

Teaching and Learning at the NWU



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LIST OF ABBREVIATIONS AND ACRONYMS

APS	Admission Point Score	ODL	Open Distance Learning
ARWU	Global Academic Ranking of World Universities	OER	Open Education Resources
CEE	Centre for Engineering Education	PQM	Programme and Qualification Mix
CHPE	Centre of Health Professions Education	Q&APP	Qualification and Academic Programme Planning
CTL	Centre for Teaching and Learning	REFA	Rethinking Economics for Africa
DBE	Department of Basic Education	SADC	Southern African Development Community
DHET	Department of Higher Education and Teaching	SAICA	South African Institute for Chartered Accountants
ECSA	Engineering Council of South Africa	SAPC	South African Pharmacy Council
FITLP	Faculty Integrated Teaching and Learning Plan	SAVC	South African Veterinary Council
FTE	Full-time Equivalent	SoTL	Scholarship of Teaching and Learning
GSU	Georgia State University	STARS	Student Academic Readiness Survey
HEQSF	Higher Education Qualification Sub-framework	UCDG	University Capacity Development Grant
ICT	Information and Communication Technology	UCDP	University Capacity Development Programme
IK	Indigenous Knowledge	UCE	Unit for Continuing Education
IKS	Indigenous Knowledge Systems	UNAM	University of Namibia
LIS	Library and Information Service	UNESCO	United Nations Educational, Scientific and Cultural Organisation
n-GAP	New Generation of Academics Programme	Unisa	University of South Africa
NQF	National Qualifications Framework	UP	University of Pretoria
NUST	National University of Science and Technology of Zimbabwe	Wits	University of the Witwatersrand
NWU	North-West University		



VICE-CHANCELLOR:
Prof Dan Kgwadi

FOREWORD PROF DAN KGWADI

Our Teaching and Learning Integrated Report for 2018 is a record of how our Teaching and Learning Strategy has been translated into action to fulfil our purpose, which is “to excel in innovative learning and teaching, and cutting-edge research, thereby benefitting society through knowledge”.

Both from the support departments and from the faculties, there is a focus on how we can innovatively improve key performance indicators relating to access and success. Our strategy is “to transform and to position the North-West University (NWU) as a unitary institution of superior academic excellence, with a commitment to social justice”. Access and success must be understood within the context of our commitment to social justice. Our context demands that we promote equity of outcomes, as well as opportunities to access higher education, within the ambit of an education that is innovative and academically relevant, while being responsive to the need for social justice.

We have recently restructured the whole university to enable the implementation of our strategy. This report reflects on

this restructuring and repurposing of our teaching and learning resources to be more effective, in attaining our dream and purpose, and also responding to the national context.

I recommend the report to you and trust that you will gain greater insight into how we have aligned our Teaching and Learning Strategy to our University Strategy, so that education, the student teaching-learning experience, and staffing development cohere towards the transformation of our curriculum.



**DEPUTY VICE-
CHANCELLOR:
TEACHING AND
LEARNING**
Prof Robert J. Balfour



**ADVISOR TO
THE DEPUTY VICE-
CHANCELLOR:**
Dr Franciska Bothma

INTRODUCTION

Excelling in innovative
teaching and learning at North-West University

CHAPTER 1

High-quality teaching and learning plays an integral role in supporting the NWU to achieve its purpose of excelling in innovative teaching and learning, and cross-cutting research, thereby benefitting society through knowledge. It is thus with a spirit of service that we showcase the first Integrated Report on Teaching and Learning at the NWU. In 2018, the University was pleased to be recognised internationally in the following ways for the quality of its teaching and learning. The QS Rating Agency, an international university rating agency, rated NWU as follows:



5/5

Teaching-Learning

Learning (quality of programmes and quality of support for students)



5/5

Employability of graduates

Our students get jobs and are quickly absorbed into employment.



5/5

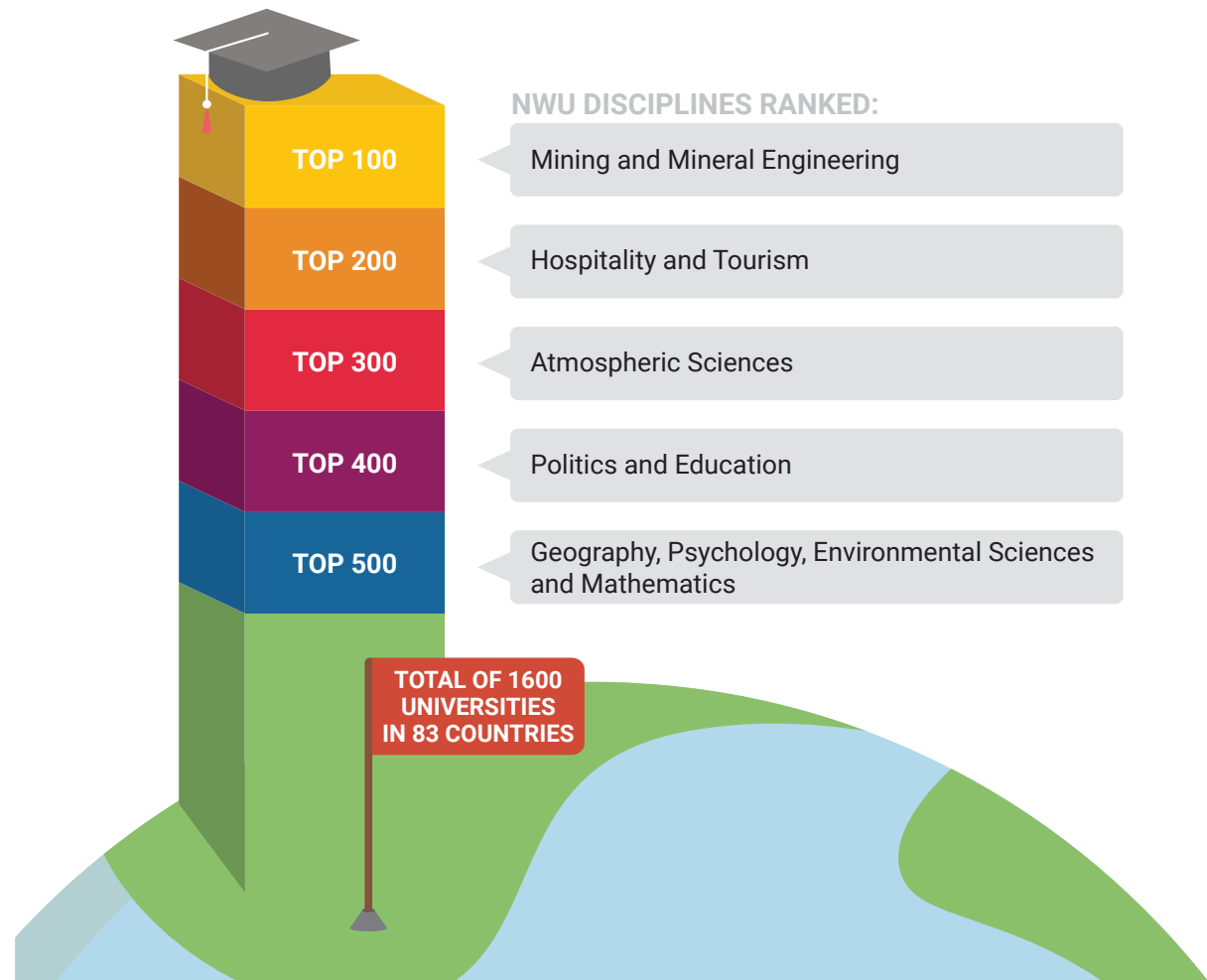
Innovation

This suggests strong industry links, good standing in the community and strong links between research innovation and commercialisation. It is the best in South Africa by far.

In 2018, the Global Academic Ranking of World Universities (ARWU) rated 1 600 universities in 83 countries. The NWU's Geography, Psychology, Environmental Sciences and Mathematics disciplines were ranked among the top 500 in the world. Politics and Education were ranked among the top 400; Atmospheric Sciences was ranked in the top 300; Hospitality and Tourism was ranked in the top 200, while Mining and Mineral Engineering was ranked in the top 100 globally. The NWU is one of only two South African universities to have both Atmospheric Sciences and Mathematics ranked in the top 500.

ARWU

the Global Academic Ranking of World Universities



One of NWU's five long-term goals is to promote excellent teaching and learning, and to reposition 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 Deputy Vice-Chancellor: Teaching and Learning, and the newly implemented unitary eight-faculty academic structure.

As an institution, NWU is committed to continuously monitoring and improving on the scope of its academic offering, and on the quality and excellence of its teaching and learning activities. This will ensure that it is able to further improve student access, retention and success in pursuit of its commitment to transformation, social justice and an excellent student experience for all who call NWU their home.

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

- Social justice and inclusivity
- The quality of the student experience
- Excellence in teaching, learning, research and community engagement

- The relevance and alignment of NWU's academic offering
- Its responsiveness to environmental, economic and political changes
- Being relevant to the current and future needs of the communities it serves

Over the past year, NWU has worked with diligence to continue to address these issues.

This integrated report for 2018 therefore offers an overview of the contextualisation of NWU's Teaching and Learning Strategy for 2016 to 2020 from the perspectives of the Centre for Teaching and Learning (CTL), other departments that support teaching and learning at NWU and the eight faculties that present the institution's academic programmes.

The CTL supports, enables and enhances lecturers to support and develop students academically. It functions within four domains that are linked to the four strategic drivers related to teaching and learning at NWU. These domains are Academic Professional Development, Student

Academic Development and Support, Learning Design and Learning Environment. The activities of the Centre per functional area for 2018 are highlighted in this report.

In addition, a number of support service departments support NWU's teaching and learning agenda. These include the Qualification and Academic Programme Planning Unit, the Unit for Continuing Education, NWU's Library and Information Service, its Career Centre and the Unit for Academic Grants Administration. The initiatives of each of these departments during the period under review have contributed to supporting the University's Teaching and Learning Strategy, and the achievement of its eventual success.

The academic programmes of NWU are presented in eight unitary faculties. The reports of the respective faculties in terms of their teaching and learning initiatives during the period under review reflect on the growth of their enrolments in relation to their enrolment plans, the composition of their student cohort in relation to the country's demographic profile and the profile of their staff complement.

Furthermore, each faculty considered the alignment and development of their academic offerings during the period under review, initiatives focused on the transformation of their curricula, and the graduation rates in each respective faculty. Finally, each faculty reported on activities

Strategic drivers related to teaching and learning:

- Academic Professional Development
- Student Academic Development and Support
- Learning Design
- Learning Environment

Departments that support the teaching and learning agenda:

- Qualification and Academic Programme Planning
- Unit for Continuing Education
- Library and Information Service
- Career Centre
- Academic Grants Administration

related to internationalisation, exceptional student and staff performance, community engagement and work-integrated learning, and exceptional academic offerings in the faculty.

By reflecting on the highlights and achievements in teaching and learning during the period under review, it is clear that NWU is committed to “transforming and positioning itself as a unitary institution of superior academic excellence with a commitment to social justice”, in accordance with its strategy statement.

Through this integrated report, the Office of the Deputy Vice-Chancellor: Teaching and Learning acknowledges that, while NWU has embarked upon the process of curriculum transformation, that journey is developmental and never complete. The University recognises the need to respond to and address pertinent issues, such as the decolonisation of its curricula, while remaining internationally relevant. Future challenges include creating the appropriate space for the student voice to be heard to enhance a culture of caring and support;

finding the ideal blend between face-to-face and technology-mediated and online learning (in the context of the University's very different market segments in terms of its student body in the contact and distance learning environments); planning for the implementation of the Council-approved 2018 Language Policy (in which multilingual support to staff and students finds expression in the teaching and learning space); and listening to industry, the University's alumni and other external stakeholders to enhance its graduates' work-readiness.

By remaining focused on innovative methods of teaching and learning, supported by an effective system of programme planning and development, the recruitment, development and retention of talented staff, a commitment to student success, curriculum transformation and renewal, and the establishment of an enabling learning environment, the NWU will not falter in its goal of becoming an internationally recognised university in Africa that is characterised by high-quality teaching and learning.

TEACHING AND LEARNING

At North-West University

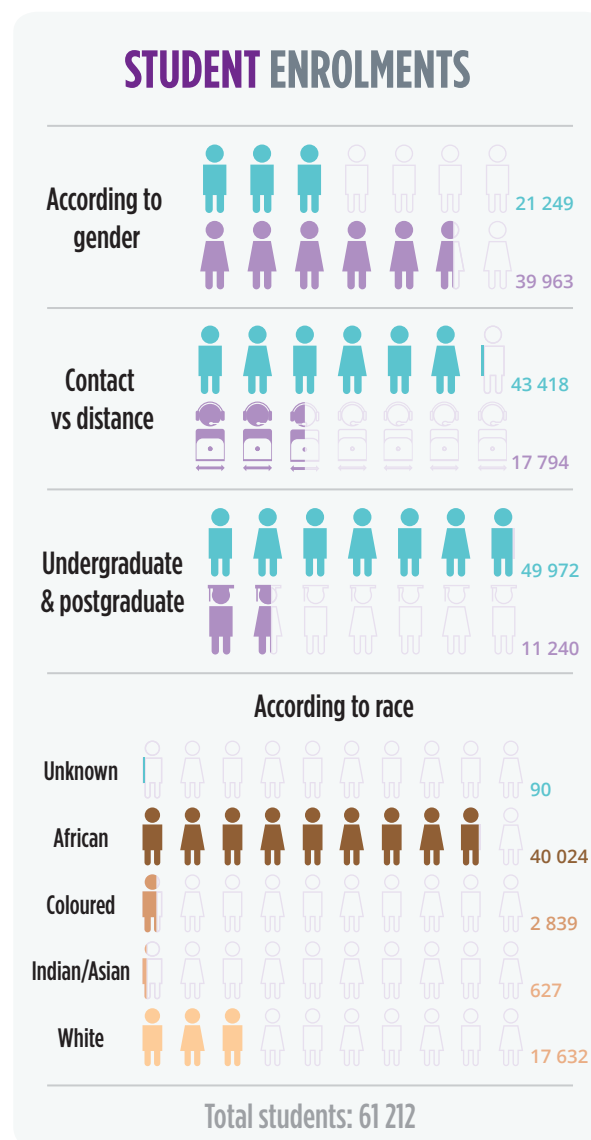
CHAPTER 2

The success of NWU's Teaching and Learning Strategy can be measured by evaluating the data related to the following key performance areas: student enrolments, graduates, graduation rate, undergraduate success rate (according to mode of provision, undergradu-

ate or postgraduate enrolments, gender and race), as well as the University's academic staff and support staff complement (per campus according to gender and race). The figures that follow illustrate its performance in each of these areas.

Our student body is a crucial input into our value chain. Figure 2.1 shows the composition and size of the student body in 2018 according to mode of provision, undergraduate and postgraduate enrolments aligned to NWU's strategy, and also according to gender and race. The NWU is committed to transforming its student body to meet proper equity targets in line with its enrolment plan and to widen access to students with work and family responsibilities who can only study via the distance mode of provision.

Figure 2.1: Student enrolments



In 2018, the NWU delivered 15 350 graduates, 10 493 with first degrees and 4 857 with postgraduate degrees. The graduation rate was at 25.08%, which compared favourably with national graduation rates. The undergraduate success rate for both contact and distance provision amounted to 80.3%.

Our student-to-academic staff full-time equivalent (FTE) ratio is 32.44: 1. This means that one academic staff member is available for every 32 full-time equivalent students. Our staff complement according to gender and race per campus is depicted in Figure 2.3.

Our first-time entrant dropout rate for contact degrees decreased from 11.11% in 2017 to 9% in 2018. This shows that our investment in academic support is yielding substantial value.

Figure 2.2 shows the details of the number of graduates according to gender and race, as well as the NWU's graduation rates and undergraduate success rates.

Figure 2.2: Student profile

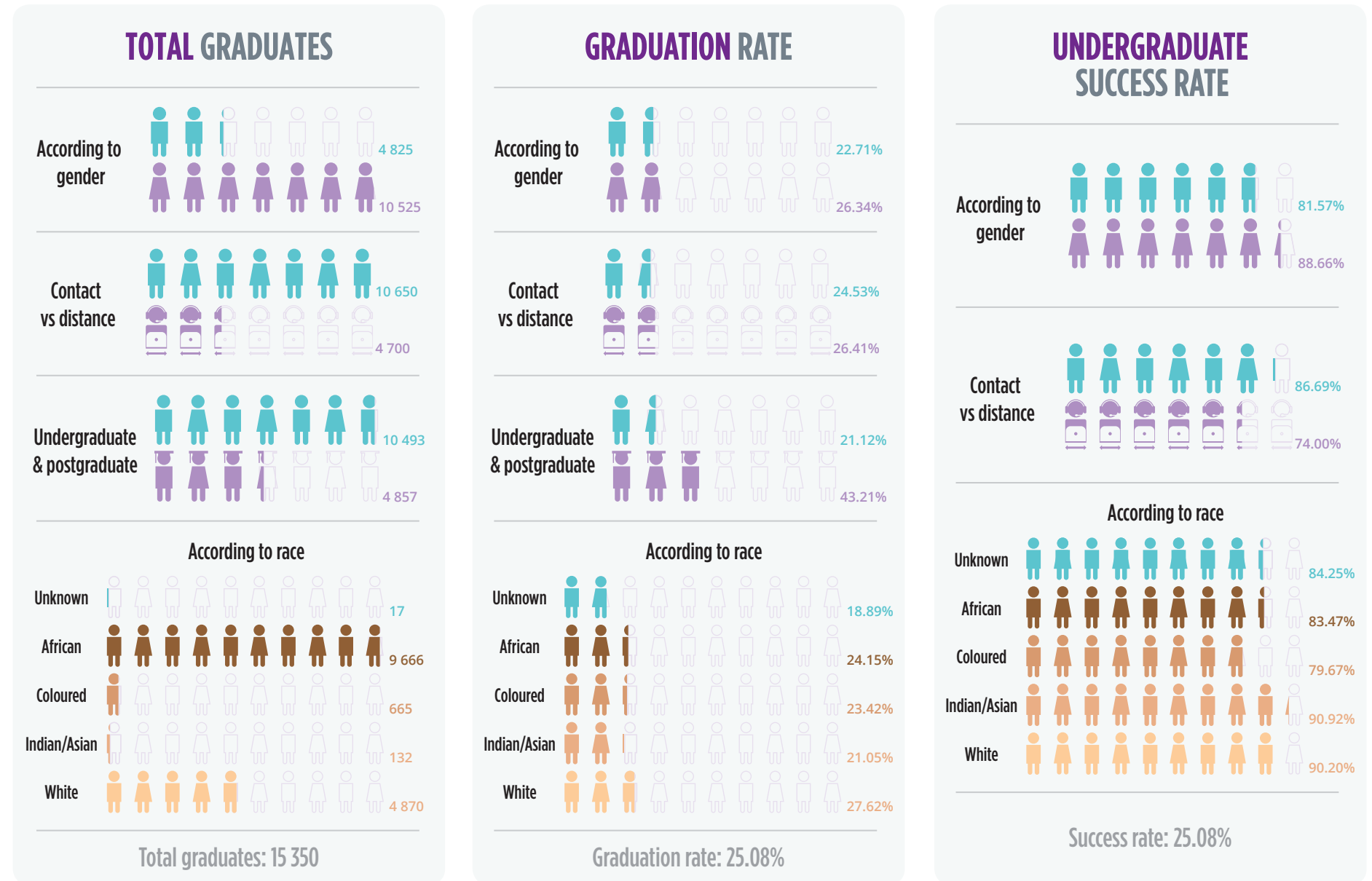
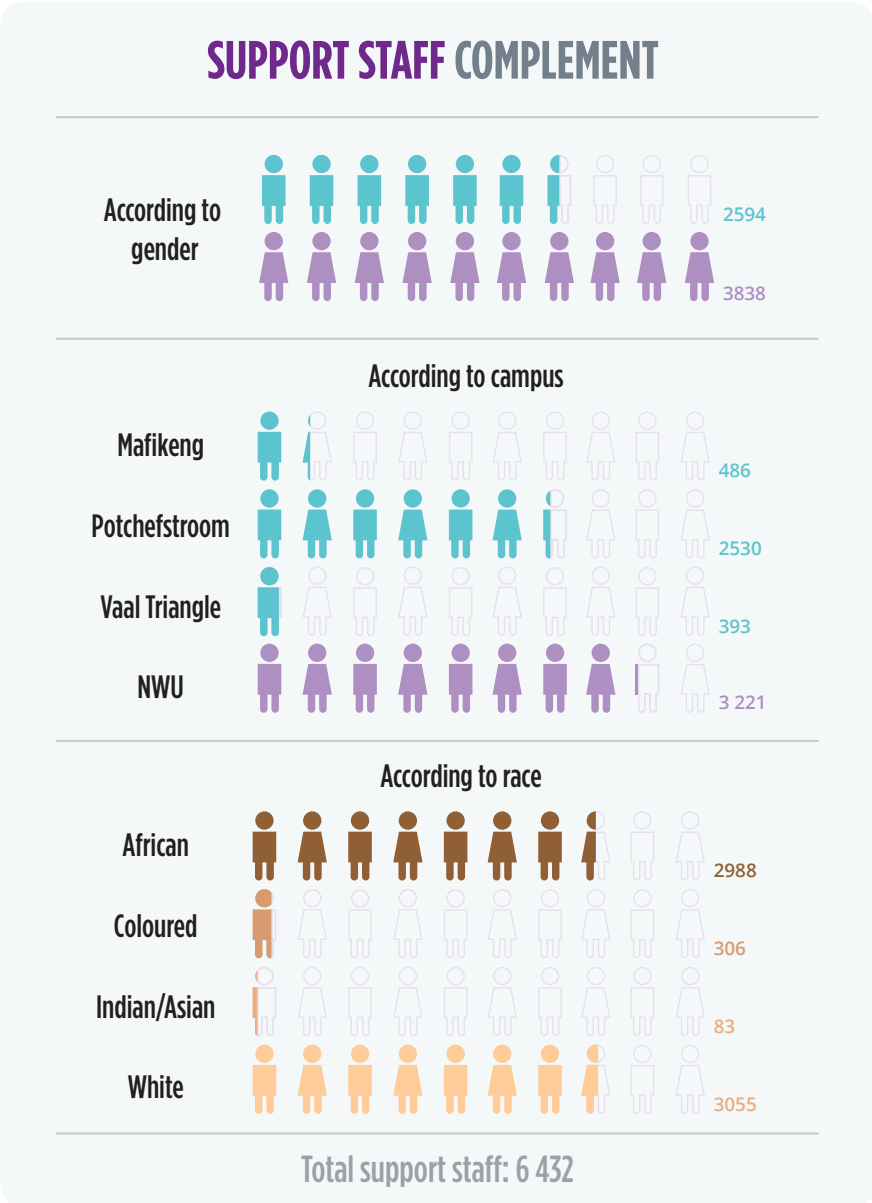
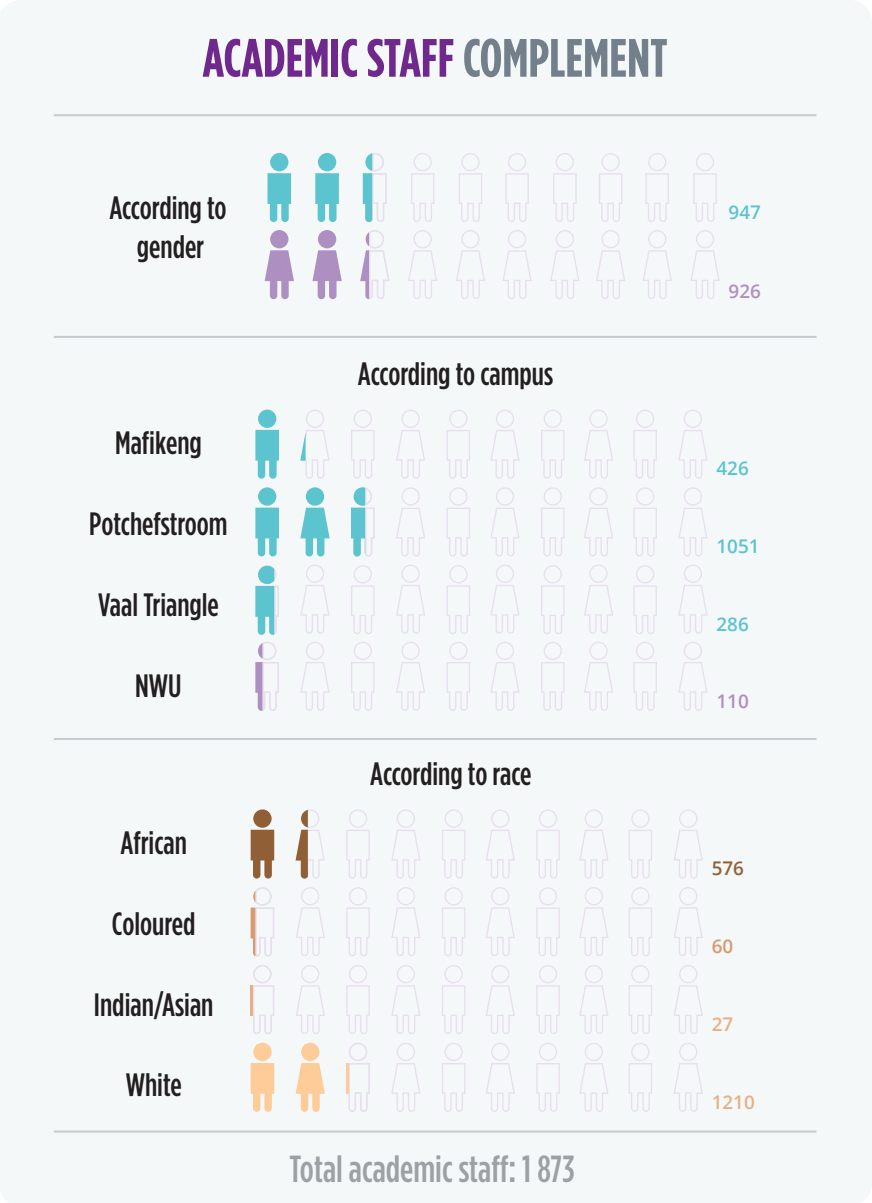


Figure 2.3: Staff profile



COMMITMENT TO TRANSFORMATION

As an institution, we are committed to continuously monitor and improve on the scope of our academic offering and on the quality and excellence of our teaching and learning activities. This is in an endeavour 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 NWU their home.

