campuses

The Faculty implemented a mentorship programme in the Faculty. A brochure explaining the mentorship programme was developed. Professors and Associate Professors are allocated between two and four members of staff, ranging from Junior to Senior lecturer, to mentor. Mentorship allocation is regularly updated. Allocations are done across campuses to promote cooperation, build capacity and strengthen collegial relationships in teaching and research. A senior professor oversees the mentorship programme and facilitated a workshop on the programme. This academic also assists mentors and mentees on an individual basis when the need arises and requires feedback from the mentors. An evaluation by staff of this initiative is done regularly in order to improve the mentorship programme.

3.6.13 Postgraduate programmes

In its FIT&L Plan the Faculty, the Faculty undertook to offer its structured masters programmes through a distance mode of delivery from 2020/21. All existing programmes were re-evaluated this year, and it was decided to offer the undermentioned programmes via ODL offerings as from 2021:

- LLM in Labour Law
- The Professional LLM in Criminal Law and Procedure LLM in International Child Law
- LLM in Public Law and Legal Philosophy
- LLM in Mercantile Law
- LLM Environmental Law and Governance

These will be registered as new programmes in 2020 through the formal SCAS processes.

3.7 Faculty of Natural and Agricultural Sciences



3.7.1 Academic programmes and alignment

The Faculty Integrated Teaching and Learning Plan provides details of the direction and strategic focus of the Faculty. The first imperative of the new unitary faculty is to align academic programmes. The new aligned programmes are being phased in up to second year in 2019. Two new Agriculture programmes have been introduced on the Potchefstroom Campus in 2019. Plans are underway to address the introduction of existing

programmes on additional campuses. In particular the programme offerings at the Vaal Triangle Campus could be increased by the introduction of major modules in Maths and Applied Maths, and auxiliary modules in Physics and the other Physical, Chemical, Biological and Geo- and Spatial Sciences. New laboratories are being planned to service these new programmes.

There is continuous review of the faculty yearbooks. Module outcomes and assessment criteria are being updated in consultation with the Qualification and Academic Programme Planning Unit. Of particular importance to the TL Strategy is preparing students for sustainable engagement in meaningful and productive work. The Faculty is committed to educating knowledgeable, skilled and values-driven graduates who are prepared for a rapidly changing world, and able to engage with its challenges in an authentic, innovative and critical manner, and thereby to contribute constructively to the development and preservation of South African and global society.

Options for increasing access to the faculty are being explored. These include the role out of extended programmes, and also the introduction of a Higher Certificate.

The focus of innovative teaching and learning designs is always on the enhancement of the student learning experience and transforming pedagogical practices, improving effectiveness and ensuring efficient support. The Faculty will further explore the different modalities of learning and the range of methodologies and technologies that are available to increase students' understanding and skills, taking into account different disciplinary contexts, qualification levels, student profiles and modes of delivery. It is recognised that incorporating technology into a blended learning or other learning design may not be appropriate in all contexts, due to the nature of knowledge and the curriculum in specific disciplines, and/ or due to the personal circumstances of students, including access to technology and socio-economic factors.

The final report of the visit of the South African Veterinary Council (SAVC) in 2017 was received early in 2019. The purpose of this visit was to assess the quality of our Animal Health Diploma and Bachelor degree programmes. The report was largely positive, with only a few minor suggestions for improvement. An action plan outlining our improvement strategy has already been submitted. Workshops were held in May to look at re-curriculation of some of the modules, and to clearly differentiate between the diploma and bachelor programmes.

3.7.2 Commitment to transformation

The Faculty is fully committed to the University principle of transformation and is engaged in a systematic process of curriculum transformation and renewal in order to equip its graduates to address the challenges of twenty-first century society. Quality of teaching and learning must be the overriding imperative in all discussions on renewal and transformation of the curriculum.

Teaching and Learning in FNAS are aligned with the information shared in the NWU Teaching and Learning strategy. The Faculty task team is engaged in the process of revising this strategy to inform planning, decision making and curriculum transformation in the faculty in order to offer excellent and innovative teaching-learning experiences to our students. We therefore encourage lecturers to design meaningful learning experiences in order to cater for students with different learning styles and educate students for the challenges of the twenty-first century. This is done by advocating decolonisation of the curriculum, providing multimodal education, engaging in pedagogical innovation through blended learning initiatives, student-centred and outcomes orientated educational approach, active and participative learning activities, and open educational resources. These meaningful learning experiences also include work-integrated learning and community engaged service learning where appropriate.

Within the faculty it is an accepted assumption that programme curriculum content must provide students with an orientation to various paradigms of thought and knowledge systems, e.g. undergraduate and postgraduate academic programmes with a focus on indigenous knowledge systems.

The CTL is helping to enhance the learning environment with technology to enable lecturers to create videos, and record lectures. A useful example of this may be to overcome lack of laboratory equipment by videoing practical demonstrations and use of instruments. Lecturers are also being assisted to create eFundi sites across campuses for aligned modules, and to create electronic study guides on eFundi Lessons. Student support is also provided by student assistants, SI facilitators, peer mentors and tutors.

Another important issue is that of employability. What we teach the students must prepare them for the workplace, thus we need to use both local and also international examples, to fulfil the needs of industry and

equip students for job opportunities. A number of short courses are offered to equip members of the community with necessary computer and other skills.

The issue of language in the Faculty is an important one. A language planning template has been completed, which outlines ways in which functional multilingualism can be incorporated. More research is needed, however, before it will be feasible to introduce options to study selected modules through the medium of languages such as Setswana.

3.7.3 Enrolment and Infrastructure

Regarding student recruitment, the faculty more than met its target for first time entrants in 2019. There were a particularly large number of enrolments on Mafikeng Campus, with 791 students (129% of the target), followed by Potchefstroom with 636 students (111%). It seems that more students received NSFAS funding in 2019, and this is enabling them to register and to study more effectively. This has however, placed extra strain on our lecturing staff as well as our infrastructure and laboratory facilities.

The majority of disciplines within the Faculty are practical based. This means that they need resources in terms of laboratories and equipment which are not required by other faculties. The students' experience in the Faculty is very largely determined by the practical component to nearly all the programmes offered. There are ongoing discussions towards optimizing laboratory space, particularly on the Mafikeng Campus, mainly for Chemistry, Physics and Biological sciences students. Space is being allocated to the Mathematics Department to meet their tutorial needs.

3.7.4 Events of importance

Special events include participation at the annual NWU Teaching and Learning Conference in May and a Faculty Seminar to be held in the second semester where issues such as plagiarism, blended learning and ODL will be discussed.

There have been a large number of new appointments in the Faculty, and a Faculty Induction Day took place on 11 June. The total number of staff taking part in the induction programme is 59, with 31 on Mafikeng campus, 21 on Potchefstroom Campus and 7 on Vaal Triangle Campus.

In terms of teaching excellence, two members of staff took part in the TEA awards in 2018. Dr Bruno Letarte achieved an ETEA award while Prof Juanee Cilliers was awarded the DTEA. Four members of staff are participating in 2019.

The Open Days held on the different campuses were very successful and well organized by the very able Ashleigh Pieterse. The amount of interest shown in the Faculty augurs well for our enrolment figures in 2020.

Two staff members and three students are attending the Global Leadership Camp at Hanseo University in Korea during the mid-year recess. They aim to strengthen collaboration with regards to teaching-learning, research and community engagement in IKS and Agriculture.

To ensure quality, the Faculty is involved in the process of three Internal programme Evaluations (IPEs) in 2019. These are in Bachelor of Indigenous Knowledge Systems, Bachelor of Science in Agriculture in Agricultural economics and Bachelor of Science Honours in Applied Radiation Science.

3.8 Faculty of Theology



3.8.1 Introduction

The Faculty of Theology reflects the vision and mission of the NWU with its committed to participate in the transformation of the South African education system in adherence to what a university stands for in a decolonised Africa. Looking forward, and to enable a strong and vibrant future, the Faculty of Theology aligned itself to the 2014 Council-adopted 2015-2025 Strategy and its Agenda. It boldly addressed the issues and questions about the role, value and future of theological education in the setting of the university. Its future pathway will thus now be embedded in a climate of inclusion, will enhance and infuse diversity throughout the student body and student experience, its academic offer as profiled in differentiated programmes and its activities to increase the network of participating and collaborating churches, ecclesiastical bodies, and community partners.



The Faculty is truly working towards a more inclusive approach to ensure a quality service to its students and the community.

Correspondingly, to embody this intention, the Faculty of Theology targeted the development of an array of new relevant, engaging and distinctive certificate and diploma programmes. One of the main foci of these new programmes is to address the theological education and training needs within a wider South Africa context. The envisaged programmes are thus designed to align with new curricular areas that match the needs and preferences of churches, stakeholders, faith communities, as well as student demand and

career opportunities. Utilising the University's resources, infrastructure and existing virtual open and integrated teaching and learning capability, the programmes will be delivered in innovative formats that embrace the learning styles of students from a variety of backgrounds.