Transformation, as well as the alignment of standards within the NWU context, is inextricably linked to the following issues:

- Social justice and cultural inclusivity
- Quality of the student experience
- Excellence in teaching, learning, research and community engagement
- Relevance and alignment of our academic offerings
- Responsiveness to environmental, economic and political changes
- Being relevant to the current and future needs of the communities we serve

Over the past five years the NWU has worked diligently to start addressing the above issues. We are by no means where we want to be; we are still very much in the process of transforming. This entails grappling with issues such as the decolonisation of our curricula, while ensuring that our curricula remain internationally relevant. Furthermore, we are creating the appropriate space for the student voice to be heard to enhance a culture of caring and support. In the process, we are finding the perfect blend between face-to-face and technology-mediated learning, and ensuring a language policy that benefits our culturally diverse student and staff body. We are also listening to industry, alumni and other external stakeholders to enhance the work-readiness of our graduates. This will all ultimately be to the benefit of our internal and external stakeholders.

The NWU is committed to the transformation of teaching, learning and the curriculum as part of its commitment to social justice,

and ensuring an equivalent quality student experience. This is irrespective of the campus on which our students choose to complete their studies. To direct and drive the transformation and quality student experience agenda, a number of initiatives have been instituted. Faculties have each drafted a Faculty Integrated Teaching and Learning Plan. These not only indicate the direction and focus of a faculty regarding its transformation and development agenda, but also offer valuable insights from an integrated planning perspective regarding the direction the Faculty intends to take to further enhance the quality and responsiveness of its teaching, learning and academic offering, the professionalisation of university teaching, and the graduateness and employability of its students over the next five years.

NWU GENDER AWARENESS WEEK

At NWU, Women's Month is always an opportunity for its three campuses to focus on women and related aspirations of the NWU in terms of equity, inclusion and social justice. In 2017, Marketing and Corporate Communications profiled August as Women's Month by marketing a series of events organised by faculties and the University at large to celebrate National Women's Day. This commemorates the important role that women have played in the struggle for freedom in South Africa. On 9 August 1956, approximately 20 000 women marched to petition specifically against the country's pass laws, in which race identification was required in terms of the Population Registration Act. Since 1994, 9 August, together with the month of August, have been marked nationally and at NWU, and are celebrated to focus on women in terms of their achievements, continuing struggles and issues stemming from a society that is still characterised by patriarchy. In 2018, Corporate Relations and Marketing ran a campaign similar to the one in 2017 featuring female students

and employees. This is aligned to the broader theme of the Universities South Africa (USAf) 2018 Common Campaign: social inclusion and wellbeing.

The abovementioned plans have given rise to the institution of an annual NWU Gender Awareness Week, the first of which took place from 2 to 8 August 2018. The purpose of this week is to promote an awareness of gender in society, in the workplace or in communities, and to look at how gender is represented and constructed, as well as the intersectionalities in between; e.g. gender and religion, gender and race, gender and other identity-markers (such as class), or research on gender. Gender Awareness Week is one of the ways in which NWU is making its commitment to social justice tangible through a series of events and opportunities that aspire to raise awareness and enrich our consciousness of the role that gender plays in the construction and impact of difference. Gender is also an indispensable part of who we are as people. Given that – as people –



Gender Awareness week poster

we are as different as we are similar, it made sense to offer as wide a range of opportunities as possible for all our students to engage in on all three our campuses. These opportunities ranged from panel discussions on love, gender and family, to art workshops, workshops on poetry, and workshops on queer theory and its implications for the creation of inclusive classrooms. Book exhibitions were also presented, as well as a special concert celebrating lesbian, gay, bisexual and transgender (LGBT) and women composers.

One of the highlights was the series of art workshops presented by Umcebo Design. This involved people creatively across all three NWU campuses, who designed a single public art piece in a collaborative effort. Umcebo Design developed a “block project”, which saw students, community leaders and artists come together at three workshops (at the Vaal Triangle Campus on 3 August, the Potchefstroom Campus on

4 August and the Mafikeng Campus on 5 August 2018). During the three-hour workshops, each participant was provided with a pre-cut piece of primed wood. They were requested to reflect on their own gender and broader gender issues, and to paint the blocks depicting their reflections. All the blocks were ultimately combined into a single public art piece, which was launched on at the University Gallery on 6 August 2018. The single piece is truly a work of art.



All the blocks which were combined into a single public art piece

CENTRE FOR TEACHING AND LEARNING

Supporting and enabling teaching staff to
develop students academically

CHAPTER 3

The Centre for Teaching and Learning is one of the support divisions in the portfolio of the Deputy Vice-Chancellor: Teaching and Learning. The Centre's purpose is to support, enable and enhance lecturers as university teachers, as well as to

support and develop students academically. The Centre functions within the following four domains, which are linked to the strategic drivers related to teaching and learning at NWU:

Academic Professional Development

Driver 4: Recruitment, development and retention of talented staff:

This domain strives to provide expert support with a hands-on approach to students and lecturers. Its ultimate goal is to inspire academic staff to enhance their skills in terms of both teaching and learning, and to provide all students with academic support to achieve academic success.

Student Academic Development and Support

Driver 5: Access retention and success:

This domain renders various programmes to students in all the faculties at NWU. Programmes includes the Student Academic Readiness Survey, Student Orientation Programme, Supplemental Instruction, tutoring, mentoring, reading development and individual student support or academic advising.

Learning Design

Driver 6: Curriculum transformation and renewal:

Staff members of the CTL were introduced to the Carpe Diem curriculum transformation process during December 2017. A two-day Carpe Diem workshop was developed in February and March 2018 that was specifically contextualised for NWU. The purpose of this workshop was to drive transformation in the curriculum.

Learning Environment

Driver 7: An enabling learning environment:

This domain is committed to the development and continuing support of a teaching and learning environment in which technology is used to provide all students with a learning experience that makes optimal use of face-to-face and e-learning approaches.

During 2018, CTL underwent a streamlining process to create a new streamlined functional structure for the Centre. This would be implemented from 1 January 2019 with multidisciplinary teams visibly working in the faculties. Furthermore, the Centre for Higher Education Development and Research will be established to facilitate the research initiatives and outputs of the CTL and enhance the professional status of its practitioners. The following sections of the report highlights the activities of the Centre per functional area for 2018.



CHIEF DIRECTOR: CENTRE FOR TEACHING AND LEARNING

Prof Willie J. van Vollenhoven

STUDENT ACADEMIC DEVELOPMENT AND SUPPORT

Student Academic Development and Support strives to support and develop students on the Mafikeng, Vaal Triangle and Potchefstroom campuses of NWU on their path to academic success. The unit's activities for 2018 were focused on offering support to students through Supplemental Instruction, academic peer mentoring, tutoring programmes, reading development, academic advising and individual student support. It was furthermore supported in its objectives by the implementation of two successful initiatives: the Student Academic Readiness Survey (STARS) and the First-year Navigator.

SUPPLEMENTAL INSTRUCTION

Supplemental Instruction is an internationally recognised student academic support programme with a non-remedial approach to learning. It supports students' academic success by integrating "what to learn" with "how to learn." Supplemental Instruction consists of regular, voluntary, out-of-class group study sessions that are driven by students' needs. Trained peer leaders, who utilise collaborative activities to ensure peer-to-peer interaction in small groups, facilitate the sessions. Supplemental Instruction is implemented in high-risk courses in consultation with academic staff, and a trained supervisor supports and evaluates the process.

The NWU's Supplemental Instruction programme has been running for 15 years. It is the largest programme of its kind in the world, and it serves over 14 000 students in NWU's eight faculties annually. The international Supplemental Instruction community considers it a flagship programme and it has received international recognition for excellence, continued dedication, research and contributions to the larger Supplemental Instruction community.

Research that has been conducted on the advantages of taking part in the Supplemental Instruction programme shows that participating students benefit



**DIRECTOR:
FACULTY
TEACHING AND
LEARNING
SUPPORT**

Prof Mamolahluwa
Mokoena

in terms of their motivation and social, cognitive and metacognitive behaviour. Students who attend these sessions have shown consistent improvement in their academic performance throughout the year, with an average performance increase of between 10% and 15%.

During the period under review, the unit succeeded in training over 1 000 facilitators across almost 450 modules. Furthermore, it hosted over 600 active facilitators, while more than 400 lecturers and more than 970 students participated in the programme. Almost 440 sessions were held over 2018 (see Figure 3.1).

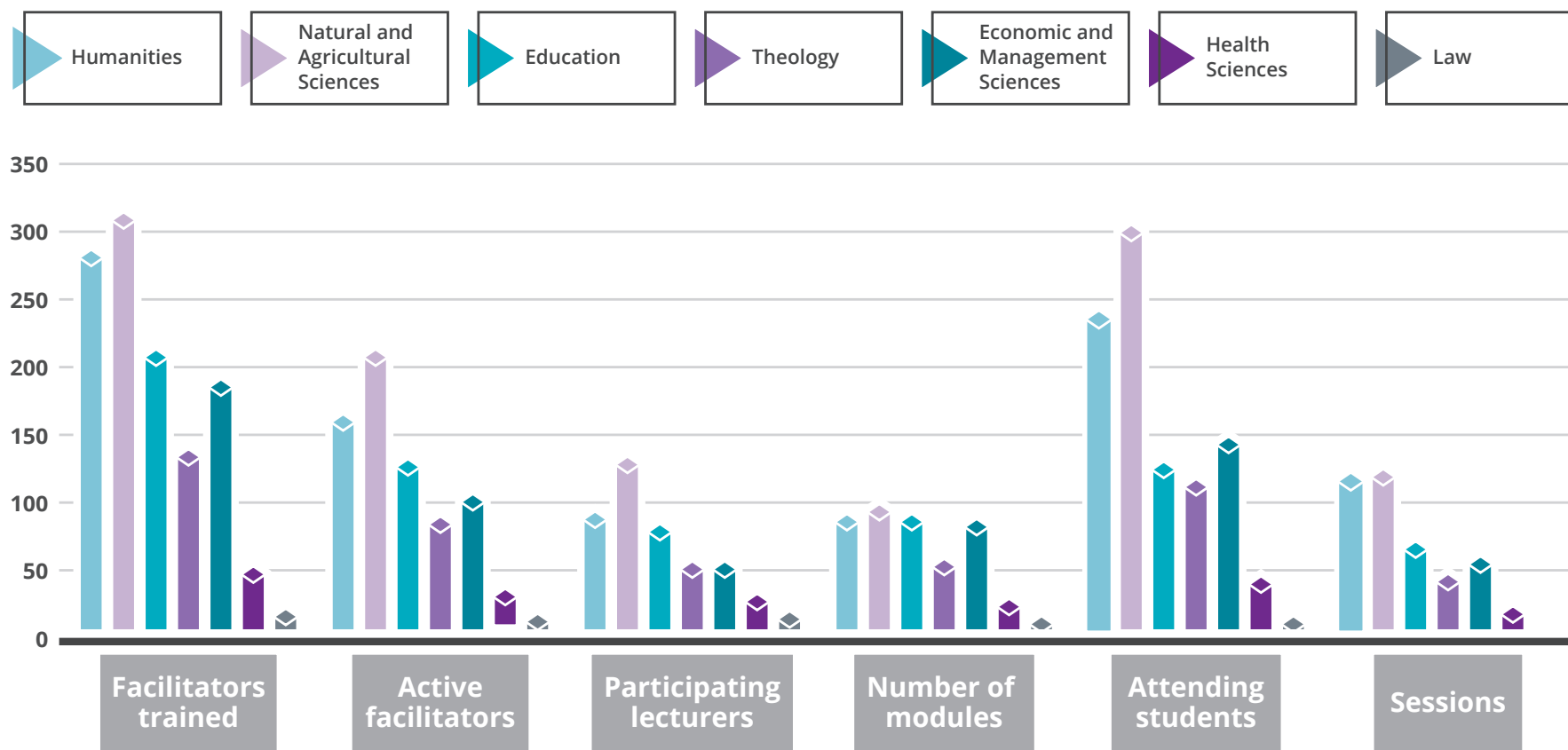


Figure 3.1: Faculty participation in facilitation instruction in 2018

ACADEMIC PEER MENTORING

Adjusting to university life can be overwhelming for any first-year student. The unit's academic peer mentors support first-year students' transition and adjustment to tertiary education and ensure that they connect to the NWU community, their academic programme, their school, their faculty and their peers.

The programme focuses on the academic processes, resources and skills that are required to function and excel in the university environment. In 2018, Student Academic Development and Support trained 56 academic peer mentors at both undergraduate and postgraduate level across NWU's three campuses.

TUTORING PROGRAMMES

The unit's tutoring programme was opened to all the faculties in August 2018. A total of 122 tutors were trained and appointed in 67 modules that served 4 446 students across NWU. The University Capacity Development Grant (UCDG) made this initiative possible. In modules where tutoring is possible, tutors assist students outside the classroom in a structured group or individual session. The tutoring programme coordinator trains tutors, and tutoring sessions are closely monitored according to lectured content. When a lecturer identifies a problem area in a specific module, a tutor will cover this matter during a structured session.

During the period under review, 67 modules were tutored across NWU's three campuses: 22 on the Mafikeng Campus, 29 on the Potchefstroom Campus and 16 on the Vaal Triangle Campus.



Students participating in Supplemental Instruction facilitation sessions.



Academic peer mentors welcoming first-year students in 2018 at Potch Campus.



A tutoring session in progress.

READING DEVELOPMENT

As reading forms the basis of all learning, students' reading proficiency is considered a priority at NWU. Most university courses require a great deal of reading, and students with well-developed reading skills find it easier to cope with the demands of higher education. The unit's reading development centres provide enrichment with a computerised reading programme that builds fluency.

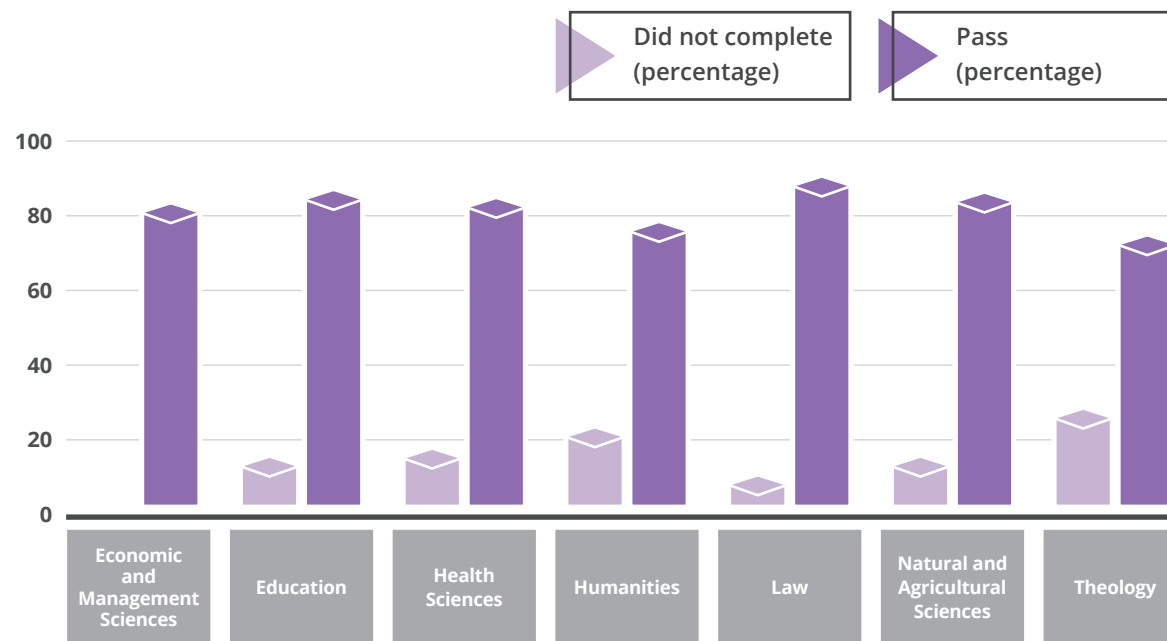


Figure 3.2: The student pass rates of the reading component of the compulsory academic literacy modules

The reading development centres administer the reading development component of the compulsory academic literacy modules (ALDA 112 and ALDE 122) for all first-year students and other students who register at NWU for the first time. In 2018, the reading development centres provided reading development courses to 10 784 first-year students. Of these students, 84% passed the reading

component of NWU's compulsory academic literacy modules (see Figure 3.2). Reading development and enrichment courses are also offered to senior students who want to refresh their reading proficiency.

ACADEMIC ADVISING AND INDIVIDUAL STUDENT SUPPORT

Individual students seek academic assistance of their own accord or are referred to the academic advisors by various role-players on campus. These academic advisors accommodate students during one-on-one or group consultations. These sessions are aimed

at enhancing students' learning strategies, revision techniques, time management skills, motivation, resilience, memory rehearsal strategies, note-taking and reading techniques, test and examination preparation, critical thinking and problem-solving skills.

During the period under review, more than 340 students consulted the unit's academic advisors on the various campuses for individual advice and support.

STUDENT ACADEMIC READINESS SURVEY

The Student Academic Readiness Survey (STARS) was developed to measure the academic readiness of first-year students. In 2018, 7 530 first-year students from all faculties across NWU completed the STARS during the Registration and Orientation Programme. Out of this sample, 6 505 records were retained for data analysis. Following the data analysis and construction of a STARS results dashboard, reports were generated per faculty, and an institutional report was submitted to Senate in April 2018. These survey results will be used as follows:

- To address the needs of individual students
- To identify generic academic and non-cognitive issues and proactively address them at institutional and faculty level
- To provide indicators of potentially at-risk students so that interventions can be planned for retention and success

Figure 3.3 depicts the responses on the STARS dashboard to the question: "To what extent do you think you will need more support with the following skills to be successful at your studies this year?". This illustrates the value of the STARS in identifying students in need of support.

"To what extent do you think you will need more support with the following skills to be successful at your studies this year?"

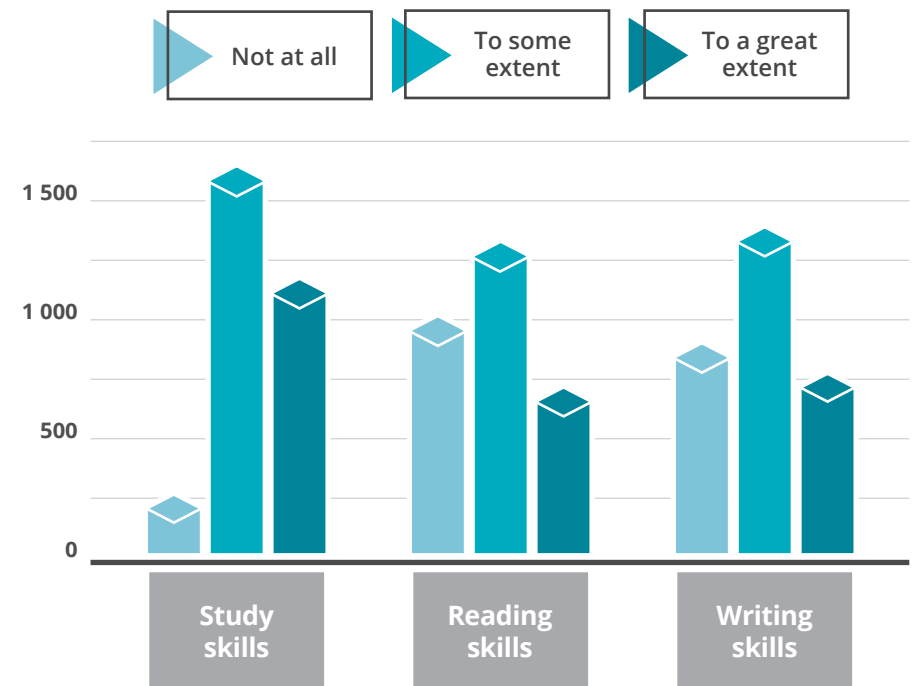


Figure 3.3: An example of the STARS dashboard

FIRST-YEAR NAVIGATOR

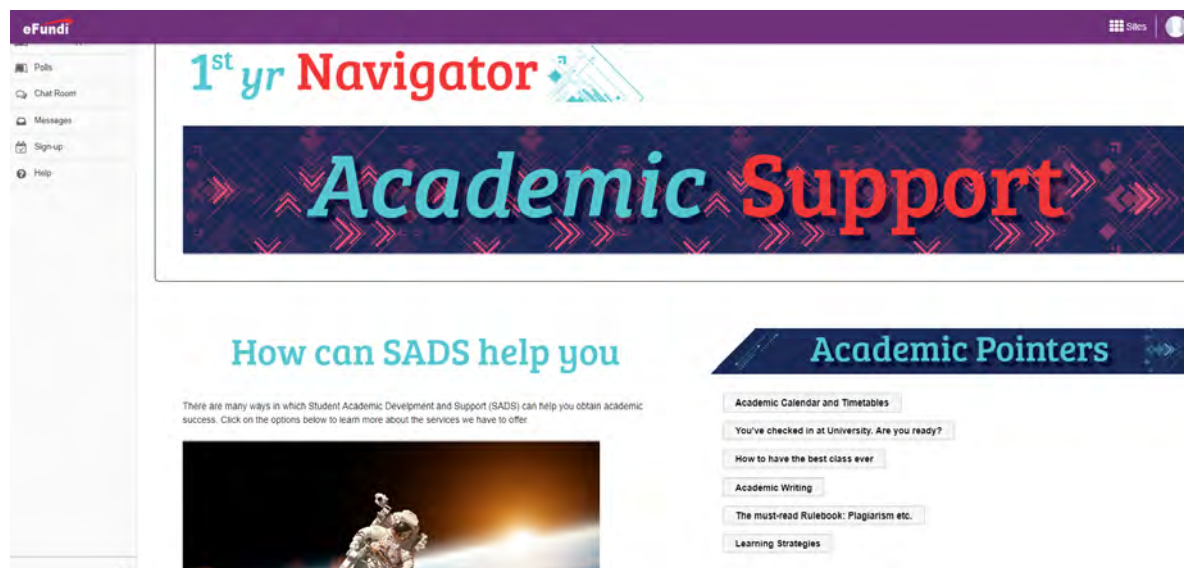
The NWU's First-year Experience (FYE) is a comprehensive initiative comprising different components that increase academic performance and student persistence, assist in the transition to university, facilitate a sense of commitment to the university, and improve personal development.

During the period under review, Student Academic Development and Support embarked on a new initiative to design and develop an electronic environment on the

learning management system, eFundi, to improve first-year students' experience. It is known as the First-year Navigator. This site was developed for each individual campus, and it contains both general and campus-specific information.

The site is aimed at enhancing first-year students' readiness for university. Information is available to students throughout the academic year. It contains academic, social and general student support information.

The academic support page contains information on all the services of Student Academic Development and Support (academic peer mentoring, Supplemental Instruction, tutoring, reading development, student workshops, academic advising and eFundi support). The page contains information on how to adjust to university life, links to calendars and university timetables, and tips on time management, plagiarism and referencing techniques, learning strategies and note-taking.



The First-year Navigator

TEACHING AND LEARNING

ENVIRONMENT DEVELOPMENT AND SUPPORT

Teaching and Learning Environment Development and Support supports the academic development of staff, students and the environment. It aims to provide an enabling learning environment for students. Its activities during 2018 were focused on the virtual learning environment (eFundi), technology resource management and helpdesk support, and the capacity development of staff and students.

VIRTUAL LEARNING ENVIRONMENT

During the period under review, an average of 5 349 staff members and students worked on the virtual learning management system, eFundi, simultaneously. As illustrated in Figure 3.4, this number remains relatively constant compared to the average for 2017, which was 5 656.

The number of logins to eFundi during 2018 (13 012 412) displayed an increase to those of the previous year, when 12 039 268 users logged into the learning management system (see Figure 3.5). This increase indicates that users find the online teaching and learning environment at NWU increasingly enabling.

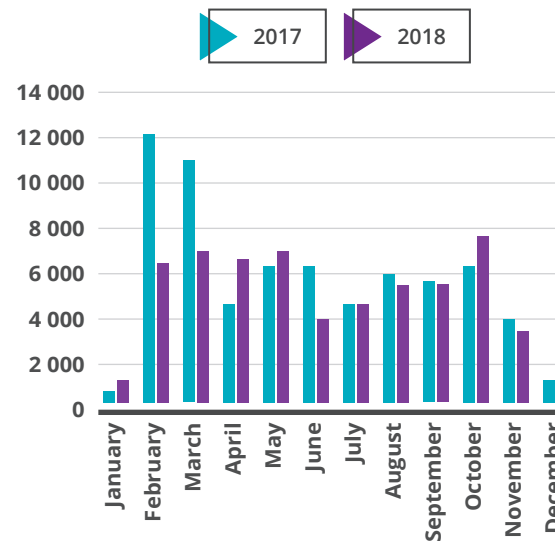


Figure 3.4: The number of eFundi users in 2018 compared to 2017

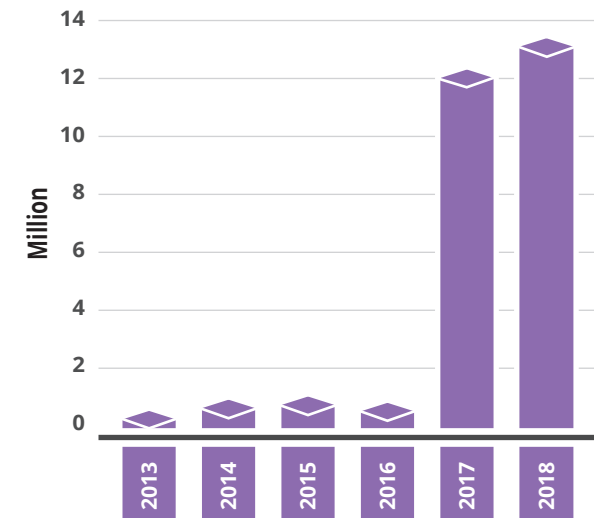


Figure 3.5: The number of user logins during 2018 compared to the previous years

The utilisation of the eFundi tools by students and teaching staff was analysed to determine their use during 2018. This analysis was based on the number of events recorded for each tool. These events included all actions performed during the year and included uploads, downloads, reads and submissions.

As illustrated in Figure 3.6, the resources tool was found to be the most popular. Overall, the use of all the tools displayed an increase during the period under review with the assignments tool increasing from 452 754 to 902 036, the lessons tool increasing from 5 665 747 to 12 039 810, the email from eFundi tool increasing from 989 739

to 1 120 952, the resources tool increasing from 20 876 938 to 42 375 752, and the tests and quizzes tool increasing from 1 091 921 to 2 034 682.

The increase in the use of the lessons tool can be attributed to its more frequent use to create electronic learning interfaces, while the increase in the use of the resources tool reflects the more popular use of videos to facilitate teaching and learning.

The number of eFundi sites created during 2018 also displayed an increase, as illustrated in Figure 3.7, when 8 686 sites were created, as opposed to the 7 998 that were created in 2017.

During 2018, Teaching and Learning Environment Development and Support attended to the development of the following eFundi tools and functionalities:

- Enhancements to the “export to EPUB3” functionality
- Enhancements to the “import to or export from MS Word” functionality of lessons in eFundi
- Integration of Microsoft or Google educational tools with eFundi
- Electronic Objective Assessment (EOA)
- Assignment Marker Setup (AMS)
- Onscreen Marking (OSM)
- E-portfolios
- Peer assessment or review

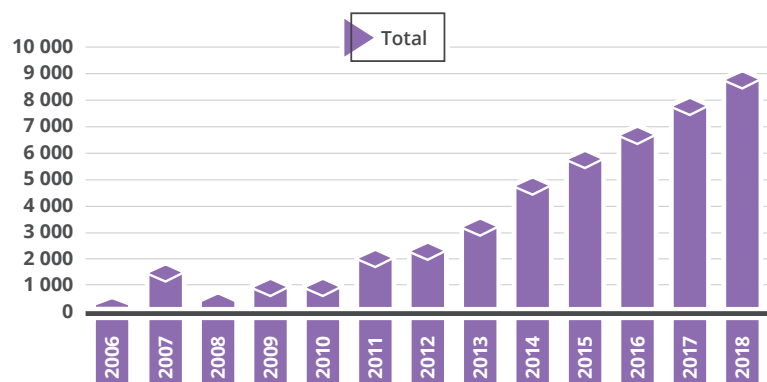


Figure 3.6: The most used tools on eFundi during 2018

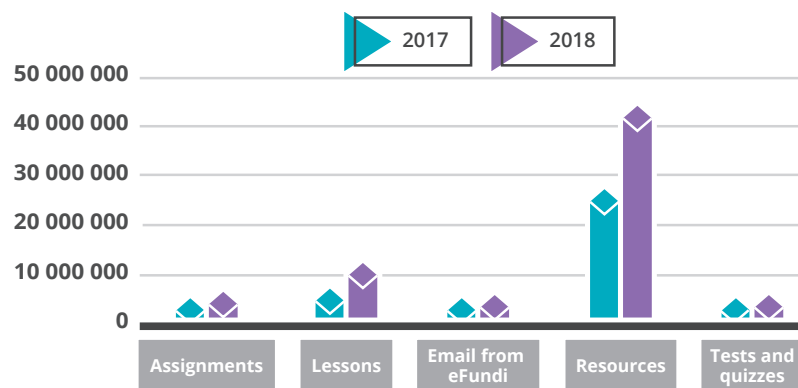


Figure 3.7: The number of eFundi sites created during 2018 compared to the previous years

TECHNOLOGY RESOURCE MANAGEMENT AND HELPDESK SUPPORT

The helpdesk received 2 877 email requests and 2 880 telephone calls in 2018. It also assisted 1 447 walk-in clients. The estimated time to resolve a matter was five to ten minutes. Periods that received a particularly high volume of requests were between February and March, and between June and August.

Helpdesk staff members performed the following tasks during 2018:

- Resetting eFundi passwords
- Creating Turnitin assignments and retrieving Turnitin reports
- Using the lessons, assignment, and tests and quizzes functionalities
- Creating sites
- Linking courses
- Resolving eFundi loan enquiries
- Using the Gradebook or Gradebook Classic functionalities
- Allowing re-submission for students

DIGITAL TEACHING AND LEARNING ENVIRONMENT TECHNOLOGY

Teaching and Learning Environment Development and Support promotes the establishment of coordinated digital teaching and learning environment resource facilities on all three the campuses of NWU. This coordinated environment will provide equal access for all staff and students to explore the innovative use of technology for teaching and learning experiences in blended and online learning environments.

Services in support of this initiative include the renting out of tablets by students, the use of the unit's One-button Studio (a simplified video-recording setup that can be used without any previous video production experience), and the unit's provision of video-capturing equipment to lecturing staff to capture lectures and concepts. The use of these services during the period under review was as follows:

- More than 2 000 tablets were booked out to facilitate technology that enhances or enables teaching and learning in the classroom context.
- More than 9 000 videos were recorded in the One-button Studio (amounting to an average recorded time of 05:39 minutes per video).
- The unit's video-capturing equipment was used to make almost 90 video recordings, including almost 30 training sessions.

CAPACITY DEVELOPMENT

On average, each staff member in the unit conducted 70 one-on-one consultations with academic staff members during 2018. Consultations are identified as any individual training or development session with a lecturer ranging from 30 to 120 minutes. The following topics were covered (the percentage of total time is indicated in brackets):

- Developing lessons (40%)
- Setting up tests and quizzes (25%)
- Developing Turnitin good practice (15%)
- Providing technology-enhanced grading and feedback (10%)
- Using blogs, forums, chat rooms, Google Hangouts or WhatsApp in a discipline (5%)
- Collaborating on Google forms or Google documents (5%)

Consultations also focused on developing staff members' capacity to engage effectively with the digital teaching and learning environment in respect of the following two projects in particular:

- **Tablets in the classroom:** This project was aimed at improving the ability of academic

staff members to facilitate learning, and presenting lecturers with tablet technology and related applications. The project also aimed to determine whether tablet technology and related applications contribute to a quality learning experience.

- **Padcaster pilot project:** This pilot project explored recording videos for the presentation of lectures and streaming live sessions on and across the campuses. Padcaster products and accessories enabled professional, high-quality image- and video-capturing on a mobile device, such as a tablet or a smart phone. The project informed ongoing research to apply NWU's Readiness for Technology Adaption Framework.

To reinforce good teaching practices, guidelines for digital teaching and learning were made available in the form of a rubric that lecturers could use to evaluate their work and/or that of their colleagues. The guidelines could also be used as criteria to guide the development of online or digital learning interfaces. These guidelines focused on enhancing the structure and design quality of the online study guide or eFundi

Learning Interface as part of a blended learning approach. Training focused on the development of a quality online learning experience with the lessons tool, which was guided by a well-planned module and assessment plan.

The facilities of the One-button Studio were also used to improve staff members' ability to create concept videos and engage with flipped classroom learning strategies. This encouraged academics and students to create knowledge and content and not only consume it. In this way, the facilities of the One-button Studio contributed to NWU's transition to a blended learning approach.

Training in eFundi was presented to first-year students on all three campuses, as well as to distance students. This training taught first-year students to engage in learning that was facilitated on eFundi. Helpdesk assistants presented computer training throughout the year on request. During the official two-week orientation period of the 2018 academic year, staff also presented 25 eFundi training sessions to 849 students in the computer laboratories on campus.

CURRICULUM DESIGN AND DEVELOPMENT SUPPORT

Curriculum Design and Development Support makes strategic decisions about academic offerings, curricula and role-players in the decision-making process. In 2018, it prioritised activities that would advance the achievement of its strategic and operational objectives.

These included activities related to curriculum design and development, instructional and multimedia design and development, the graphic engagement of teaching and learning and the coordination of paper-based study material

development. An important achievement during the period under review was the improved momentum of the Projects Office that had been established in 2017.

Staff members kept abreast of developments in the curriculum design and development landscape by attending academic events. During 2018, they attended five national and five international events, during which two poster presentation and one multimedia presentation were delivered.



**DIRECTOR:
CENTRALISED
TEACHING AND
LEARNING
FUNCTIONS**

Dr Gerhard du
Plessis

CURRICULUM DESIGN AND DEVELOPMENT

The unit embarked on several initiatives focused on curriculum design and development during the period under review. These included a series of curriculum transformation workshops, the development of a framework for the design and development of curricula, colloquia that were focused on decolonising the curricula,

and the primary stages of implementation matrices aimed at the integration of key design requirements into the curriculum across a student's academic career, such as research skills, the integration of information and communication technologies (ICTs), and graduate attributes.

The Carpe Diem curriculum transformation workshops

Staff members of the CTL were introduced to the Carpe Diem curriculum transformation process during December 2017. These workshops were funded by the University Capacity Development Grant. In 2018, lecturers in the first- and second-year modules in the Faculty of Law attended four of these workshops, during which 39 lecturers revised 14 modules.

Following this first series of workshops, the Faculty of Engineering nominated 13 lecturers to attend two such workshops. Some 19 lecturers from the faculties of Education, Humanities and Theology also participated in four workshops and two pre-workshops that focused on programme alignment and online facilitation, during which 17 modules were prioritised.

Framework for the design and development of curricula

During the period under review, Curriculum Design and Development Support developed a framework for the design and development of curricula at NWU. This

framework would make provision for the alignment of the curricula with external and internal approval processes, and the integration of existing curriculum design and development practices at all levels.

NWU's Declaration on the Decolonisation of University Education

The University commits itself to the advancement of the broader mission and practices of social justice that are appropriate and encourage decolonisation within relevant contexts. It therefore recognises the importance of transforming university education by transforming NWU's strategies, financial plans and operations across the three key university roles.

In this regard, NWU views the decolonisation of university education as a call for reflection and action with the purpose of enabling greater relevance, reorienting its focus on Africa in terms of the construction, development and communication of knowledge, and enhancing students' experience of the curriculum.

During 2018, the NWU Senate Committee for Teaching and Learning approved the

NWU's Declaration on the Decolonisation of University Education: The Imperative to Transform Teaching and Learning, the Research Agenda and Community Engagement.



The Carpe Diem curriculum transformation workshops.

This document is intended to frame an ongoing debate around decoloniality, and to create an open space for critical engagement, rather than offer a definitive and final NWU position.

Decolonising the curriculum

During 2018, the unit facilitated several colloquia that focused on decolonising the curriculum. This was in response to a nationwide call for the transformation of higher education. The colloquia, funded by the UCDG, brought together five high-profile speakers and included executive deans, deputy deans and chairpersons of teaching and learning communities, as well as lecturers and members of teaching and learning committees. The colloquia were live-streamed across all three campuses.

INSTRUCTIONAL AND MULTIMEDIA DESIGN AND DEVELOPMENT

A focus of Curriculum Design and Development Support is the enhancement of learning through the design and development of study material by three

instructional designers. The unit supports and advises lecturers on media-integrated learning best practices. Highlights include the activities of the multimedia design studio, video productions, the implementation of the Study Guide Project and the maintenance of NWU's digital study material repository.

Multimedia design studio

The multimedia team is responsible for both online and paper-based study material. The unit's multimedia design studio supports the blended learning approach through the integration of various content solutions, which include the development of graphics, animations, simulations, video, audio and voice-overs, photographic, text and programmed interactions, and integrated learning enhancements. During 2018, 40 multimedia productions were either created or updated for 18 modules in seven faculties and one support service department.

The team also processed 322 walk-in service requests, which included digital

duplication, the digitisation of current study material in media formats that are no longer supported, such as video home system (VHS), media digitisation, video recordings, studio recordings, photographic services and rentals as a third stream of income for NWU.



The multimedia design studio

Video productions

During 2018, Curriculum Design and Development Support developed a series of stand-alone and multimedia-integrated video and sound productions, including subject-specific simulations, studio recordings for webcasting, and the video recording of guest lectures. The One-button Studio on the Vaal Triangle Campus was upgraded, and the studio and digital transferring equipment on computers on the Potchefstroom Campus were maintained. The video production team also provided lecturer and student support in the co-creation of learning content. Students were trained in the use of Lightboard video planning, Filmora video editing, storyboarding and scriptwriting, and some 11 videos were produced.

Study Guide Project

During 2018, a task team was appointed to manage several integrated study guide initiatives, including the following:

- The migration of paper-based study guides to electronic learning interfaces (eFundi);

- The implementation of a colour paper-based pilot project for open-distance learning study material;
- The migration of specific, measurable, achievable, realistic and timely (SMART) guides to eFundi learning interfaces;
- The development of a scorecard for the design and development of blended learning;
- The implementation of cost-saving measures to reduce the printing of paper-based study material;
- The development of guidelines for the minimum components of an integrated study package that students can expect when enrolling for a module.

Digital study material repository

NWU's cloud-hosted repository served as a user-friendly rapid distribution system. It boasted 0% downtime. This achievement was made possible by the following:

- Dual access via the learning management system and external repository;
- Access via any browser;
- Parallel storage and version control of source files;
- Published versions and location back-ups;
- Full malware and virus protection;

- The generation of learning analytics through the tracking of multiple variables.

Usage statistics show growth in all the variables that were monitored on the server. Analytics related to student access to the Afrihost Repository in 2018 reflected the following patterns:

- A total of 3 439 individual users accessed the repository.
- Students gained access to the digital study material from 143 unique locations, both nationally and internationally, as opposed to 132 in 2017.
- The database was accessed 7 714 times by the end of November 2018 compared with 5 475 in 2017.
- Students prefer to access digital study material repeatedly online, rather than downloading it on their devices.
- Users accessed study material through devices supported by seven different operating systems, compared to six in 2017. Windows and Android were the best represented. Windows supported 76.23% of the devices used to access study material compared to 69% in 2017, while Android-supported devices accounted for 15% of the access events, as opposed to 24% in 2017.

THE GRAPHIC ENHANCEMENT OF TEACHING AND LEARNING

The unit's graphic design studio supports teaching and learning activities through the design and graphic enhancement of teaching and learning material, research, the production of short course certificates and other walk-in graphic design services across all three campuses.

Academic requests during 2018 included the design of research figures, infographics, visual elements for eFundi and the page layout of paper-based study material. Non-academic requests included the design and layout of promotional or conference material, publications and production services.

Overall, the unit formatted 3 289 study guides, produced 256 certificates for short courses and 155 other certificates, and completed 929 graphic design requests (43 for research purposes, 37 for teaching and learning purposes, and 849 walk-in and other design requests).



The graphic design studio.

THE COORDINATION OF PAPER-BASED STUDY MATERIAL DEVELOPMENT

In 2018, Curriculum Design and Development Support was responsible for compiling NWU's prescribed textbook lists and coordinated the production of 5 667 study guides across all three campuses. This process entailed communication with faculty study guide coordinators to facilitate

the production process. Communication with role-players by email and telephone placed demands on the coordinating staff members' time, as 80% of each working day was dedicated to communication. Some 5 274 telephone enquiries were handled between the unit's four staff members.

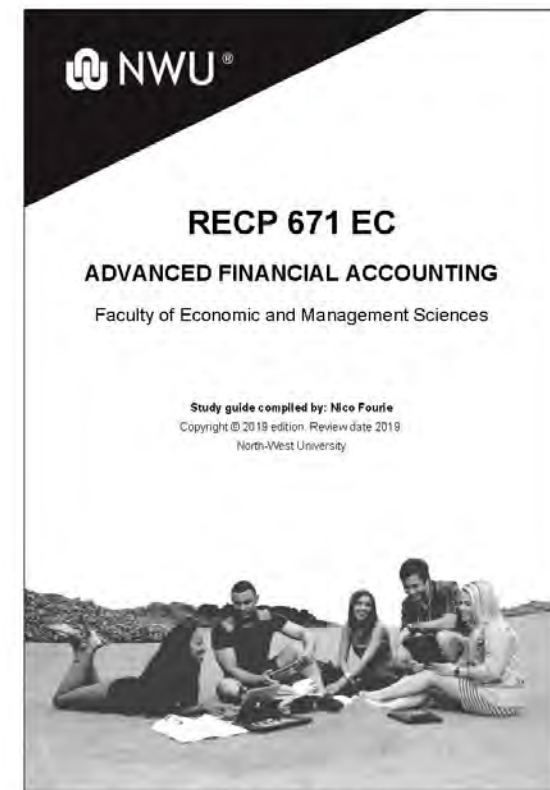
PROJECTS OFFICE

Due to the range of projects associated with curriculum design and development support, a Projects Office was established in 2017. This office gained full momentum during the first semester of 2018. It is responsible for the registration, recording, scheduling, logistical arrangements and progress monitoring of projects and related initiatives. It furthermore supports the coordination of projects relating to curriculum design, instructional and multimedia design, graphic design services, and coordination and scheduling.

Some of the projects undertaken by the Projects Office related to all the units of the

CTL, and some only to Curriculum Design and Development Support. The centralised registration and tracking of a project's progress were done from this office, but the management of a particular project remained the responsibility of the staff member concerned in the respective units.

The Projects Office played a significant role in the coordination of the Carpe Diem transformation workshops, the decolonisation colloquia and the media productions that emerged from these initiatives. It also ran the tracking, reporting and coordinating system (TRACS) of the study material process and the Study Guide Project.



Facilitation of the study guide production process

ACADEMIC PROFESSIONAL DEVELOPMENT

Academic Professional Development strives to provide expert, hands-on support to lecturers on the Mafikeng, Potchefstroom and Vaal Triangle campuses of NWU. Its initiatives are aimed at inspiring academics to become university teachers with a scholarly approach to teaching and learning. The unit's activities during the period under review were focused on the provision of faculty and professional development support. These included the development of a framework for a faculty-directed model for advising and supporting lecturers, the academic professional development of lecturers, and the presentation of the induction programme for academics. It was also involved in the awarding of NWU's institutional teaching excellence awards, the implementation of the Scholarship of Teaching and Learning (SoTL) approach, the presentation of NWU's first annual teaching and learning conference, and the facilitation of its international teaching mobility project and student experience surveys.