The Faculty embraces the transformative theological discourse which visualises the extension of the discipline's scope
Curriculum transformation and student experience alignment progress report

to include philosophy, sociology, history and economics and this is demonstrated by the current development of the Higher Certificate in Pastoral and Palliative Care. The said interdisciplinary programme is a joint venture with the Faculty of Health Sciences and a powerful expression of the new direction in which the academic offer of Faculty of Theology deploys.

Good progress has been made in terms of achieving the above objectives in respect of developing new qualifications and transformation initiatives. The Faculty is pleased to report that Faculty Board as well as SCAS approval have already been attained for the introduction of the envisaged higher certificates and diplomas as well as postgraduate diplomas to broaden access and to offer prospective students a wider range of study options. The further accreditation process is now ongoing.



Teaching excellence within the Faculty has been recognised in the awarding of the Distinguished Teaching Excellence Award - one of only two DTEA awards across the NWU - to Prof Alfred Brunsdon. Prof Brunsdon is Associate Professor, subject chair and subject programme leader in Practical Theology at the School of Christian Ministry and Leadership on the Mahikeng Campus. His teaching philosophy rests mainly on the belief that the lecturer is responsible for creating a learning environment that is meaningful for the student in the open distance learning environment.

The Faculty of Theology endeavours in 2019 to diligently follow and further develop its integrated teaching and learning plan (FITLP) as adopted in 2018.

3.8.2 Decolonialisation of the curriculum



The Faculty of Theology has committed to the participation in decolonising its programmes and modules two years ago. The Faculty has set its target as from 2019 on having at least one module within every academic programme offered by the Faculty of Theology with a stronger African contextual focus to facilitate critical thinking around inclusion and the importance of taking different perspectives into account to ensure an environment of collaboration and better understanding.

The Faculty acknowledges that the study of texts in academic or spiritual isolation is no longer appropriate in theology as a discipline. Although the nature of the subject matter, especially within the School for Ancient Languages and Text Studies does not lend itself easily to decolonisation as it is defined by institutional discourse, the necessary measures have been taken to advance this purpose.

Some of the specific outcomes that the Faculty have identified are the following: encourage students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives; encourage students from different cultural backgrounds to contribute relevant examples from their home country or community; engage students in practical projects with an international or intercultural focus; create a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff; facilitate collaborative learning activities between students from different cultural backgrounds which will increase the potential for improved cross-cultural understanding.



Specifically, within the School for Ancient Languages and Text Studies on undergraduate level, where Bloom's taxonomy privileges the absorption of knowledge over analysis, much of ancient language studies are concerned with the mastery of different languages on a basic level. Likewise, in ancient history the taxonomy emphasises knowledge of the ancient above the analysis of our discourse with its material remains. Although colonisation as defined by the decolonisation narrative post-dates the historical period by some millennia, we have taken measures to teach

from a decolonised posture, and adjusted the course material to include "colonisation" as it was practiced in the ancient world.

3.8.3 Alignment across campuses



In respect of alignment of student communication platforms across campuses, all module information and study guidance are being aligned via the eFundi online learning platform to ensure that every student receives similar communications and equal study guidance. Many language modules are available online, the same content is subsequently facilitated for all students across the board, e.g., all undergraduate modules of SEMT are online, as is GRKS 172, LATN 112 and LATN 122. Electronic communication between lecturer and student was furthermore enhanced due to the transitioning towards the online mode of delivery.

Although equity in terms of resources across campuses is still a challenge in some areas, progress has been made in providing more lexical and other ancient language resources in the libraries of all campuses. Bauer *et al.*'s Greek lexicon, Louw and Nida's New Testament Greek lexicon as well as the Baker New Testament Commentary have been purchased for the Mahikeng Campus, for example.

As regards the Faculty's co-operation as a team, the cross-campus-co-operation has been enhanced in that an acting school director has now been appointed on the Mahikeng Campus, ensuring better interaction, communication and sharing of resources in the school among the three campuses. Faculty team-teaching, a strategy where the module owner, irrespective of his/her campus locality, presents the specific module on all the respective campuses via whiteboard and the eFundi learning platform, is still being employed as one of the Faculty's strategies which strongly ensures that the student learning experience within the core modules of the different programmes are thoroughly aligned.

4. Conclusion

Our students and out graduates are and always will be the mirrors of our success in making our vision a reality. The Office of the DVC Teaching and Learning will therefore continue to establish platforms and to create initiatives for staff and students to engage with the opportunities and indeed the challenges of our modern-day society.

We plan to take such initiatives further. Exploration of and engagement with the very human concepts of identity, language, ethnicity, religion, race, culture and social class are but a few of the foci that we plan to learn more about.

We invite you to engage with us so that we can continuously transform and move forward as a unitary institution of academic excellence with a visible commitment to social justice and an ethic of care.