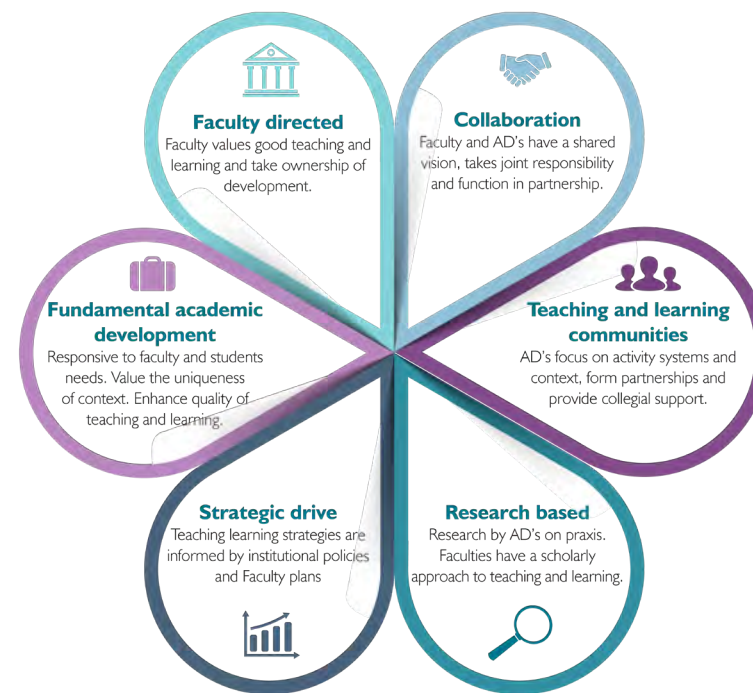


Figure 3.8: The integrated faculty-directed model to teaching and learning



**DIRECTOR:
SPECIAL
TEACHING AND
LEARNING
PROJECTS AND
RESEARCH**

Dr Esmarie Strydom

FRAMEWORK FOR A FACULTY-DIRECTED MODEL FOR ADVISING AND SUPPORTING LECTURERS

One of NWU's institutional objectives relating to teaching and learning is the development and implementation of a faculty-directed model for advising and supporting quality teaching and learning. This includes professional development,

mentoring, SoTL research and rewards for academic staff.

During the period under review, the unit's academic developers used the integrated faculty-directed model to develop a new

approach to professional development. This model is informed by the five models of practice and the activity systems theory, as illustrated in Figure 3.8. The model provides a framework for quality teaching, learning development and support, and professional development in the faculties. The proposed framework for a faculty-directed model will be implemented in 2019.

ACADEMIC PROFESSIONAL DEVELOPMENT IN TEACHING AND LEARNING

NWU's Teaching and Learning Strategy outlines the principles and strategic drivers that guide and support teaching and learning. The various professional development opportunities that Academic Professional Development offered to NWU's teaching staff during the year included

face-to-face workshops, webinars, online courses and workshops.

These training opportunities were attended by 1 365 lecturers in the University's faculties and support service departments on all three campuses, as illustrated in Figure 3.9.

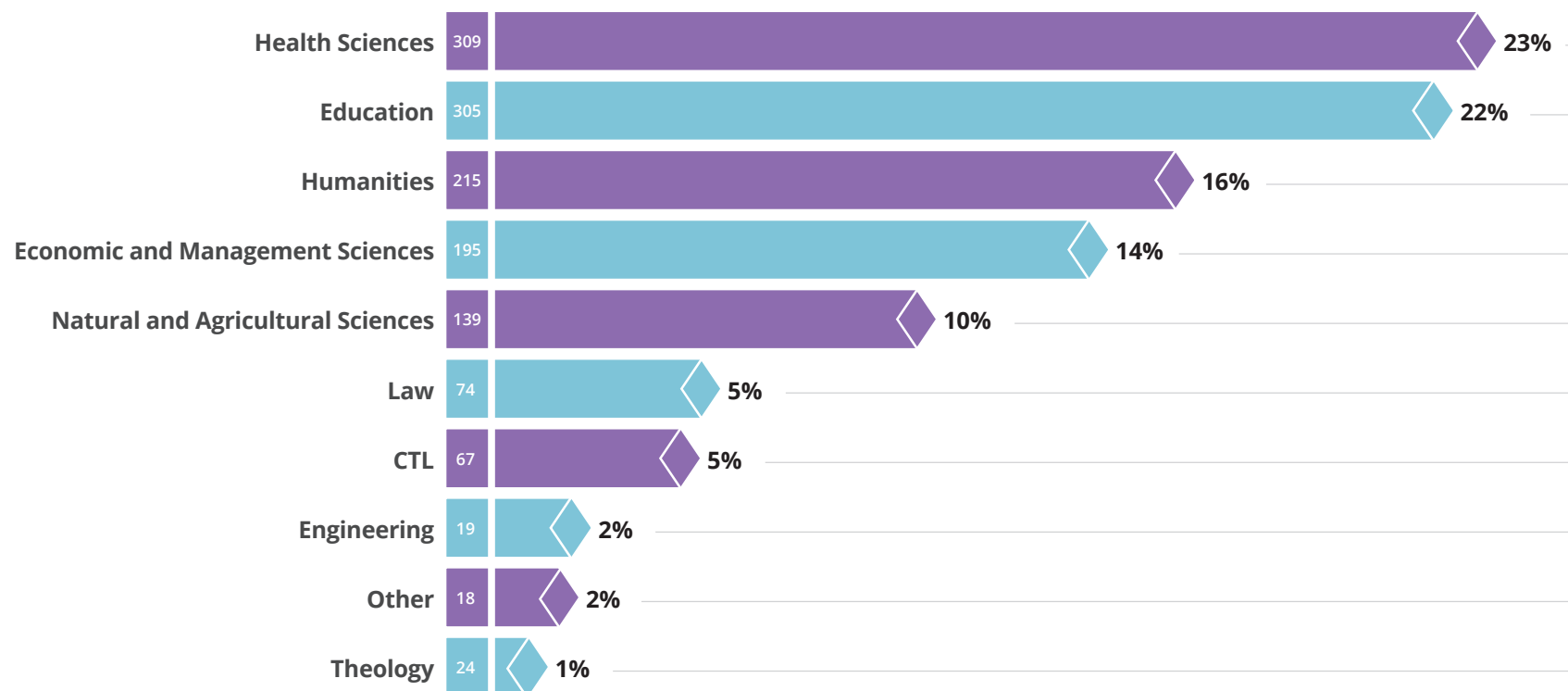


Figure 3.9: Attendance of professional development events by lecturers in the various faculties

INDUCTION PROGRAMME FOR ACADEMICS

On 12 September 2018, NWU's Senate Committee for Teaching and Learning approved the new compulsory induction programme for academics. This programme aims to enrich NWU's academic staff as teachers and replaces the former Institutional Course for Newly-appointed Lecturers (ICNL).

The programme provides a blended learning experience as it has both online and contact components. It is funded by the UCDG and should be completed within the first three to six months of appointment. In 2018, 130 new academics attended the three-day contact component. They reported an overall satisfaction level of 87%.

INSTITUTIONAL TEACHING EXCELLENCE AWARDS

NWU's Institutional Teaching Excellence Awards serve as a critical strategic driver of excellence and innovation in teaching and learning. They also acknowledge the excellent teaching practices of NWU's full-time academic staff members.

More than 40 portfolios of evidence were submitted for evaluation in 2018. They included at least one participant from each faculty. These entries were first considered per faculty by campus evaluation panels on all three campuses. The panel comprised academics in the faculties, as well as members of the Centre for Teaching and Learning. The panel evaluation was followed by an internal moderation process, which took place on the Potchefstroom Campus. The purpose of the moderation process was to validate the recommendations made by the members of the campus evaluation panels on awardees and nominations for the Distinguished Teaching Excellence Award.

Upon conclusion of the evaluation process, 10 Emerging Teaching Excellence Awards (ETEAs) were made, as well as 21 Teaching Excellence Awards (TEAs) and two Distinguished Teaching Excellence Awards (DTEAs) at the ceremony in 2019.

Tabel 3.1: Distinguished Teaching Excellence Award (DTEA)

Academic	Faculty	School
Prof Alfred Brunsdon	Theology	Christian Ministry and Leadership
Prof Jaunee Cilliers	Natural and Agricultural Sciences	Geo- and Spatial Sciences

Tabel 3.2: Emerging Teaching Excellence Award (ETEA)

Academic	Faculty	School
Mr Herman Bosch	Education	Languages in Education
Ms Nina Brink	Humanities	Languages
Mr Koos De Villiers	Humanities	Communication Studies
Dr Heleneze Lues	Economic and Management Sciences	Management Sciences
Dr Rita Klonaridis	Economic and Management Sciences	Management Sciences
Dr Bruno Letarte	Natural and Agricultural Sciences	Physical and Chemical Sciences
Mr Bright Molale	Humanities	Communication Studies
Dr Mokgadi Molohe	Humanities	Social Sciences
Mr Phil Pretorius	Humanities	Communication Studies
Mr Ninan Samuel	Humanities	Languages

Tabel 3.3: Teaching Excellence Award (TEA)

Academic	Faculty	School
Dr Johan Bosman	Engineering	Mechanical and Nuclear Engineering
Dr Joshua Chukwuere	Economic and Management Sciences	Information Systems
Prof Ben Coetzee	Health Sciences	Human Movement Sciences
Dr Hanli De Beer	Health Sciences	Physiology, Nutrition and Consumer Sciences
Prof Elvis Fosso-Kankeu	Engineering	Chemical and Minerals Engineering
Dr Anél Gildenhuys	Law	Law
Dr Rianda Joubert	Health Sciences	Pharmacy
Prof Henk Kloppers	Law	Law
Dr Jan-Hendrik Kruger	Engineering	Mechanical and Nuclear Engineering
Mr Francois Minnie	Education	Mathematics, Natural Sciences and Technology
Dr Clarise Mostert	Economic and Management Sciences	Management Sciences
Ms Irene Muller	Education	Mathematics, Natural Sciences and Technology
Dr Marinda Neethling	Education	Professional Studies in Education
Ms Marie Preston	Economic and Management Sciences	Accounting Sciences
Ms Michelle Schoeman	Law	Law
Dr Elzahne Simeon	Health Sciences	Psychosocial Health
Dr Elmien Truter	Health Sciences	Social Work
Dr Marie Ubbink	Health Sciences	Psychosocial Health
Dr Liandi Van den Berg	Economic and Management Sciences	Management Sciences
Mr Corne Van der Merwe	Health Sciences	Physiology, Nutrition and Consumer Sciences
Prof Elize Van Eeden	Humanities	Communication Studies
Dr Willem Van Niekerk	Engineering	Mechanical and Nuclear Engineering
Ms Suretha Van Wyk	Economic and Management Sciences	Accounting Sciences
Dr Tertia Van Zyl	Health Sciences	Physiology, Nutrition and Consumer Sciences

SCHOLARSHIP OF TEACHING AND LEARNING

The SoTL approach aims to improve teaching and learning in higher education, allow lecturers to deepen and share their understanding of learning in higher education and contribute to their professional development. SoTL projects reflect a range of practices and inquiry into teaching and learning at

NWU. In 2018, the University Capacity Development Programme (UCDP) funded 21 SoTL projects.

Research outputs were presented and published nationally and internationally, and included four international conference presentations, six national

conference publications, an international poster presentation, a national poster presentation, two articles published in national journals, two articles published in international journals, six presentations at the NWU Teaching and Learning Conference of 2018 and one book chapter.

ANNUAL NWU TEACHING AND LEARNING CONFERENCE

The first annual NWU Teaching and Learning Conference was held from 30 to 31 May 2018. The theme was “Embracing institutional change: responsiveness, collaboration and success”. The conference was preceded by two pre-conference workshops on 29 May 2018: “Curriculum transformation – taking time to design”, facilitated by Dr Tony Mays, Manager of the Unit for Distance Education at the University of Pretoria, and “APD in a digital age: exploring aspects of digital fluency for blended teaching and learning”, facilitated by Brenda Mallison, a learning technologies

and open education resources (OER) consultant at OER Africa.

Prof Robert Balfour, Deputy Vice-Chancellor: Teaching and Learning at NWU, delivered the welcome address on behalf of the Vice-Chancellor. The conference was opened via video broadcast from New Zealand by Dr Wayne Mackintosh, founding director of the OER Foundation and incumbent of the United Nations Educational, Scientific and Cultural Organization (UNESCO)/International Council for Open and Distance Education

Chair in OER, as well as the UNESCO-Commonwealth of Learning Chair in OER at the Otago Polytechnic and OER Foundation. His opening address focused on the use of OER.

Keynote addresses were delivered by Dr Mays, who focused on curriculum transformation, and Prof Paul Prinsloo, research professor in Open Distance Learning (ODL) at the University of South Africa (Unisa). The opening ceremony also featured the award-winning Bandura Express Marimba Group from the NWU's School of Music.



Prof Paul Prinsloo from Unisa delivers a keynote address.

INTERNATIONAL TEACHING MOBILITY PROJECT

A virtual teaching mobility project was launched by NWU's Centre for Teaching and Learning in collaboration with the Georgia State University (GSU) in Atlanta, USA, in 2017. Lecturers from NWU and GSU plan to establish a collaborative teaching initiative with a technological focus.

In the first semester of 2018, students at NWU's Vaal Triangle Campus and students from GSU collaborated on an assignment in Legal Philosophy. The project entailed

lecturers from NWU teaching and engaging with diverse lecturers and students in a virtual environment.

Some of NWU's lecturers are planning new modules and are acting as subject expert mentors to staff from GSU. The 2018 cohort was to complete its first virtual teaching project by March 2019. Plans are underway to expand the project to European universities in 2019 and 2020.



The Bandura Express Marimba Group performed at the opening ceremony.



Delegates of the international teaching mobility project from NWU and GSU in 2018.

STUDENT EXPERIENCE SURVEY

A highlight of Academic Professional Development for 2018 was the launch of an online system for the evaluation of teaching and learning by students at NWU. During the first semester of 2018, 972 reports were distributed to individual lecturers. This number almost doubled to 1 901 reports in the second semester. The survey evaluated aspects such as educational approach, preparation and presentation, assessment practices, the curriculum and graduate attributes.

As illustrated in Figure 3.10, the overall student satisfaction rate recorded in this student experience survey was 82.25% for the first semester and 85% for the second semester. This indicates that NWU exceeded the requirements of the Department of Higher Education and Training for teaching and learning satisfaction.

Following the implementation of the student experience survey, integrated reports were generated and individual reports provided to lecturers and other role-players in the schools and faculties. An institutional report was also compiled that adhered to NWU's strategic objectives.

The results of the survey were publicised on various platforms, including the NWU's website, advertisement boards and posters. Much feedback was received from lecturers regarding the value of qualitative feedback to improve their teaching and learning practices. The quality of student feedback is continuously enhanced.

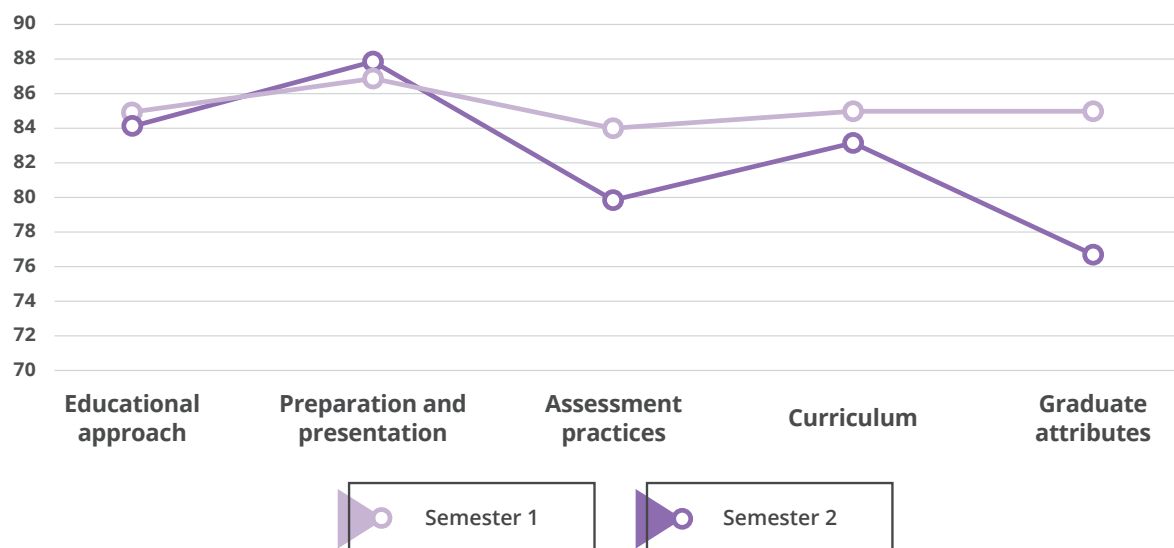


Figure 3.10: Student teaching and learning satisfaction survey for 2018

DEPARTMENTS SUPPORTING TEACHING AND LEARNING

Supporting the teaching and learning
agenda of NWU

CHAPTER 4

In addition to the CTL, there are a number of support service departments that support NWU's teaching and learning agenda. Qualification and Academic Programme Planning supports faculties in the planning, design and development of new qualifications, academic programmes

and continuing education courses, and the amendment of existing programmes. The Unit for Continuing Education manages and coordinates the University's continuing education activities. NWU's Library and Information Services provides access to a variety of printed and electronic

resources in support of the University's core business. The Career Centre helps students to develop an understanding of the world of work and the kind of attributes that employers are looking for in graduates.

QUALIFICATION AND ACADEMIC PROGRAMME PLANNING

Qualification and Academic Programme Planning (Q&APP) provides leadership and support to faculties for the maintenance and development of a high-quality qualification, programme and continuing education offering in both the contact and distance mode of provision. Its aim is to increase the national responsiveness and global competitiveness of NWU's formal and non-formal offering to an increasing number of undergraduate and postgraduate students.



**DIRECTOR:
QUALIFICATION
AND ACADEMIC
PROGRAMME
PLANNING**

Sharon Paulse

Its activities during the period under review included the following:

- Providing academics with specialist curriculum expertise
- Providing accurate and timely data and feedback on submissions, demonstrating integrity in relationships and fostering a keen focus on the development of relevant qualifications and related programmes
- Streamlining and standardising internal processes in support of sound qualifications and programme planning, and improved continuity
- Supporting and promoting NWU's learning-centred approach by developing, facilitating and providing services in terms of qualifications and programmes
- Providing effective support and directives in terms of qualifications and programme development in order to meet specific operational needs
- Providing an intellectual climate, where undergraduate and postgraduate qualifications and programmes will have research programmes to support both undergraduate and postgraduate training

Since the launch of the national Higher Education Qualifications Sub-framework (HEQSF) project in 2011, the activities of Q&APP have been dominated by the alignment of NWU's qualifications with the HEQSF. Following the conclusion of this process in 2019, it will be able to refocus its efforts on curriculum renewal and transformation.

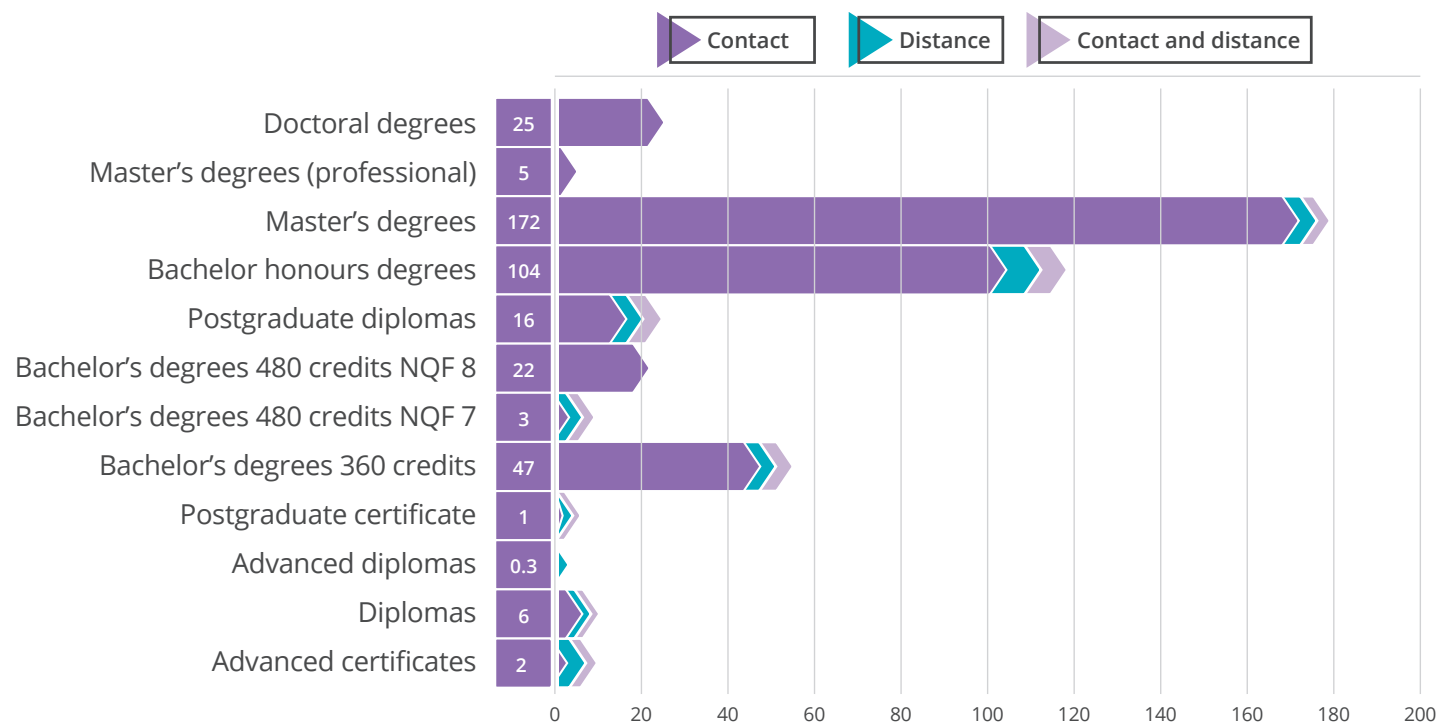


Figure 4.1: Qualifications distribution in terms of type of qualification and delivery mode

THE ALIGNMENT OF QUALIFICATIONS WITH THE HEQSF

The HEQSF project supports NWU's strategic transformation of teaching and learning. Since its inception, 178 Category A and 195 Category B qualifications have been aligned to the HEQSF and accredited, while 210 qualifications are being phased out. Only seven qualifications have not been aligned. These will be tabled at the Senate Committee for Academic Standards in April 2019. NWU's Programme and Qualification Mix (PQM) now has 433 aligned qualifications across all eight faculties, as illustrated in Figure 4.1.

It is evident that NWU's current PQM contains more postgraduate than undergraduate qualifications, although Figure 4.1 shows no

distinction between structured and research master's degrees. The distance offerings of advanced certificates in education, as well as bachelor's and honours degrees, is significant.

Once the revised version of the PQM has been approved by Senate and the Department of Higher Education and Training, it will be analysed in terms of qualification types per faculty, major fields of study, undergraduate/postgraduate qualification mix, National Qualifications Framework (NQF) levels, structured/research qualifications and master's degree variants to determine its responsiveness to the desired shape of the PQM.

DEVELOPMENT OF Q&APP PROCESSES AND PROCEDURES

Among its other responsibilities, Q&APP manages the administration of the Senate Committee for Academic Standards, a standing committee of Senate. This committee considers matters of compliance, quality, relevance and the responsiveness of NWU's formal academic offering and continuing education courses. It considers applications for new qualification programmes, changes to existing programmes, yearbook changes and continuing education courses.

In an effort to optimise process flows in support of academic programme planning, Q&APP reviewed several of its forms in 2018, particularly those related to new qualifications, changes to existing qualifications, yearbook changes and applications for continuing education courses. This review produced six revised forms that are considered to be more user friendly and should result in a more streamlined approval process.

FOCUS ON CURRICULUM RENEWAL AND TRANSFORMATION

With the challenges related to the alignment of NWU's qualifications with the HEQSF now largely concluded, Q&APP, together with the CTL, can prepare for its renewed focus on curriculum renewal and transformation. Several projects in this regard are already underway, including the following:

- Faculties were to be consulted on the first version of Q&APP's process flow for three major processes during January and February 2019. These included new qualification and academic programme applications, changes to existing qualifications and programmes, and the renewal of existing and implementation of new continuing education courses.
- A proposal is being prepared for an NWU contact model. This was initiated by questions about the type of teaching and learning activities that could be considered for contact tuition in order to steadily increase online offerings over the next five years. The development of a curriculum model is to be concluded in 2019.
- Q&APP will collaborate with the South African Qualifications Authority to develop accurate qualification information on the NQF. At least one higher certificate for access will be submitted for accreditation.
- In 2019, Q&APP will steer a committee to investigate the establishment of advisory committees for professional or professionally orientated qualification programmes or programmes where external programme evaluations recommend such committees.
- Q&APP is in the process of expanding the current curriculum management system to include a module catalogue, additional fields with indicators for work-integrated learning, service learning, entrepreneurship and a more efficient electronic workflow.
- The Quality Office is assisting Q&APP to draft a Quality Manual, for approval by the Senate Committee for Teaching and Learning in 2019.

UNIT FOR CONTINUING EDUCATION

NWU's Unit for Continuing Education (UCE) was established in 2018 to manage and coordinate the University's continuing education activities. This is in line with NWU's recognition of its responsibility to disseminate knowledge and improve access to skills development through the delivery of informal courses. The year under review was a challenging one for the UCE as its establishment coincided with a significant effort to drive NWU's strategic goals forward.

The primary objective of the UCE is to support faculties that can provide opportunities for those who seek further education and training, while providing NWU with a third stream of income and a means to promote economic development. As such, its operational strategy is focused on promoting the aggressive growth of NWU's continuing education portfolio by providing the following:



**ACTING
DIRECTOR:
BUSINESS AND
OPERATIONS**

Dr Sazi Kunene

- An innovative advisory and logistical service
- A single point for communication with internal and external stakeholders on all continuing education matters
- Systems for the management and delivery of the portfolio

Its activities during the period under review included developing interim centralised facilities, hosting the Edtech Summit Africa for 2018, and conducting comparative overview visits to benchmark itself against continuing education units at other institutions of higher learning. Furthermore, staff of the unit attended a symposium on supply chain management; it provided

learning opportunities for students in guest house, and bed and breakfast management; and it undertook a community engagement project.

OPERATIONAL HIGHLIGHTS

For the interim, the UCE's operations were centrally located on the Potchefstroom Campus. As a result, managers in various areas could make decisions faster, and these decisions could be implemented quickly. This contributed to cost-effectiveness as other employees could focus on more routine tasks.

During the period under review, the UCE played an important role in demonstrating creative technology-rich strategies and solutions for teaching, learning and assessment by hosting the Edtech Summit Africa in Potchefstroom in collaboration with the Faculty of Education. The summit's workshops helped educators learn new methods of incorporating technology into

their syllabi. The summit also added value to the participants, who will, in turn, add value to their students.

Dr Sazi Kunene, Director of Business Development in the UCE, together with other staff members, completed the first of the UCE's comparative overview visits during the period under review. During these visits, they met with staff members at other higher education institutions and learned from their experiences in setting up and managing continuing education units.



Exploring new ways of incorporating technology into education.

The Unit for Continuing Education delegation visits Wits University.

The UCE delegation shared examples of best practice, commonalities and differences in practice. These visits were insightful, as the UCE came to appreciate different contexts, dynamics and resource capabilities. Based on the interactions with the University of South Africa (Unisa), the University of Pretoria (UP), the University of Johannesburg (UJ) and the University of the Witwatersrand (Wits), it was gratifying to learn that the UCE is on a similar level to these established institutions.



ACTIVITIES TO SUPPORT CONTINUING EDUCATION

The UCE does not only present continuing education courses, it also empowers its staff members with opportunities to upskill themselves. In 2018, it provided three of its staff members the opportunity to attend the Symposium on Supply Chain Management in Pretoria. UCE offered 230 events during 2018 and 6972 people participated in the events.

It also visited experts at the Emerald Hotel to share their valuable experience with students enrolled in the guest house, and bed and breakfast management course presented in collaboration with the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). The visit prepared students for all aspects of the workplace and provided them with practical knowledge.



Staff members attend the Symposium on Supply Management in Pretoria.

COMMUNITY ENGAGEMENT

In addition to providing short learning programmes to upskill educators, youth and corporate professionals, the UCE seeks out opportunities to help the community. Excess food parcels and leftovers from events that are safe to eat are donated to retirement villages in an effort to bring some support to the elderly. In 2018, much-needed food parcels were delivered to residents of Huis Uitkoms, a retirement village in Potchefstroom.



The Unit for Continuing Education helped Potchefstroom's surrounding communities.

LIBRARY AND INFORMATION SERVICE

The increase in electronic resources has prompted the Library and Information Service (LIS) to emphasise the programmes that train library users to find and use information ethically and legally. In 2018, the LIS excelled in all areas, including the acquisition and processing of information resources, and access services.

Its vision is to be distinguished as a leading university library in Africa and beyond, known for its commitment to partnership in student success, esteemed scholarship and research, while its mission is to provide access to cutting-edge and relevant resources and services to fulfil the academic expectations of its user communities in a professional, creative and innovative manner.

Its activities during 2018 were focused on achieving its six strategic goals.



**CHIEF
DIRECTOR:
LIBRARY AND
INFORMATION
SERVICES**

Dr Mathew Moyo



**DIRECTOR:
CLIENT
SERVICES**

Handra Pretorius



**DIRECTOR:
SHARED
SERVICES**

Neli Kaunda



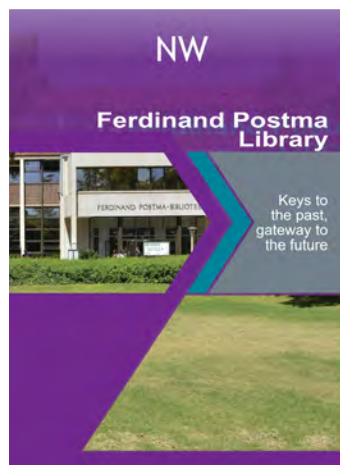
**SENIOR
MANAGER:
OUTREACH,
PROJECTS AND
QUALITY**

Louise Vos



**SENIOR
MANAGER:
LIS CAMPUS
OPERATIONS**

Manare Tshenye



Renovation celebrations and launch of the commemorative publication: From left: Ms Elsa Esterhuizen (former LIS director), Dr Mathew Moyo (Chief Director: LIS), Dr Tom Larney (former LIS director), Ms Neli Kaunda (Director: Shared Services-LIS) and Dr Franciska Bothma (Advisor to the Deputy Vice-Chancellor: Teaching and Learning).

POSITIONING LIS WITHIN THE UNIVERSITY

On 14 June 2018, the LIS celebrated the relaunch the Ferdinand Postma Library after six years of renovations. Each space within the library was renovated to reflect its users' changing needs. The most notable of these were the libraries' Research Commons and Information Commons, which are popular among both students and staff members.

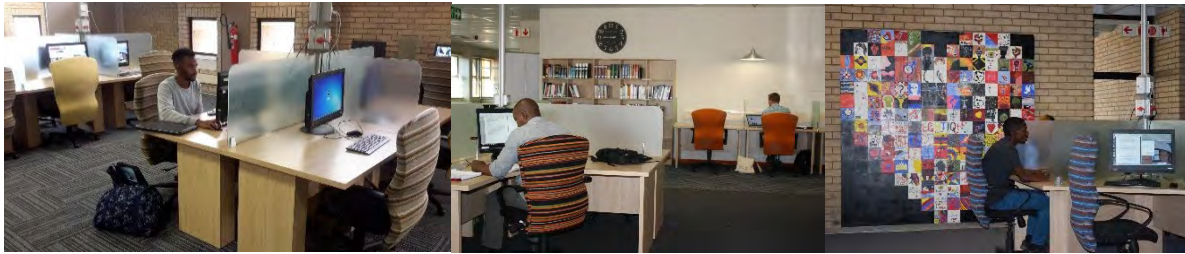
The opening ceremony also saw the launch of *Ferdinand Postma Library: Keys to the past, gateway to the future*, a publication about the

library's history from 1869 to 2018 by the former director of the LIS on the Potchefstroom Campus, Dr Tom Larney.

In line with its vision, the LIS hosted visiting staff members and management from the University of Fort Hare, the University of Limpopo and the University of Mpumalanga. These visitors all gave positive feedback.



An icon showing the evacuation chair that was installed at the NWU's libraries.



Postgraduate students work in the well-equipped Research Commons in the respective libraries.

EXCEPTIONAL USER EXPERIENCE

Undergraduate students on the Mafikeng Campus do not have a dedicated space that meets their learning needs. In 2018, the LIS submitted a budget proposal for an Information Commons at the Mafikeng Campus Library to the Department of Physical Infrastructure and Planning. The request was approved and will be implemented in 2019.

During the period under review, the LIS also installed evacuation chairs in all three campus libraries to ensure the safety of its library users, including people living with disabilities. This will enhance disaster preparedness in NWU's libraries.

In a technological world where e-resources are sought after for teaching, learning and research, the LIS's databases remain popular with its user communities, as illustrated in the top 10 usage statistics in Table 4.1

Table 4.1: Top 10 databases according to full-text downloads

Number	Database	Number of full-text downloads
1	ScienceDirect	527 986
2	eBray (Ebook Central)	184 292
3	EBSCOHost	182 580
4	JStor	173 238
5	Taylor and Francis	103 889
6	Wiley Online	89 968
7	Springer Link	60 914
8	SA ePublications	58 148
9	SAGE Premier	53 392
10	HeinOnline	47 133

In 2018, the LIS, together with the NWU's Academic Literacy Group, contributed to information literacy on all three campuses. The programme was compulsory for all first-year students and focused on combatting academic malpractices such as plagiarism.

The LIS also facilitated the training of 4 687 students during Academic Literacy Development sessions. These training sessions were conducted in collaboration with the academic literacy staff in both semesters.

TECHNOLOGY AND E-STRATEGY

A collaborative project was initiated for implementation in 2019 between the CTL and the LIS to establish a Technology Commons (MakerSpace) at all three libraries. This MakerSpace will help students and academics identify specific technologies that can be developed for faculty-based activities.

Between April and November 2018, the LIS collaborated with Information Technology Services and the Research Office to pilot figshare as a potential data repository for NWU. The data repository is one of the platforms that funders, such as the National

Research Foundation, and publishers of academic journals require to support research data management. Depositing data sets into the repository increases research visibility. NWU's Africa Unit for Transdisciplinary Health Research (AUTHeR) was one of the main participants in the pilot project. Some 26 files were added to different subject field platforms and have been downloaded in seven countries (see Table 4.2).

Table 4.2: Number of figshare downloads during the pilot project

Country	Downloads and views
United States of America	2 470
United Kingdom	636
South Africa	325
Germany	229
Russia	229
Denmark	161
China	96

STAFF DEVELOPMENT

Ten LIS staff members enrolled for the National Certificate in Library and Information Services at Universal Knowledge Software (UKS) in 2017. They received their certificates during the LIS's year-end function at the end of 2018.

On another note, Mr Siviwe Bangani, Manager: Information Services (Mafikeng Campus), received the National Librarian of the Year Award at the annual Library and Information Association of South Africa (LIASA) Conference in 2018 after he was voted NWU's Librarian of the Year. Peers award this accolade in recognition of the accomplishments of inspiring and exceptional librarians.



Siviwe Bangani (in yellow shirt) accepts the Librarian of the Year Award.

Dr Mathew Moyo, Chief Director: LIS (left), and Prof Robert Balfour, Deputy Vice-Chancellor: Teaching and Learning (middle), present the national certificates in Library and Information Services to Gladys Maruping (top) and Georgene Mulder (bottom).

MARKETING AND ADVOCACY

As part of its commitment to community engagement, the LIS donated a library system and book trolley to Sunrise View Primary School in Rustenburg on 27 November 2018.



Learners of Sunrise View Primary in their library.



LIS staff and school management during the presentation ceremony.

The learners could not check out any books for home use because the school did not have a library system. The LIS aims to promote reading and literacy in the community and will work with the school to determine the outreach's impact.

The LIS also participated in campus activities during the period under review. All three libraries celebrated Mandela Day to show the rest of NWU and the community that the LIS is not only academically driven, but also people driven. In 2018, all the libraries hosted book exhibitions and staff members shared resources and skills with nearby schools in the community.

The libraries represented the LIS as a reputable partner during the Registration and Orientation Programme, postgraduate faculty webinars, National Library Week, Open Access Week and the NWU Awareness Week.

GOVERNANCE AND LEADERSHIP

NWU approved the LIS Policy and LIS Quality Manual in 2018. Senior LIS staff members attended a two-day indaba at NWU's botanical garden in November 2018 to reflect on its achievements of 2018 and to draft an LIS plan for 2019.



Participants of the 2018 LIS Indaba.

CAREER CENTRE

NWU's Career Centre has been adding value to students' tertiary experience for the past 10 years. Its employability strategy, which was reviewed during 2018, is at the core of its operations. An increase in career fair participants led to a more significant workload, which necessitated an expansion of the Centre's organisational structure. It also relaunched CareerZone, a career service management application, which reached full functionality in 2018.

The Centre facilitated 199 job postings in 2018 to support graduates in finding employment. Graduate opportunities were advertised across all available internal platforms. The Graduate Destination Survey continued to show that most NWU graduates are more active on these platforms six months after graduating. The Centre is also proud of the level of engagement on its Facebook page, which achieved 11 999 likes in 2018.



**MANAGER:
CAREER CENTRE**
Thoriso Maseng



CAREERZONE

CareerZone is an online career service management application developed by Symplicity, a software company that provides students with the tools and connections they need to enhance their employability. The application assists with the marketing of job opportunities to NWU students and links job seekers to companies who can offer jobs or vacation work. Companies can also post job opportunities to find suitable matches for vacancies.



The Career Centre's online presence. Left: Symplicity – Career Hub (online career service platform)
Right: Revamped Career Centre webpage



The relaunch of CareerZone on all three campuses.

By the end of 2018, CareerZone recorded 1 437 active student profiles and 134 companies had subscribed to the system. The application should be promoted because only 1 437 of NWU's students are using it, even after 67 000 student profiles were uploaded in July 2018. The Centre continued to promote CareerZone so that more students and graduates could access the opportunities that were available on this online platform.

EMPLOYABILITY STRATEGY

Following the approval of its employability strategy in 2018, the Centre will focus on the strategy's implementation in 2019. Although it is necessary to set up a high-level employability committee to oversee implementation, the Centre adopted a collaborative approach to become part of the existing structure of the Centre for Teaching and Learning.

CAREER FAIRS

In 2018, the Centre facilitated 8 career fair events across all three campuses. These included Accounting, Engineering, General, Law and Natural Sciences career fairs on the Potchefstroom Campus, an Accounting and a General Career Fair on the Vaal Triangle Campus and a General Career Fair on the Mafikeng Campus.



The career fair events were held on all three campuses.

Participation in the career fairs displayed an improvement in terms of companies' participation across all the campuses in 2018, as indicated in Figure 4.2. The Mafikeng Campus recorded the highest participation rate since 2011 with the involvement of 26 companies, while the Vaal Triangle Campus recorded participation by 29 companies and the Potchefstroom Campus attracted participation from 108 companies.

As a result of more participating companies in 2018, the Career Centre increased its overall revenue from about R508 000 in 2016 and R504 000 in 2017 to R627 000 in 2018.

Training interventions on all three campuses also showed a definite increase in 2018, with an increase in the number of students participating in these interventions from 887 in 2011 to 6 596 in 2018.

The Centre's CV-writing and interview preparation training offerings were expanded through more meaningful external collaboration that attracted several industry experts. This led to the inclusion of career coaching sessions in the work readiness seminars. These seminars had a positive impact on 6 596 students across all three campuses in 2018.



CV and interview training on the Mafikeng and Potchefstroom campuses.

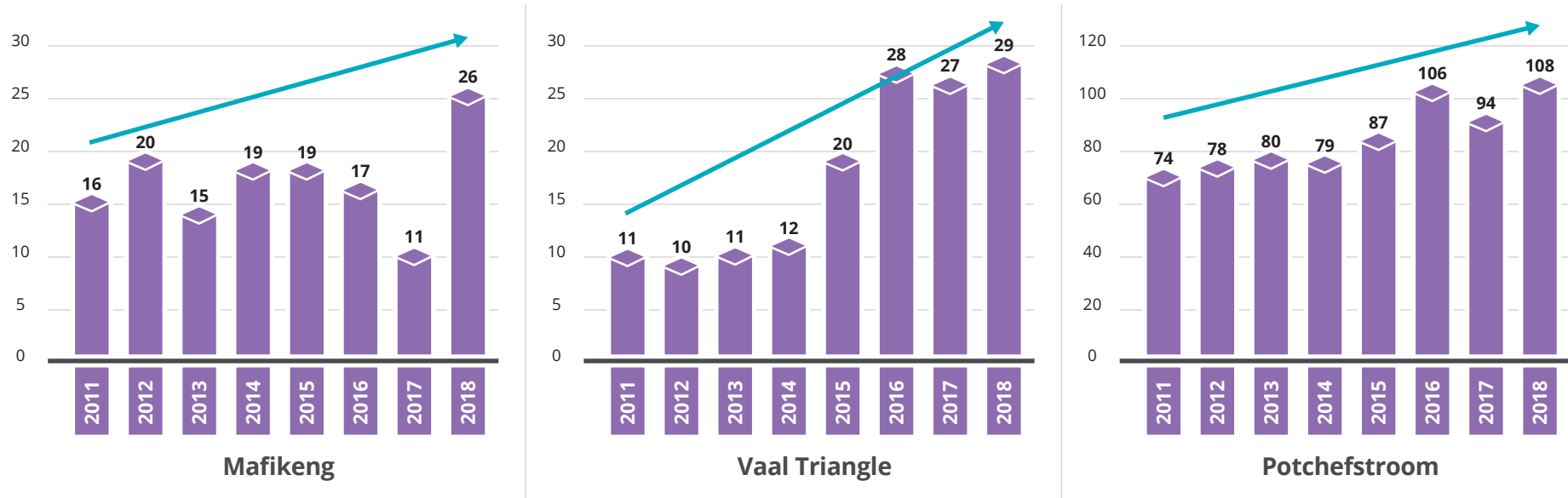


Figure 4.2: Career fair participation on the Mafikeng, Vaal Triangle and Potchefstroom campuses

INDUSTRY NETWORKING EVENT

The Career Centre hosted its first networking session for top-performing students. On 18 July 2018, a handful of NWU's best engineering students were selected to attend an exclusive networking event with members from Omnia Holdings, an international chemical manufacturing company. The aim was to give these students the opportunity to get inside information on what awaits them after graduating. At the same time, Omnia Holdings could assess the quality of students that NWU produces.



Industry networking event for the top engineering students.

UNEMPLOYED NWU ALUMNI WORKSHOP SEMINAR

Another pilot project that was introduced at the Vaal Triangle Campus was the unemployed NWU alumni workshop seminar. It equipped unemployed graduates with the necessary skills to find employment

and gain confidence in their abilities. Internal partnerships included the Career Centre and Stakeholder Engagement Office. External partnerships included Absa, Teleresources and Only the Best. The Vaal Triangle Alumni

Office held a workshop on writing CVs and preparing for interviews on 26 July 2018 and a work readiness seminar on 3 August 2018. Both events were well attended.



A project was launched to equip unemployed alumni with valuable skills.

CAREER GUIDE

The NWU Career Guide adds value to graduating students by creating an awareness of various professional disciplines that are available in the market. Companies can promote themselves in this publication for a contribution. The guide generated more revenue in 2018 compared to 2016 and 2017. Its cost was reduced from R134 000 in 2017 to R121 000 in 2018, subsequently increasing the income received from R30 000 in 2017 to R32 000 in 2018.

STUDENTS' LEVEL OF SATISFACTION

According to the Universum Survey, the overall level of satisfaction of NWU's students was reported to be the highest compared to other universities over three years. NWU students' rating was 8.3 out of 10, while other universities were rated 7.4 on average. Although there was not much variance, it was worth noting that NWU's variance was on a higher scale when compared to other universities. NWU's student feedback was consistently better than the other universities.

GRADUATE DESTINATION SURVEY

The Career Centre also rolled out a trace study to evaluate graduates in society. The aim of the Graduate Destination Survey was to see if graduates become employed or self-employed within six months of graduation.

In another survey, the Career Centre assessed NWU graduates' impact over four years. The report showed that the highest percentage of graduates are working, followed by those who are studying full time, and those who are working and studying part time. Only a small percentage of students are not studying or working.

ACADEMIC GRANTS ADMINISTRATION

Academic grants refer to funding from the Department of Higher Education and Training (DHET) earmarked for specific projects at universities. At NWU, these include projects such as the University Capacity Development Plan (UCDP), Clinical Training Grants, the Grant for Animal Health, the New Generation of Academics Programme (n-GAP), the Language Grant from the Department of Arts and Culture, and the Foundation Grant.



**ACADEMIC
GRANTS
MANAGER:**

Prof Susan Visser



**GRANTS
COORDINATOR:**

Dr Esmarie Strydom

THE UNIVERSITY CAPACITY DEVELOPMENT PLAN

The UCDP (also called the University Capacity Development Grant (UCDG)) was first implemented from 2018 for the period until December 2020. The amount budgeted for it in the 2018 budget was R30 202 000, of which 50.71% was spent on teaching and learning. This grant replaces the former Teaching Development Grant, as well as the Research Development Grant.

The UCDG covers three main projects: student development and support, staff development and curriculum transformation.

Student development and support entails the following:

- Establishing the first-year experience at NWU;
- Implementing early warning and referral, engagement and a tracking system;
- Engaging in tutoring, mentoring, academic development, supplemental instruction programmes and special needs support programmes.

Staff development takes place in the areas of teaching and learning, as well as research. For teaching and learning specifically, it entails the following:

- Professional development
- Short learning programmes
- Academic induction
- Informal academic professional development
- Scholarships for teaching and learning development
- Awards for excellence in teaching and learning
- Teaching and learning feedback.

Curriculum transformation entails the following:

- Specialised interventions to inform curriculum transformation
- Curriculum development workshops to enhance teaching and learning experiences
- Supporting academics with the development of E-fundi as a learning environment.

CLINICAL TRAINING GRANTS

These grants provide funding for utilisation in the practical part of student training in the fields of Pharmacy, Dietetics and Nursing. Until 2018, this grant was only allocated to the funding of Pharmacy and Dietetics students in their final year of study. Nursing students were, however, funded from their first year of study.

Pharmacy

The Pharmacy clinical training programme is based on the guidelines of the South African Pharmacy Council (SAPC) and aims to develop clinical skills pertaining to the scope of practice of pharmacists and the general rules and regulations of NWU regarding work-based learning. The SAPC strongly recommends clinical exposure and work-based learning as early as the first year of training.

With the Clinical Training Grant, the School of Pharmacy is able to offer a well-organised programme in Clinical Pharmacy, which is intended to prepare its graduates to become competent clinical pharmacy practitioners. Entry-level knowledge, skills, attitudes and values, which are essential

for the provision of pharmaceutical care of a relevant quality in any pharmacy practice setting (from general pharmacists to specialist pharmacist), were better achieved with the assistance of this grant.

The grant enabled teaching staff to educate and train pharmacists in accordance with the demands of the time (with the emphasis on primary health care and clinical training). It also empowered the students as lifelong learners. Through the delivery of professional pharmaceutical services, Pharmacy graduates can contribute to the promotion of the health of the population of the Republic of South Africa. Some 187 students completed their studies in 2018 and graduated in March 2019.

Dietetics

Dietetics students are exposed to clinical training from their second year of study, and their skills base is improved. Through clinical training, students were able to receive experiential learning under the supervision of trained and registered dietitians. They were also afforded the opportunity to visit more training facilities

(including hospitals, old age homes and nursery schools).

Only registered dietitians are employed to assist and supervise the students as they are able to supply the students with the required equipment to assess and educate patients correctly in hospital and clinic settings. This also helps to improve the students' skills and competencies. In 2018, 36 final-year students benefitted from this funding, although the aim is to obtain funding for students from their second year.

Nursing

The Clinical Training Grant enables the School of Nursing Science to appoint clinical experts to accompany the nursing students. In 2018, 161 first-year, 195 second-year, 160 third-year and 156 final-year students benefitted from this grant through the appointment of 9 such full-time clinical experts. Due to a critical lack of leadership and role models in practice, these appointments assist academic staff in maintaining teaching and learning of a high standard.

In addition to these appointments, the funding makes it possible to provide transport to students from disadvantaged communities to reach remote clinical sites, thus ensuring the successful completion of their undergraduate studies. The grant also provides staff members the opportunity to build the skills of the School's current clinical staff and to procure and maintain equipment in a clinical simulation laboratory that contributes to students' learning experience.

GRANT FOR ANIMAL HEALTH

The South African Veterinary Council (SAVC) expects animal health technicians to do practical work or perform clinical training as part of their training at animal hospitals within communities. This training requires large amounts of funds, which are supplemented by the Grant for Animal Health.

This funding assists teaching staff in the Animal Health programmes in the Faculty of Natural and Agricultural Sciences to improve the quality of teaching by enabling the Faculty to maintain a qualified staff corps,

to improve training by enabling students to have access to quality training facilities, and to institute proper work-integrated learning and outreach programmes. In addition, the funding will continue to assist the Faculty by covering the accommodation, meals and travelling costs of students while they work away from campus.

NEW GENERATION OF ACADEMICS PROGRAMME

The aim of n-GAP is to assist universities to improve their equity figures in academic positions by appointing female academics, specifically from the designated groups. In 2018, the fourth phase of n-GAP appointments was awarded to NWU. This programme enabled NWU to achieve a 100% success rate with the allocation of four positions for four applications. The appointments that were made brought the number of n-GAP appointments to 17 (15 African and two white appointments).

Appointments made on the n-GAP since 2015 are summarised in Table 4.3.

LANGUAGE GRANT

In 2018, 94 students benefitted from this grant, of which 64 were African and 70 were female. This grant has been allocated for 2019 as well. The University has a high appreciation to the Department of Arts and Culture for this grant.

FOUNDATION GRANT

In 2018, the Faculty of Economic and Management Sciences, the Faculty of Humanities and the Faculty of Natural and Agricultural Sciences benefitted from this grant. It is hoped that support will be granted to a fourth faculty in this regard in future. Statistics proves that this grant delivers a very good return on investment, as 80% of the students who have benefitted from this grant complete their degrees in the prescribed time.

Table 4.3: Appointments made on the n-GAP since 2015

	Gender	Faculty	School
Phase 1	Female	Economic and Management Sciences	Business Management (1)
			Accounting Sciences (2)
	Male	Health Sciences	Nursing (1)
		Natural and Agricultural Sciences	Physics (1)
Phase 2	Female	Engineering	Industrial Engineering (1)
		Law	Law (1)
	Male	Natural and Agricultural Sciences	Information Technology and Computer Science (1)
			Mathematics (1)
Phase 3	Female	Health	Psychology (1)
		Natural and Agricultural Sciences	Mathematical and Statistical Sciences (2)
		Engineering	Industrial Engineering (1)
Phase 4	Female	Economic and Management Sciences	Tourism Management (1)
		Health	Psychology (1)
		Natural and Agricultural Sciences	Microbiology (1)
	Male	Natural and Agricultural Sciences	Biochemistry (1)

TEACHING AND LEARNING IN FACULTIES

Innovative teaching and learning
strategies enhance student success

CHAPTER 5

The academic programmes of NWU are presented in eight unitary faculties. These are the Faculty of Economic and Management Sciences, the Faculty of Engineering, the Faculty of Education, the Faculty of Health Sciences, the Faculty of Humanities, the Faculty of Law, the Faculty of Natural and Agricultural Sciences, and the Faculty of Theology. The reports of the respective faculties in terms of their teaching and learning initiatives

during the period under review reflect on the growth of their enrolments in relation to their enrolment plans, the composition of their student cohort in relation to the country's demographic profile and the profile of their staff complement.

Furthermore, each faculty considered the alignment and development of their academic offerings during the period under

review, initiatives focused on the transformation of the curriculum, and the graduation rates in each respective faculty.

Finally, each faculty reported on activities related to internationalisation, exceptional student and staff performance, community engagement and work-integrated learning, and exceptional academic offerings in the faculty.

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

Teaching and Learning in the Faculty of Economic and Management Sciences at NWU is the culmination of inclusive reflection, discussion and consultation. This process considers stakeholder contributions and ensures that the global trends that affect the Faculty's academic offerings are embedded in its programmes. Through its Faculty Integrated Teaching and Learning Plan, it strives to provide

relevant and innovative teaching and learning, and academic research that will prepare students for modern society.

With a footprint on all three campuses and more than 30 academic programmes, its aim is to be an innovative, globally recognised faculty that strives for excellence while unlocking human potential.

The Faculty comprised 11 267 contact students in 2018, who were tutored by 357 academic staff members in six schools on the Mafikeng, Potchefstroom and Vaal Triangle campuses. These were the schools of Accounting, Economic Sciences, Industrial Psychology and Human Resource Management, Management Sciences, Tourism Management and the Business School.

ENROLMENT PLAN

The Faculty pursues a sustainable growth strategy in terms of its student enrolments, informed by South Africa's National Development Plan (NDP) and research priorities, particularly in fields of scarce skills, the faculty's staff capacity, its financial resources and the available infrastructural facilities.

According to its enrolment plan, the Faculty is still achieving its targets despite a challenging market and declining number of suitable prospective students with Mathematics in an environment where the number of students who complete Grade 12 is increasing.

Attracting quality students of the correct demographic profile, however, is imperative to the Faculty's success, and it prides itself in improving graduation and success rates through the management of new student intakes and monitoring the academic progress of students. Students at risk are identified early in the process and are supported through the innovative use of technology in the Faculty's teaching and learning processes.



EXECUTIVE DEAN:

Prof Sonia Swanepoel



DEPUTY DEAN: TEACHING AND LEARNING

Prof Herman van der Merwe

STUDENT PROFILE

The Faculty had a total of 11 267 contact students, comprising 8 898 undergraduate (78.97%), 2 357 postgraduate (20.92%) and 12 occasional (0.11%) students (see Table 5.1). This total was made up of 5 702 female (50.6%) and 5 565 male (49.4%) students. The Faculty's race profile comprised 59.25% African, 2.35% Coloured, 1.34% Indian/Asian and 37.00% White students (the race of 0.06% of the students is unknown).

The distribution of its student cohort across the three campuses is as follows:

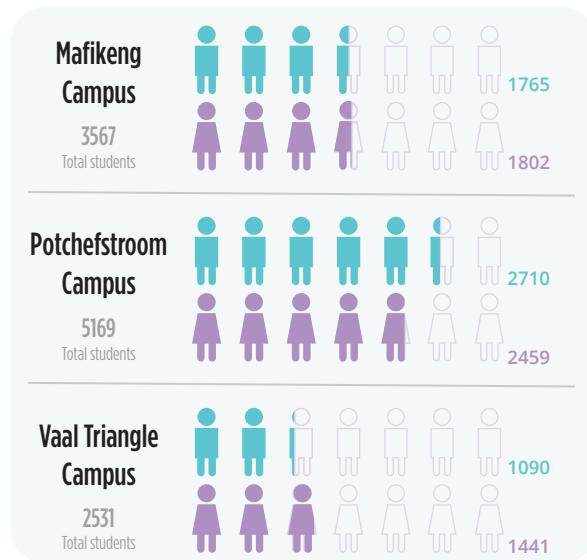


Table 5.1: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Occa-sional Students	Total
Female	Unknown	3	3	2	1	0	3
	African	3 564	3 564	2 897	663	4	3 564
	Coloured	150	150	113	37	0	150
	Indian/Asian	65	65	42	22	0	65
	White	1 921	1 921	1 389	530	2	1 921
Subtotal		5 702	5 702	4 443	1 253	6	5 702
Male	Unknown	4	4	3	1	0	4
	African	3 112	3 112	2 504	604	4	3 112
	Coloured	115	115	78	36	1	115
	Indian/Asian	86	86	66	20	0	86
	White	2 248	2 248	1 804	443	1	2 248
Subtotal		5 565	5 565	4 455	1 104	6	5 565
Total		11 267	11 267	8 898	2 357	12	11 267

Figure 5.1: Distribution of student cohort across the three campuses

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 646 (357 academic and 289 support staff). The staff's race and gender composition is illustrated in Table 5.2. These staff members were distributed across the three campuses as follow:

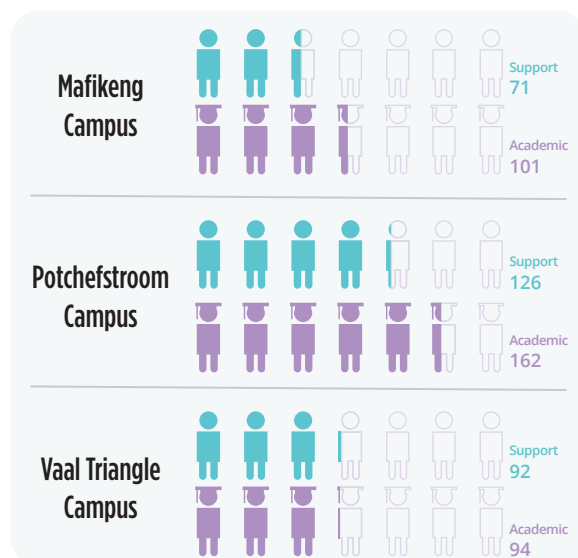


Figure 5.2: Staff member distribution across the three campuses

Table 5.2: Staff complement for 2018

Academic staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	14%	60%	70%	75	11%	31%	25%	101
Potchefstroom	43%	0%	13%	16	60%	50%	41%	162
Vaal Triangle	43%	40%	17%	22	30%	19%	34%	94
Total	2%	1%	28%	113	68%	50%	50%	357

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	20%	33%	39%	71	3%	34%	21%	71
Potchefstroom	60%	67%	20%	126	77%	40%	45%	126
Vaal Triangle	20%	0%	40%	92	20%	26%	34%	92
Total	2%	1%	58%	176	39%	28%	72%	289

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The Faculty's schools attended to the alignment of its programme offering across the three campuses during the period under review.

In the School of Economic Sciences, 154 modules were audited for alignment. Problems were identified and plans implemented. Undergraduate and postgraduate academic offerings will be fully aligned across all three campuses from 2019. Scheduled meetings dealing with the quality of the Faculty's academic offerings and alignment, and workshops on full alignment were held with programme leaders and the schools' management structures.

The School of Management Sciences involved industry stakeholders on different levels in its programme alignment.

The School of Tourism Management on the Mafikeng Campus was moved to the Faculty of Economic and Management Sciences from the Faculty of Humanities. Guidelines to optimise the alignment of core undergraduate modules and an honours degree in Tourism Management were developed

and implemented. Examination papers were moderated and a two-day industry workshop on employee requirements in the tourism industry was held.

The School of Industrial Psychology and Human Resource Management emphasised the alignment of moderation, study guides, class content, programme content and specialisation per campus.

The School of Accounting Sciences had already been aligned, but it focused on aligning core module assessments from the second year onwards. Students write standardised tests and examinations at the same time on all three campuses and participation marks on all three campuses

are calculated using the same formula. Marking alignment is critical, which is why modules are marked consistently. Module lecturers mark a sample of scripts from all campuses, discuss discrepancies and finalise the memorandum. At the chartered accountant honours degree level, one lecturer marks the same question for all assessments. Class tests and examinations are not reused. The module coordinator sends the finalised test to the coordinating subject chair, who enforces the required standard and alignment with the correct outcomes. Programme meetings ensure that modules are horizontally aligned and integrated and the Faculty's Bosberaad (Indaba) will change to a subject group meeting.



Attendees of the 2018 School Board Leadership Workshop. Front: Prof Lené Graupner, Dr Elrie Botha, Leoni van der Vaart, Kgomo Malinga, Dr Lizelle Rossouw. Back: Thapelo Chaacha, Debbie Mtshelwane, Dr Helen Meyer, Kelebogile Paadi, Dr Jacqueline Bosman, Gerhard Rabie, Dr Marissa Brouwers, Dr Werner Gresse.

TRANSFORMATION OF THE CURRICULUM

In 2018, the transformation of the curriculum focused on academic alignment and the alignment of the general teaching and learning experience on all three campuses. The focus in 2019 will be on transforming the curriculum and aligning assessment practices.

The School of Accounting Sciences will establish a task team to research curriculum transformation for accounting in 2019.

The School of Economic Sciences selected Rethinking Economics for Africa (REFA) as a vehicle for curriculum transformation in 2018. REFA was established at Wits and is aimed at the transformation of economics curricula at universities. Staff and students from all three campuses attended the inaugural workshop and the launch of REFA in August 2018. The School will establish an NWU chapter of REFA in 2019, which will incorporate community engagement, research, industry knowledge and experience.

The School of Management Sciences discussed issues such as social justice, decolonisation, Africanisation and transform-

ation with a view to alignment and the development of a road map during 2018. To address the ever-changing industry needs, existing programmes will either be phased out or amended to ensure improved articulation, relevancy and sustainability.



Students and members of staff attended the REFA launch at Wits in 2018.

STUDENT SUCCESS

A total of 3 135 students graduated from the Faculty in 2018 (see Table 5.3). Of this number, 1 859 were undergraduate (59.30%) and 1 276 were postgraduate (40.70%) students. This total was made up of 1 693 female (54.00%) and 1 442 (46.00%) male students. The race composition of the Faculty's graduates was 49,66% African, 2.52% Coloured, 1.63% Indian/Asian and 46.19% White.

The Faculty's graduation rate is illustrated in Table 5.4, while its undergraduate success rate is illustrated in Table 5.5.

Table 5.3: Graduates of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	888	888	567	312	888
	Coloured	48	48	23	25	48
	Indian/Asian	17	17	8	9	17
	White	740	740	388	352	740
Subtotal		1 693	1 693	995	698	1 693
Male	African	669	669	410	259	669
	Coloured	31	31	16	15	31
	Indian/Asian	34	34	23	11	34
	White	708	708	415	293	708
Subtotal		1 442	1 442	864	578	1 442
Total		3 135	3 135	1 859	1 276	3 135

Table 5.4: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	25%	25%	20%	47%	25%
	Coloured	32%	32%	20%	68%	32%
	Indian/Asian	27%	27%	19%	41%	27%
	White	39%	39%	28%	66%	39%
Subtotal		30%	30%	22%	56%	30%
Male	African	21%	21%	16%	43%	21%
	Coloured	27%	27%	21%	42%	27%
	Indian/Asian	40%	40%	35%	55%	40%
	White	31%	31%	23%	66%	31%
Subtotal		26%	26%	19%	52%	26%
Total		28%	28%	21%	54%	28%

Table 5.5: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total
Female	African	86.60%	68.37%	86.58%
	Coloured	57.34%	100%	87.41%
	Indian/Asian	95.61%	0%	95.61%
	White	92.73%	70.68%	92.71%
Subtotal		88.86%	73.74%	88.84%
Male	African	80.54%	49.03%	80.46%
	Coloured	81.68%	100%	81.88%
	Indian/Asian	87.64%	58.62%	87.23%
	White	83.76%	85.16%	83.76%
Subtotal		82.11%	62.45%	82.06%
Total		85.66%	66.52%	85.63%

INTERNATIONALISATION

The Faculty continually strives towards local relevance and international recognition, and it is proud of its staff members' international achievements. Dr Melinda du Toit and Dr Leoni van der Vaart both received joint doctoral degrees in Industrial Psychology under a co-tutoring agreement between the Faculty and the Katholieke Universiteit Leuven (KU Leuven).

The School of Accounting Sciences has set its sights on Africa and is building capacity at other African universities for the benefit of the chartered accounting profession. In this regard, academic assistance helped the University of Namibia (UNAM) to attain accreditation with the Institute of Chartered Accountants of Namibia. In 2018, UNAM signed a licensing agreement for the National University of Science and

Technology of Zimbabwe (NUST) to use NWU's material, tests and examinations to offer its cumulative translation adjustment programme to ultimately be accredited with the Institute of Chartered Accountants of Zimbabwe. The School also offered guest lectures to NUST students.

In 2018, the Faculty signed a five-year Memorandum of Understanding with Vives

University College in Belgium for a short, intensive outreach programme. The first group of students will visit South Africa for 10 days in October 2019. Twelve students from Belgium and 12 from South Africa will participate in a short programme of inclusivity.

Staff and students of the School of Management Sciences on the Vaal Triangle Campus and the Dutch Ministry of Economic Affairs designed the SoftLandings South Africa platform. It enables Dutch small and medium enterprises and start-ups to bring their businesses to South Africa.

In the School of Economic Sciences, Prof Andrzej Sztando of the Wroclaw University of Economics in Poland presented a public lecture at NWU on local economic development, and Prof Wynand Grobler and Prof Danie Meyer of NWU presented public lectures at the University of Kentucky in the USA.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

Dr Liandi van den Berg of the School of Management Sciences received the NWU Teaching Excellence Award and was nominated for a Distinguished Teaching Excellence Award. Alinka Mostert and Monique du Plessis of the School of Accounting Sciences were also nominated for a Distinguished Teaching Excellence Award in 2018 after participating in the Institutional Excellence Awards in 2017.

The Faculty's students also delivered exceptional achievements in 2018, with 94% of its first-time candidates passing the examination of the South African Institute for Chartered Accountants (SAICA) and 92% of its first-time candidates in SAICA's

Initial Test of Competence passing the January 2019 exam. This puts NWU in joint first place together with the University of Pretoria. The country's average pass rate for these examinations is 76%, a decrease of 2% on the previous year's pass rate.

NWU was also proud to deliver two of the Top 10 candidates in the SAICA exams:

- Mr Franco Bosman from the Vaal Triangle Campus, who was the top performer in the country, out of 3 069 candidates;
- Ms Ida Mittermaier from the Potchefstroom Campus, who was placed third in the country.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

In the School of Management Sciences, third-year marketing students successfully presented integrated marketing communication plans to CKG Consulting (a local business in the Vaal Triangle), while the honours degree students assisted the local non-profit organisation PurrPaws 4 Life with potential marketing plans. These projects

show how the School applies its knowledge and responds to NWU's call for engagement and social responsibility.

The School of Accounting Sciences continued to work on the Fezile Dabi District Accounting Project, one of NWU's flagship community engagement projects

that was launched in 2014. This intervention programme provides academic aid to Grade 12 learners who experience difficulties with accounting and presents refresher courses to their teachers.

The School of Industrial Psychology and Human Resource Management was involved in various community engagement and work-integrated learning projects. These projects included the SweetHeart Foundation, Stop Trafficking of People (STOP), sport, physiological fitness, Starfish projects, and guidance and counselling for various high school learners and businesses.

Lecturers and students from the Mafikeng Campus interacted with high schools in the community through discussions and workshops about possible careers. They also engaged with the younger community members through spelling bees.

The Faculty is also involved in GIFTBACK, a community engagement project in the Faculty's Global Innovative Forefront Talent (GIFT) research entity, which has joined forces with Helplift. These organisations partner with local businesses to provide professional gift- and talent-based platforms to heal and develop communities.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty focuses on the empowerment of female entrepreneurs by hosting an Enterprising Women short learning programme on all three campuses. Other exceptional academic offerings include the following:

- The Transport Economics and Logistics Management programme, which was established at NWU as a direct result of a government intervention to address critical scarce skills in higher education with an emphasis on historically disadvantaged entities.

- The Forensic Accountancy programme, which is unique in South Africa, and offers an undergraduate BCom in Forensic Accountancy, and honours, master's and doctoral degrees in Forensic Accountancy.
- The Applied Risk Management, which is unique in the world and one of the Faculty's flagship programmes.



Contestants of the Bodiri Primary School spelling bee.



Fezile Dabi teachers and accounting lecturers on the first day of the accounting refresher course.

FACULTY OF EDUCATION

The Faculty Integrated Teaching and Learning Plan (FITLP) has resulted in an aligned strategy that underpins the Faculty of Education's teaching and learning praxis. It describes the steps the Faculty will take to realise its vision and support NWU's Internal Success Model. The FITLP is also the outcome of a rigorous restructuring process as part of the NWU's new organisational structure.

The Faculty's strategic objectives include self-directed learning, blended learning, diversity, decolonisation (Africanisation), collective learning (team teaching) and student academic support (mentoring). The teaching objectives and commitment to curriculum transformation require a specific emphasis on the Scholarship of Teaching and Learning to support research for the improvement of teaching and learning.

The Faculty comprises five schools: the School of Professional Studies in Education and the School of Language Education on the Potchefstroom Campus; the School of Mathematics, Science and Technology Education, and the School of Commerce and Social Studies in Education on the



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Prof Lloyd Conley



**DEPUTY DEAN:
TEACHING AND
LEARNING**

Prof Herman van Vuuren

Mafikeng Campus; and the School of Psychosocial Education on the Vaal Triangle Campus.

It presents initial teacher education and professional programmes (undergraduate and postgraduate) in both the contact and distance modes of tuition. In 2018, it had 24 683 enrolled students (7 458 contact and 17 225 distance students), who were tutored by 265 academic staff members on the Mafikeng, Potchefstroom and Vaal Triangle campuses, as well as at the learner support centres of the Unit for Open Distance Learning (UODL).

ENROLMENT PLAN

Enrolment for contact tuition starts with the admission of students with a high admission point score (APS) and a capacity placing of more than 40%. Further selection is done to increase student intake in scarce subjects to prevent an over-enrolment in subjects where no correlative need exists in the market. The enrolment projection for contact student numbers is relatively unaffected, since the Faculty's capacity is limited to increase further contact enrolment numbers. Some distance learning programmes with high student numbers are being phased out at the end of 2019. Because of capacity and quality assurance, and to ensure a comparable learning experience and increase the success rate, more realistic ODL enrolment numbers are planned in accordance with NWU's vision. The Faculty attained its enrolment targets for 2018, but there will be a decrease in ODL numbers due to the high number of students in the programmes that are being phased out.

STUDENT PROFILE

The Faculty had a total of 24 683 students, made up of 7 458 contact students and 17 225 distance students (see Table 5.6). Its student body comprised 20 596 undergraduate (83.44%), 4 074 postgraduate (16.51%) and 13 occasional (0.05%) students (see Table 5.6). This total was made up of 20 124 female (81.53%) and 4 559 male (18.47%) students. The Faculty's race profile comprised 77.92% African, 6.62% Coloured, 0.60% Indian/Asian and 14.76% White students (the race of 0.10% of the students is unknown).

The distribution of its student cohort across the three campuses is as follows:

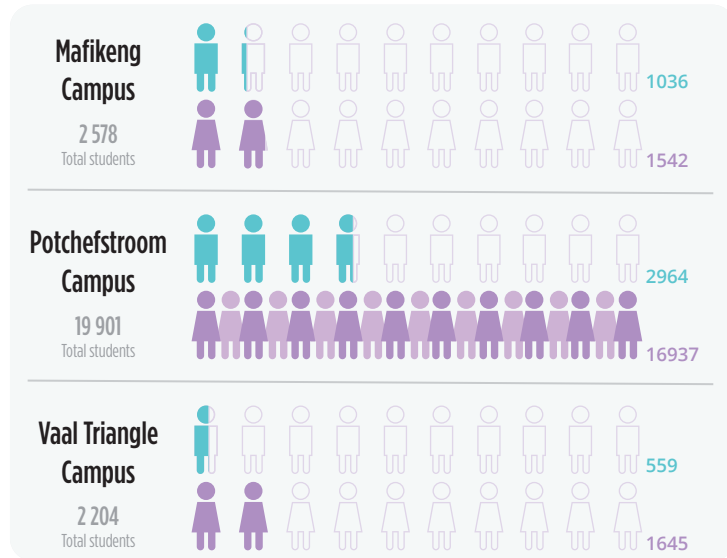


Table 5.6: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Occa-sional Students	Total
Female	Unknown	3	15	18	17	1		18
	African	2 822	12 732	15 554	13 197	2 349	8	15 554
	Coloured	278	1 089	1 367	1 219	148		1 367
	Indian/Asian	48	80	128	106	22		128
	White	1 995	1 062	3 057	2 579	474	4	3 057
Subtotal		5 146	14 978	20 124	17 118	2 994	12	20 124
Male	Unknown	3	3	6	4	2		6
	African	1 741	1 938	3 679	2 775	903	1	3 679
	Coloured	131	135	266	213	53		266
	Indian/Asian	8	13	21	16	5		21
	White	429	158	587	470	117	0	587
Subtotal		2 312	2 247	4 559	3 478	1 080	1	4 559
Total		7 458	17 225	24 683	20 596	4 074	13	24 683

Figure 5.3: Distribution of student cohort across the three campuses

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 348 (265 academic and 83 support staff). The staff's race and gender composition is illustrated in Table 5.7. These staff members were distributed across the three campuses as follows:

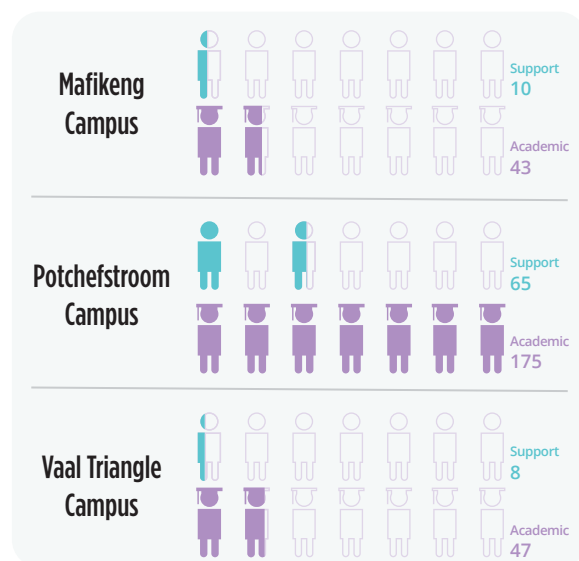


Figure 5.4: Staff member distribution across the three campuses

Table 5.7: Staff complement for 2018

Academic staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	40%	48%	40	2%	23%	11%	43
Potchefstroom	70%	40%	39%	40	79%	61%	70%	175
Vaal Triangle	30%	20%	14%	15	19%	16%	19%	47
Total	4%	2%	30%	95	64%	40%	60%	265

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	0%	34%	10	0%	30%	6%	10
Potchefstroom	100%	0%	48%	27	93%	65%	83%	65
Vaal Triangle	0%	0%	17%	5	7%	5%	11%	8
Total	16%	0%	35%	42	49%	24%	76%	83

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

All the Faculty's academic qualifications are aligned across all three campuses according to the available capacity and resources. Different programme offerings within these qualifications are offered on the respective campuses. The multimodal offering of academic programmes poses a serious challenge for staff members' capacity to ensure programme quality and a comparable learning experience for both contact and distance learning students.

The Mafikeng Campus has been added as a site of delivery for seven master's and two honours degrees that are already being offered on one or both of the other campuses.

Accreditation applications are in progress for the BEd Early Childhood Care and Education degree, the Diploma in Early Childhood Care and Education, the BEdHons in Early Childhood Development, and various Advanced Diploma and Postgraduate Diploma programmes. The Faculty is also involved in the development of the envisaged Higher Certificate as a preparatory programme for higher education.



Participants in the decolonisation colloquium. From left: Prof Kobus Mentz, Zulumathabo Zulu, Prof Nokhanyo Mayaba, Prof Connie Zulu, Dr Liberty Hove, Prof Lesley le Grange and Prof Shan Simmonds.



Participants in the colloquium on self-directed learning and multimodal education. From left: Prof Jako Olivier, Prof Moekoetsi Letseka and Ms Vivian Claassen, Quality Enhancement Administrator.

TRANSFORMATION OF THE CURRICULUM

The NWU's teaching and learning transformation goals underpin the Faculty's commitment to a systematic process of curriculum transformation and renewal to respond to the demands of the 21st century for the education profession. Regular liaison with provincial departments of education, the Department of Basic Education (DBE), the Department of Higher Education and Training, and relevant stakeholders ensured that curriculum transformation was in line with the contemporary requirements of the education practice.

Curriculum transformation and renewal initiatives in the Faculty revolved mainly around paradigms of thought, various traditions, the promotion of indigenous knowledge and languages, and feedback from students. Research contributions, and specifically the impact of the Faculty's research focus areas and entities (Self-directed Learning, the Education and Leadership Research Unit (Edu-Lead), Community-based Educational Research, the Education and Human Rights in Diversity Research Unit (Edu-HRight), the UNESCO

Chair on Multimodal Learning and Open Educational Resources, together with research by outside entities) are highly valued in terms of curriculum transformation and renewal.

Students in the Faculty are exposed to a thorough orientation of a basic understanding of contemporary societal changes, which is addressed, among other initiatives and programmes, in a faculty-specific Reception, Orientation and Registration (ROR) programme for first-year students to introduce them to the Faculty, as well as the context of higher education. Some topics in this programme included the following:

- My journey in becoming a teacher
- Being a reflective practitioner
- Social justice and diversity
- Self-directed learning
- NWU's learning management system
- Assessment
- Critical engagement

A three-week Professional Orientation Programme was also offered to first-year students in the first semester as part of the Work-integrated Learning Programme (teaching practice) in which the following five themes were extensively covered:

- Excursion camps (three days) dealing with inclusivity and diversity;
- The self: development of a professional identity, self-care, self-reflection and internal motivation;
- The environment: profiles of schools and learners, socio-economic factors, language proficiencies, and engaging with the learning environment;
- The business of teaching: lesson plans, observations, pedagogical content knowledge, methodology and administrative tasks;
- Impact: professional relationships, community involvement, extra-curricular activities, and being able to make a difference.

The excursion camps involved the attendance of all first-year students in the Faculty, free of charge, with the aim of facilitating an understanding of the complexity of the teaching profession and the joys and challenges associated with being a “super” teacher as an agent of change. These camps aimed to assist students to find their “own voice and footing” as a professional teacher and provide opportunities to network with fellow students and lecturers.

Important outcomes of the excursion camps included the following:

- Students should develop an improved understanding of the complexity of the teaching profession.
- Students should develop skills to implement “shoe-string” approaches in the teaching practice (teaching with minimum resources).
- Students should use play as a pedagogy in the classroom.
- Students should critically reflect on their own teaching practices.
- Students should strive for inclusion and social justice.
- Students should be able to formulate goals for professional development as an educator.

The Faculty was also involved in several other activities during the period under review that were focused on transforming the curriculum. These included the induction programme for new lecturers, and the hosting of a colloquium on the decolonisation of teacher education and a colloquium on self-directed learning and multimodal education.

In 2018, the Faculty presented the New Lecturer Induction Programme in collaboration with the CTL. The attendees gave positive feedback and agreed that the programme should be offered every semester to introduce new lecturers to the Faculty’s structure and procedures, their individual departments and their roles within the Faculty.

The theme of the colloquium on the decolonisation of teacher education was “Rethinking the teacher education curriculum for an African context”. It was

co-convened by Prof Connie Zulu and Prof Shan Simmonds. It explored what a “decolonised” curriculum entails, how external panel members and faculty members view the concept, and how to take the impetus forward.

The colloquium on self-directed learning and multimodal education was hosted by the Office of the Deputy Dean: Teaching and Learning. The theme was “Promoting self-directed learning in multimodal teacher education”. Participants included Prof Jako Olivier, incumbent of the UNESCO Chair in Multimodal Learning and Open Educational Resources (OER) at NWU, and Prof Moekoetsi Letseka of the UNESCO Chair in Open Distance Learning at Unisa.

Table 5.8: Graduates of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	Unknown	0	1	1	1	0	1
	African	689	3 407	4 096	2 990	1 106	4 096
	Coloured	58	253	311	242	69	311
	Indian/ Asian	13	16	29	20	9	29
	White	614	196	810	544	266	810
Subtotal		1 374	3 873	5 247	3 797	1 450	5 247
Male	Unknown	1	0	1	1	0	1
	African	329	656	985	625	360	985
	Coloured	36	54	90	67	23	90
	Indian/ Asian	2	2	4	3	1	4
	White	103	41	144	85	59	144
Subtotal		471	753	1 224	781	443	1 224
Total		1 845	4 626	6 471	4 578	1 893	6 471

Table 5.9: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	African	24%	27%	26%	23%	47%	26%
	Coloured	21%	23%	23%	20%	47%	23%
	Indian/ Asian	27%	20%	23%	19%	41%	23%
	White	31%	18%	27%	21%	56%	27%
Subtotal		27%	26%	26%	22%	48%	26%
Male	African	19%	34%	27%	23%	40%	27%
	Coloured	27%	40%	34%	31%	43%	34%
	Indian/ Asian	25%	15%	19%	19%	20%	19%
	White	24%	26%	25%	18%	50%	25%
Subtotal		20%	34%	27%	22%	41%	27%
Total		25%	27%	26%	22%	46%	26%

STUDENT SUCCESS RATES

A total of 6 471 students graduated from the Faculty in 2018 (see Table 5.8). Of this number, 4 578 were undergraduate (70.75%) and 1 893 were postgraduate (29.25%) students. This total was made up

of 5 247 female (81.08%) and 1 224 (18.92%) male students. The race composition of the Faculty's graduates was 78.54% African, 6.14% Coloured, 0.52% Indian/Asian and 14.76% White (the race of 0.04% of the

graduates was unknown). The Faculty's graduation rate is illustrated in Table 5.9, while its undergraduate success rate is illustrated in Table 5.10.

Table 5.10: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total
Female	African	93.58%	72.88%	78.03%
	Coloured	92.79%	70.21%	76.62%
	Indian/Asian	97.70%	86.36%	91.06%
	White	97.23%	88.14%	94.50%
Subtotal		95.07%	74.19%	81.34%
Male	African	90.67%	77.02%	86.47%
	Coloured	90.92%	73.21%	85.65%
	Indian/Asian	93.01%	83.55%	87.91%
	White	92.72%	82.62%	90.99%
Subtotal		91.10%	77.40%	87.19%
Total		93.85%	74.46%	82.35%

INTERNATIONALISATION

During 2018, three staff members visited the Swiss Distance University of Applied Sciences as part of the UNESCO Chair for Personalised Adaptive Distance Education's research fellowship. The visit focused on developing research projects that investigate the use of personalised adaptive systems to improve teaching and learning.

The Faculty also established a partnership with Dr Karl Wirth, an expert in student academic advising from Macalester College in Minnesota. The lessons learned from

this partnership will be used to advise undergraduate students. It is hoped that students' success rates will improve as a result.

The Faculty signed a bilateral agreement with Driestar Christian University for Teacher Education in The Netherlands to support and develop their teaching capacity. This agreement enhances knowledge in both institutions. Special interest groups were established to focus on diversity, inclusivity and tolerance, leadership in education, as well as common good and multilingualism in education.

Selected students visited Driestar as part of an exchange programme to participate in a work-integrated learning initiative.

The Faculty also established a link with the University of Namibia (UNAM) in the form of an environmental sciences project. Exploratory discussions were held at UNAM to extend the current partnership to include other teaching and learning initiatives.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

Dr Chantelle Bosch led a SoTL project where she integrated technology and cooperative learning into one of her modules through an innovative blended learning approach. Dr Mark Bosch of the Department of Education Management and Leadership on the Vaal Triangle Campus also participated in this project.

In 2018, Dr Carolina Botha was awarded a Distinguished Teaching Excellence Award, and Dr Chantelle Bosch was awarded an Institutional Teaching Excellence Award. These awards recognise exceptional teaching practices and expertise.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

Students and staff of the Faculty on all three campuses participated in several community engagement initiatives during the period under review. They focused, in particular, on philanthropic community engagement projects that were linked to the annual Mandela Day celebrations.

Five Foundation Phase staff members and 25 of their students from the Mafikeng Campus cleaned and decorated two Grade R classes at the Thutong Primary School in Lomanyaneng. The group also donated educational toys and equipment.



Mafikeng Campus's community engagement initiative.

The Potchefstroom BEd (Hons) Educational Psychology students and staff helped to upgrade and maintain the Psycho-Educational Centre at the Potchefstroom Hospital. Another group of staff members tried their hand at boccia, a form of bowls that allows people with various forms of disabilities to compete against one another. The Faculty's team competed against a combined team from ES le Grange School, Janie Schneider School, Ikalafeng School and Huis Servaas in a mini boccia tournament.

Staff members from the Vaal Triangle Campus took part in the annual sports day of the Eureka School for the Mentally Disabled. Some 400 learners and adults from various schools and facilities for adults with mental health conditions took part in a variety of sports. Staff members relieved the school's teachers of their umpiring duties to give them a welcome break.



Vaal Triangle Campus's staff members at the sports day.

In addition to the Mandela Day activities, the Faculty launched a noteworthy Women's Day project on the Vaal Triangle Campus. Staff and students worked together to raise money for 100 reusable sanitary packs. The idea originated when staff members became aware that at least 53 of the students who were registered as needy were female and that they needed sanitary products each month.

The Faculty's School of Commerce and Social Studies embarked on a journey to close the gap between Western knowledge and indigenous knowledge (IK). This journey led the History Education subject group to engage in epistemological border crossings (like puppetry) to convey IK in a Curriculum Assessment Policy Statement context. The integration of puppetry as an epistemological border crossing enhances the knowledge, skills and values of teachers and learners.



Aspects of South African History group of 2018 with their self-made puppets.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Mafikeng Campus offered the Diploma in Grade R teaching to a group of 96 Grade R teachers as part of a service-level agreement between the Education, Training and Development Practices Services Sector Education and Training Authority (ETDP-SETA) and NWU. These students will be graduating in April 2019.

The Mathematics Education subject group offered a refresher course for first-year Mathematics and Mathematics Education students before the start of the academic year. The project was launched under the

auspices of the School for Mathematical and Statistical Sciences and aims to help students overcome the gap between school and university Mathematics.

The Faculty offered the Little African Scientists programme, which improves the numeracy and science competencies of Foundation Phase teachers in the Kenneth Kaunda District in North West Province. Standard Bank South Africa sponsored the project.

FACULTY OF ENGINEERING

The year under review was a watershed year for teaching and learning in NWU's Faculty of Engineering. The Faculty Integrated Teaching and Learning Plan stressed the need for a Centre for Engineering Education (CEE), which would be responsible for maintaining the quality of the different programmes, and for managing students' journey to graduation and to becoming an alumnus. This centre was established on 1 January 2019.

Another highlight for 2018 was the attendance by faculty members of the Carpe Diem curriculum transformation workshops presented by the CTL. Through these workshops, lecturers were empowered to transform their modules to reflect decolonisation and increase the use of electronic platforms. The Faculty is also glad to report that its follow-up accreditation visit from the Engineering Council of South Africa (ECSA) was successful.

The Faculty comprised 1 819 contact students in 2018, who were tutored on the Potchefstroom Campus by 76 academic staff members. It consists of four schools: the School for Chemical and Minerals Engineering, the School for Electrical,

Electronic and Computer Engineering, the School for Industrial Engineering and the School for Mechanical Engineering. The newly established CEE lends support to the programmes.

Research within the Faculty occurs in the Centre of Excellence for Carbon-based Fuels and the Unit for Engineering and Technology Systems. Four other hosted entities form part of this research cluster: the Hydrogen South Africa (HySA) Infrastructure Centre of Competence, the Centre for Research and Continuous Engineering Development, Multilingual Speech Technologies and the Centre for Advanced Manufacturing.



**EXECUTIVE
DEAN:**

Prof Liezl van Dyk



**DIRECTOR:
TEACHING AND
LEARNING**

Prof Marco le Roux

ENROLMENT PLAN

Attracting quality students of the correct demographic profile is imperative to the Faculty's success. However, this is becoming increasingly problematic since the number of suitable prospective students decreases each year, despite an increase in the total number of students who complete Grade 12. As a result, the enrolment targets for engineering have been adjusted downwards since 2016, instead of following the required 3% growth in science, engineering, technology and health programmes.

Another challenge to attracting suitable candidates is the economic downturn in the mining, power generation and manufacturing industries, which have traditionally been the main source of undergraduate bursaries. Engineering enrolments subsequently decreased as fewer bursaries were made available to prospective students, especially first-year students. According to its enrolment plan, the Faculty is not aiming to achieve monumental growth in first-time

entrants (from 330 to 350 enrolments in the various engineering disciplines for the next five years). Instead, the Faculty is focused on achieving increased throughput via the implementation of a transformed curriculum across all programmes.

The Faculty's student profile in 2018 reflects a notable increase in registered first- and second-year African males in relation to third- and fourth-year students compared to the previous year. This testifies to the success of the Faculty's recruitment drive, which was aimed at previously disadvantaged groups.

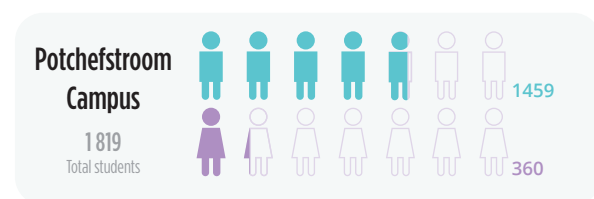


Figure 5.5: Student cohort

STUDENT PROFILE

The Faculty had a total of 1 819 contact students, comprising 1 432 undergraduate (78.72%) and 387 postgraduate 21.28% students (see Table 5.11). This total was made up of 360 female (19.79%) and 1 459 male (80.21%) students. The Faculty's race profile comprised 13.96% African, 1.43%

Coloured, 0.77% Indian/Asian and 82.68% White students (the race of 1.16% of the students is unknown).

The Faculty only offers programmes on the Potchefstroom Campus.

Table 5.11: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	Unknown	1	1	0	1	1
	African	68	68	34	34	68
	Coloured	10	10	7	3	10
	Indian/Asian	4	4	3	1	4
	White	277	277	231	46	277
Subtotal		360	360	275	85	360
Male	Unknown	20	20	4	16	20
	African	186	186	132	54	186
	Coloured	16	16	14	2	16
	Indian/Asian	10	10	6	4	10
	White	1 227	1 227	1 001	226	1 227
Subtotal		1 459	1 459	1 157	302	1 459
Total		1 819	1 819	1 432	387	1 819

STAFF DEMOGRAPHICS

The Faculty supports NWU's strategy to be positioned as a unitary institution of superior academic excellence, with a commitment to social justice. In light of this, the Faculty strives to represent its target market and South Africa as a whole. An analysis of the Faculty's current staff demographics reveals that it does not represent South Africa's economically active population. However, when comparing the Faculty's staff demographics to registered professional engineers in South Africa, much progress is evident, despite it not being able to compete with current remuneration for previously disadvantaged individuals in industry. This emphasises the Faculty's commitment to transformation and employment equity, while maintaining the prescribed ECSA standards.

In 2018, the Faculty comprised a total staff complement of 234 (76 academic and 158 support staff) on the Potchefstroom Campus.

The staff's race and gender composition is illustrated in Table 5.12.

Table 5.12: Staff complement in the Faculty for 2018

Potchefstroom Campus

	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Academic staff	4%	1%	1%	5	93%	87%	13%	76
Support staff	3%	1%	18%	34	78%	70%	30%	158

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The Faculty is currently only based on the Potchefstroom Campus and offers programmes for undergraduate students who are enrolled in the faculties of Engineering, and Natural and Agricultural Sciences. As a result, the only alignment that is currently required is that of the programmes that are run in the Faculty of Natural and Agricultural Sciences.

However, in 2018, the Faculty identified the need to include the other campuses of NWU in its programme offering. A strategic decision was thus taken to

introduce postgraduate diplomas in several disciplines on the Vaal Triangle Campus, while the Mafikeng Campus was earmarked for a new general bachelor's degree in engineering science: the BEngSci degree. This degree increases the entry opportunities for candidates of the professional four-year BEng degree. Students who complete the BEngSci degree will articulate into the third academic year of their chosen qualification. These new qualifications will be developed in 2019, with roll out on the different campuses expected as soon as 2020 and onwards.

TRANSFORMATION OF THE CURRICULUM

In 2017, the Faculty made a strategic decision to decolonise the curriculum while phasing in modules on an electronic platform. The importance of this process became visible during the #FeesMustFall campaign where classes were disrupted at most universities in South Africa.

In conjunction with the CTL, the Carpe Diem curriculum transformation programme guided lecturers to collaboratively redesign or review their programmes or modules in multidisciplinary teams. During 2018, staff of the CTL presented two workshops, where they assisted more than 10 lecturers in the Faculty to transform the curriculum. These workshops will continue over the next two years until all the Faculty's modules are transformed and aligned with its strategic plans.

The Faculty's Curriculum Transformation Plan focuses on equipping academic staff members to redevelop each module owned by the Faculty within the boundaries of the overarching requirements of ECSA.

This includes the multimodal presentation of modules and the decolonisation of module content. All module transformation implementations are expected to be completed by the end of 2021.

The Faculty does not envisage major changes or difficulties with implementing a decolonised curriculum. Engineering is based on laws of nature that are unchangeable regardless of background, social upbringing, economic class and/or religion. Therefore, decolonisation and Africanisation will mostly be focused on the application of these laws in a known environment that is applicable to students' background and paradigm. By balancing the use of Western paradigms with African approaches during the implementation of engineering design and application, students' world views will be broadened in an attempt to address African-specific problems.

Scholarship of Teaching and Learning contributes to a great extent to inform

replicable, efficient and sustainable curriculum transformation. The facilitation and enhancement of and professional development towards SoTL are some of the objectives of the newly established CEE.

In an additional attempt to transform the curriculum, the language of presentation of modules within each programme will be altered to such an extent that the Faculty adheres to the NWU's approved multilingual policy, while preparing students for the practical work environment outside the University. For the first time in its history, it will be possible for students to complete any of the engineering programmes in English from the first to the final year of study.

STUDENT SUCCESS

Engineering is difficult to master at university level, which is why the admission requirements are among the highest of all programmes at NWU. Even so, 10 years' data showed that there is no current system that can predict engineering students' success rate. Therefore, the Faculty makes an effort to achieve its pass rate targets for each year, without compromising the required ECSA standard.

A total of 332 students graduated from the Faculty in 2018 (see Table 5.13). Of this number, 230 were undergraduate (69.27%) and 102 were postgraduate (30.73%) students.

Table 5.13: Graduates of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	Unknown	0	0		0	0
	African	13	13	2	11	13
	Coloured	3	3	1	2	3
	Indian/Asian	1	1	1	0	1
	White	50	50	37	13	50
Subtotal		67	67	41	26	67
Male	Unknown	4	4	1	3	4
	African	29	29	14	15	29
	Coloured	4	4	3	1	4
	Indian/Asian	2	2	1	1	2
	White	226	226	170	56	226
Subtotal		265	265	189	76	265
Total		332	332	230	102	332

This total was made up of 67 female (20.18%) and 265 male (79.82%) students. The race composition of the Faculty's graduates was 12.65% African, 2.11% Coloured, 0.90% Indian/Asian and 83.14% White (the race of 1.20% of the students was unknown).

The Faculty's graduation rate is illustrated in Table 5.14, while its undergraduate success rate is illustrated in Table 5.15.



Staff members at a Carpe Diem curriculum transformation workshop. From left: Santie Pieterse, Maria van Zyl, Lisa van der Westhuizen, Vanessa Olivier, Liana Venter, Kobus le Roux, Ruveix van Coller, Prof Kenny Uren, Tabitta Lalendle and Dr Andre Bechuke.

Table 5.14: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	19.12%	19.12%	5.88%	32.35%	19.12%
	Coloured	30.00%	30.00%	14.29%	66.67%	30.00%
	Indian/Asian	25.00%	25.00%	33.33%	0.00%	25.00%
	White	18.05%	18.05%	16.02%	28.26%	18.05%
Subtotal		18.61%	18.61%	14.91%	30.59%	18.61%
Male	African	15.59%	15.59%	10.61%	27.78%	15.59%
	Coloured	25.00%	25.00%	21.43%	50.00%	25.00%
	Indian/Asian	20.00%	20.00%	16.67%	25.00%	20.00%
	White	18.42%	18.42%	16.98%	24.78%	18.42%
Subtotal		18.16%	18.16%	16.34%	25.17%	18.16%
Total		18.25%	18.25%	16.06%	26.36%	18.25%

INTERNATIONALISATION

All the engineering programmes that are offered at NWU are accredited by ECSA, which means that the degrees are internationally recognised. Apart from this recognition for the four-year BEng degrees, the School of Industrial Engineering recently signed a Memorandum of Understanding with the University of Twente (UT) in the Netherlands to present joint doctoral degrees and take part in student exchange programmes. The first student from UT will join the Faculty during 2019.

Table 5.15: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Total
Female	African	84.62%	84.62%
	Coloured	72.48%	72.48%
	Indian/Asian	94.79%	94.79%
	White	92.00%	92.00%
Subtotal		90.85%	90.85%
Male	African	76.42%	76.42%
	Coloured	76.91%	76.91%
	Indian/Asian	82.20%	82.20%
	White	91.30%	91.30%
Subtotal		89.50%	89.50%
Total		89.76%	89.76%

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

During 2018, Prof Elvis Fosso-Kankeu, Dr Willem van Niekerk, Dr Johan Bosman and Dr Jan-Hendrik Kruger were awarded the Teaching Excellence Award. The Faculty is proud of all these recipients, who were deemed as proficient in their approach towards teaching and learning. They will receive their awards during a ceremony in 2019. In addition, Dr Van Niekerk received his doctoral degree during the May graduation ceremony for his thesis entitled “Cooperative pair problem solving: a teaching-learning strategy for tutorials in mechanical engineering thermodynamics”.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

Community engagement is an integral part of today's curriculum and needs to be implemented in a sustainable manner that has a positive impact on the immediate community. It teaches students the value of interpersonal communication in diverse environments. The Faculty's community engagement projects were previously completed within the two professional practice modules. After careful consideration, these two modules were dissolved and replaced with a series of smaller, more focused modules. Hence, the implementation of community engagement at undergraduate level is currently under investigation. Mr Hannes du Toit will plan the new implementation for community engagement in 2019.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty's programme in Minerals Processing has been named one of the top 100 best programmes in the world in this discipline. It was the only programme at NWU to achieve such a rating. All seven of its undergraduate programmes are accredited by ECSA. This accreditation gives the programmes international standing in all the countries that signed the Washington Accord, including Australia, Germany, Hong Kong, Ireland, South Africa, the UK and the USA. These accredited programmes are as follows:

- BEng in Chemical Engineering
- BEng in Chemical Engineering with specialisation in Minerals Processing
- BEng in Computer and Electronic Engineering
- BEng in Electrical and Electronic Engineering
- BEng in Electro-Mechanical Engineering
- BEng in Industrial Engineering
- BEng in Mechanical Engineering

The Faculty aims to finalise its development of the Mechatronics Engineering programme in 2019. This will allow first-year intakes in 2020.

FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences is committed to educating knowledgeable, disciplined and productive professionals. Health sciences curricula are student-centred and are delivered by experts in various disciplines. The values of transformation and diversity, as expressed in the Faculty Integrated Teaching and Learning Plan, underpin this approach and specific practical initiatives. Many of the Faculty's programmes and qualifications make provision for supervised practical experiences in real-life settings, which allow students to develop knowledge and a repertoire of skills and values. During the acquisition of knowledge and experience, students are exposed to intercultural and interprofessional opportunities and are encouraged to reflect on, analyse and synthesise information, think creatively and work collaboratively to address real-life problems in a rapidly changing and diverse environment.

The Faculty aspires to develop lifelong learners who can function effectively when faced with various health challenges. Innovation, critical thinking, responsibility and teamwork are essential in the healthcare context. In response to NWU's

drive to align its programmes across its three campuses, the Faculty aligned 13 of its qualifications that are offered on two or more of NWU's campuses.

The Faculty comprised 7 262 contact students in 2018, who were tutored on the Mafikeng, Potchefstroom and Vaal Triangle campuses by 293 academic staff members. The Faculty comprises five schools: Human Movement Sciences, Nursing, Pharmacy, Physiology, Nutrition and Consumer Sciences and Psychosocial Health, as well as the Centre for Health Professions.

In 2018, the Faculty achieved several goals. Staff members completed an online questionnaire and the data was analysed and distributed to all schools and subject groups. The executive deans managed interventions in collaboration with the Centre of Health Professions Education (CHPE). Baseline data was also collected from all schools to determine the status of teaching and learning in all the Faculty's programmes so that any gaps in its strategic plan could be filled.



**EXECUTIVE
DEAN:**

Prof Awie Kotze



**DEPUTY DEAN:
TEACHING AND
LEARNING**

Prof Michael
Temane

ENROLMENT PLAN

The Faculty achieved its enrolment targets in 2018. The Faculty aims to improve student equity by recruiting and registering students who form part of a targeted demographic mix. A multilingual environment, which is aimed at the promotion of equity of access, academic performance, student growth and employability, accommodates this demographic mix.

The popularity of its programmes in Pharmacy and Nursing, in particular, has actually meant that there is high competition for a place in these programmes. Applications for the programmes in Nutrition and Consumer Sciences, and Human Movement Sciences are usually triple the number of students that can be accommodated. The limitation on the number of students that can be admitted will always remain the prescriptions of the statutory council regarding the ratio of lecturer to students, and the availability of practical training facilities. The Faculty's enrolment in 2017/18 was met with an initial target of 1 229 students and an intake of 1 592. To make provision for intakes into new qualifications, its targets between 2020 and 2025 will move from 1 669 to 1 319 students.

STUDENT PROFILE

The Faculty had a total of 7 262 contact students, comprising 5 878 undergraduate (80.92%) and 1 384 postgraduate (19.08%) students (see Table 5.16). This total was made up of 5 317 female (73.22%) and 1 945 male (26.78%) students. The Faculty's race profile comprised 47.00% African,

5.08% Coloured, 1.83% Indian/Asian and 45.98% White students (the race of 0.11% of the students is unknown).

The distribution of its student cohort across the three campuses was as follows:

Table 5.16: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	Unknown	3	3	2	1	3
	African	2 454	2 454	1 847	607	2 454
	Coloured	252	252	195	57	252
	Indian/Asian	89	89	67	22	89
	White	2 519	2 519	2 088	431	2 519
Subtotal		5 317	5 317	4 199	1 118	5 317
Male	Unknown	5	5	3	2	5
	African	959	959	799	160	959
	Coloured	117	117	113	4	117
	Indian/Asian	44	44	39	5	44
	White	820	820	725	95	820
Subtotal		1 945	1 945	1 679	266	1 945
Total		7 262	7 262	5 878	1 384	7 262

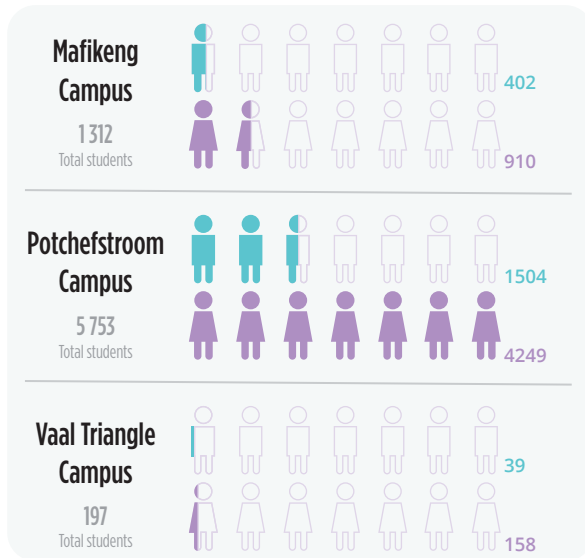


Figure 5.6: Distribution of student cohort across the three campuses

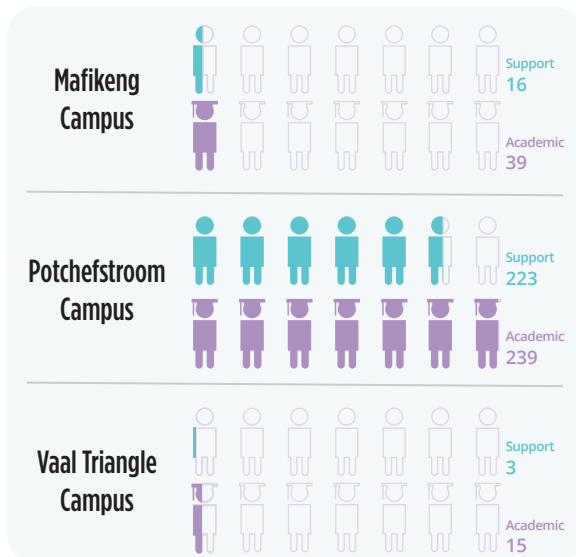


Figure 5.7: Staff member distribution across the three campuses.

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 535 (293 academic staff and 242 support staff). The staff's race and gender composition is illustrated in Table 5.17. These staff members were distributed across the three campuses as follows:

Table 5.17: Staff complement for 2018

Academic staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	7%	0%	52%	29	5%	16%	13%	39
Potchefstroom	93%	40%	43%	39	91%	82%	81%	239
Vaal Triangle	0%	60%	6%	6	4%	3%	6%	15
Total	5%	2%	18%	74	75%	26%	74%	293

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	0%	18%	16	0%	10%	5%	16
Potchefstroom	100%	100%	80%	91	99%	90%	93%	223
Vaal Triangle	0%	0%	2%	2	1%	0%	2%	3
Total	7%	1%	37%	109	55%	24%	76%	242

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The Faculty complied with the external programme evaluations that were recommended by the statutory council. It also paid attention to internal programme evaluation findings according to predetermined programme funding availability based on the policies of the Health Professions Council of South Africa (HPCSA).

Recommendations for the Biokinetics and Psychology programmes were implemented.

All undergraduate modules in Psychology and Social Work are fully aligned across all three campuses. Competent module teams were established in 2018, and innovative teaching practices, such as use of the

lessons tool on eFundi, lecture capturing and shared eFundi sites, strengthened alignment. In September 2018, the Faculty appointed a programme leader for each discipline, which further contributed to effective communication and the coordination of programme alignment matters.

TRANSFORMATION OF THE CURRICULUM

The Faculty compiled and updated the registers for each module in terms of its design and development, as well as its need for transformation, based on the results of questionnaires that were administered in the first semester. In the second semester, modules that required transformation were prioritised in a development plan and implemented according to the CTL's available capacity and the requirements of the CHPE. In the WVGW 221 module, for example, transformation is realised in terms of the learning environment, student inclusion and alignment across campuses, where the module is presented in a blended flipped classroom learning environment. The Faculty also drafted and implemented action plans in this regard.

Early warning systems were implemented in each school to identify students at risk of failure after the first or second class test. Lecturers, as well as subject and programme leaders, then followed up these cases. This project will be run in collaboration with the Carpe Diem curriculum transformation project. Specific staff members have been identified in each school to take responsibility for its implementation.

Most of the Faculty's modules have been converted to eFundi lessons. The remaining modules will be rolled out during the next 18 months. For example, 58% of all study guides in the School of Psychosocial Health and all undergraduate Social Work study

guides are available in an interactive format in eFundi's lessons tool. Some postgraduate study guides have already been converted to the format of the lessons tool and the rest will be revised during 2019. The aim is to have all study guides on eFundi in 2020. All first- and second-year and some third-year Psychology study guides are already in the correct format. All undergraduate study guides will be revised for 2020.

In 2018, the Faculty achieved an increase of 10% in the participation rate of first-year and other under- and postgraduate students in the academic mentoring programmes at each campus. The Faculty also partnered with the Faculty of

Economic and Management Sciences on the Mafikeng Campus to offer an undergraduate mentoring project by Psychology honours students.

The transformation of the BPharm programme will receive attention during the curriculum revision process that started in 2018 with the compilation of the BPharm standard by the Council on Higher Education.

STUDENT SUCCESS

A total of 1 862 students graduated from the Faculty in 2018 (see Table 5.18). Of this number, 1 357 were undergraduate (72.88%) and 505 were postgraduate (27.12%) students. This total was made up of 1 495 female (80.29%) and 367 male (19.71%) students. The race composition of the Faculty's graduates was 46.29% African, 4.30% Coloured, 1.18% Indian/Asian and 47.96% White (the race of 0.27% of the students was unknown).

The Faculty's graduation rate is illustrated in Table 5.19, while its undergraduate success rate is illustrated in Table 5.20.

Table 5.18: Graduates of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	Unknown	3	3	2	1	3
	African	689	689	461	228	689
	Coloured	62	62	48	14	62
	Indian/Asian	17	17	15	2	17
	White	724	724	537	187	724
Subtotal		1 495	1 495	1 063	4 32	1 495
Male	Unknown	2	2	2	0	2
	African	173	173	134	39	173
	Coloured	18	18	18	0	18
	Indian/Asian	5	5	4	1	5
	White	169	169	136	33	169
Subtotal		367	367	294	73	367
Total		1 862	1 862	1 357	505	1 862

Table 5.19: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	28%	28%	25%	38%	28%
	Coloured	25%	25%	25%	25%	25%
	Indian/Asian	19%	19%	22%	9%	19%
	White	29%	29%	26%	43%	29%
Subtotal		28%	28%	25%	39%	28%
Male	African	18%	18%	17%	24%	18%
	Coloured	15%	15%	16%	0%	15%
	Indian/Asian	11%	11%	10%	20%	11%
	White	21%	21%	19%	35%	21%
Subtotal		19%	19%	18%	27%	19%
Total		26%	26%	23%	36%	26%

Table 5.20: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Total
Female	African	86.86%	86.86%
	Coloured	83.14%	83.14%
	Indian/Asian	91.77%	91.77%
	White	94.10%	94.10%
Subtotal		90.49%	90.49%
Male	African	76.88%	76.88%
	Coloured	66.47%	66.47%
	Indian/Asian	78.75%	78.75%
	White	79.95%	79.95%
Subtotal		77.67%	77.67%
Total		86.98%	86.98%

INTERNATIONALISATION

The School of Nursing Science on the Potchefstroom Campus signed a Memorandum of Understanding with Thomas More University in Mechelen, Belgium, and four second-year Nursing Science students visited that university at the end of 2018. Two Belgian students visited the Potchefstroom Campus for six weeks early in 2019.

Staff and students participated in exchange programmes. Staff and students of the Department of Psychology visited the Free University in Amsterdam, and staff and students of the Department of Social Work visited the University Colleges Limburg-Leuven and Thomas More University in Belgium. The Faculty receives between six and 10 Belgian student interns in Social Work or Child and Youth Care Studies each year. It

also receives two students who are studying towards a master's degree in Psychology each year.

The School of Pharmacy signed a Memorandum of Understanding with the University of Mauritius and is in the final drafting stages of a Memorandum of Agreement to allow the combined offering of the BPharm programme in Mauritius.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

The Faculty's staff members participated in the Institutional Excellence Awards process. Prof Welma Lubbe from the School of Nursing received a Teaching Excellence Award in 2018. Dr Hanli de Beer from the Department of Consumer Sciences, Dr Tertia van Zyl from the Department of Dietetics and CJ van der Merwe from the Department of Occupational Hygiene received a Teaching Excellence Award.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

In 2018, the Faculty participated in the following community engagement initiatives:

- Starfish projects: developing health care workers to empower caregivers of infants;
- Projects at different retirement facilities in the community;
- Projects to empower grandparents who are responsible for small children in the community;
- A bone marrow drive with the South African Bone Marrow Registry;
- A recreation project at the Amelia Care Centre in Potchef-

Prof Ben Coetzee received his sixth Teaching Excellence Award. He is one of the best professors ever to teach in the School of Human Movement Sciences. In the School of Pharmacy, four staff members received such awards. One staff member participated in 2018 and will receive an award in 2019.

- stroom with physically disabled patients, which was used as a platform to do work-integrated learning with honours students in the School of Human Movement Sciences
- A workplace learning and community activity that changed students' perception regarding work in the public sector.

Students made an impact in the workplace through quality improvement projects and "extra hands" that were trained to perform the tasks of a pharmacist. Staff members at Vryburg Hospital requested that more students visit them in the future as they saw the difference the students made in the short time that they work there.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty developed a Higher Certificate in Emergency Medical Care and submitted it to the Senate Committee for Academic Standards. Its approval depends on the level of cooperation of the

Department of Health in North West Province and the Emergency Medical Rescue Services College, as well as the successful negotiation of a service level agreement.

FACULTY OF HUMANITIES

The Faculty of Humanities is committed to the intellectual development of its staff and students through teaching and learning, research, development and responsible community engagement. It is home to critical thinking, social commentary and robust intellectual debates, and envisages being a forerunner in NWU's curriculum transformation effort.

Its Faculty Integrated Teaching and Learning Plan articulates its endeavour to provide high-quality education where students are nurtured in the critical understanding and interpretation of human experience. Its approach to teaching and learning, research and innovation, and engagement with the community is guided by NWU's core strategic values: academic excellence and social justice. Its initiatives illustrate the striving for teaching and learning excellence by ensuring that it develops strategies that support academic excellence by providing reading development support, supplemental instruction, tutorship and mentorship programmes, and academic skills development workshops.



EXECUTIVE DEAN:

Prof Pam Maseko



DEPUTY DEAN: TEACHING AND LEARNING

Prof Mpho Chaka

The Faculty's programmes provide its students with engaged ethical learning experiences that are rooted in Africa for global participation and appreciation, and respect for diversity. Graduates can be assured of excellent qualifications in all areas of human experience, such as languages, social sciences and the arts.

The Faculty offers a variety of programmes in six academic schools:

- School of Music (Music, Music Education and Music Technology) on the Potchefstroom Campus

- School of Communication Studies (Communication, Graphic Design and History of Arts) on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- School of Government Studies (Public Administration, Political Science, International Relations, Policing Practice and Municipal Management) on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- School of Social Sciences (Sociology, History, Development Studies, Anthropology, and Population and Demography) on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- School of Philosophy (Philosophy) on the Mafikeng (only the module Understanding the World), Potchefstroom and Vaal Triangle campuses
- School of Languages (English, Academic Literacy, German, Afrikaans, Setswana, Sesotho, Dutch, French Language Practice, Language Technology, South African Sign Language and Creative Writing) on the Mafikeng, Potchefstroom and Vaal Triangle campuses

ENROLMENT TARGETS

The Faculty continues to strive to attract students of a good quality as a strategic imperative. This is challenging due to external factors such as a decrease in the number of bachelor pass rates at Grade 12 level, and prospective students' APS for consideration for admission. The Faculty's enrolments for 2017/18 showed only a small increase in the number of first-time entrants in the different programmes across the three campuses. In 2017, there were 9 849 first-time entrants, which increased slightly to 10 296 in 2018. The planned enrolment for 2019 is 10 401.

The Faculty's enrolments for contact programmes on the Mafikeng Campus indicate that the student intake will not grow much over the next year, and might even decrease. Student numbers on this campus increased from only 2 722 in 2017 to 2 755 in 2018; the planned enrolment for 2019 is 2 641. A small increase is expected on the Potchefstroom Campus. Student numbers on this campus increased from 2 382 in 2017 to 2 558 in 2018; the planned enrolment

for 2019 is 2 695. Enrolments on the Vaal Triangle Campus indicate that considerable growth will take place on this campus over the next year. Student numbers increased from 4 745 in 2017 to 4 983 in 2018; the planned enrolment for 2019 is 5 095. These moderate increases in growth are in line with the University's enrolment strategy.

STUDENT PROFILE

The Faculty had a total of 5 974 students, made up of 5 809 contact students and 165 distance students (see Table 5.21). Its student body comprises 5 030 undergraduate (84.20%) and 944 postgraduate (15.80%) students. This total was made up of 3 785 female (63.36%) and 2 189 male (36.64%) students. The Faculty's race profile comprised 73.22% African, 4.35% Coloured, 0.60% Indian/Asian and 21.71% White students (the race of 0.12% of the students was unknown).

The distribution of its student cohort across the three campuses is as follows:

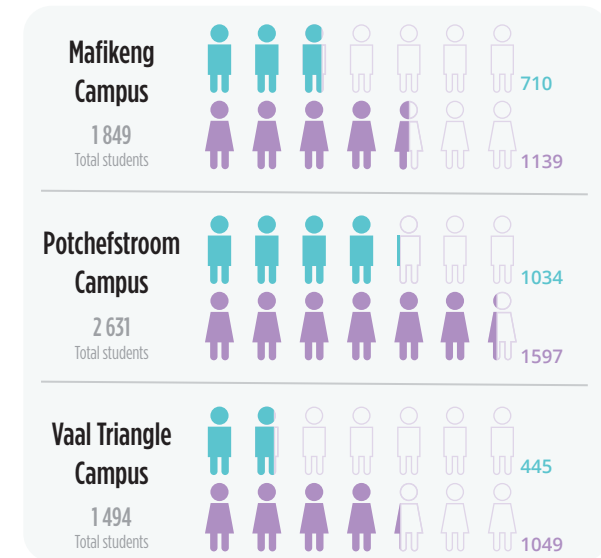


Figure 5.8: Distribution of student cohort across the three campuses

Table 5.21: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	Unknown	3		3	2	1	3
	African	2 662	60	2 722	2 398	324	2 722
	Coloured	161	8	169	152	17	169
	Indian/Asian	18	0	18	14	4	18
	White	871	2	873	703	170	873
Subtotal		3 715	70	3 785	3 269	516	3 785
Male	Unknown	3	1	4	2	2	4
	African	1 572	80	1 652	1 338	314	1 652
	Coloured	81	10	91	79	12	91
	Indian/Asian	18		18	11	7	18
	White	420	4	424	331	93	424
Subtotal		2 094	95	2 189	1 761	428	2 189
Total		5 809	165	5 974	5 030	944	5 974

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 416 (292 academic and 124 support staff). The staff's race and gender composition is illustrated in Table 5.22. These staff members were distributed across the three campuses as follows:

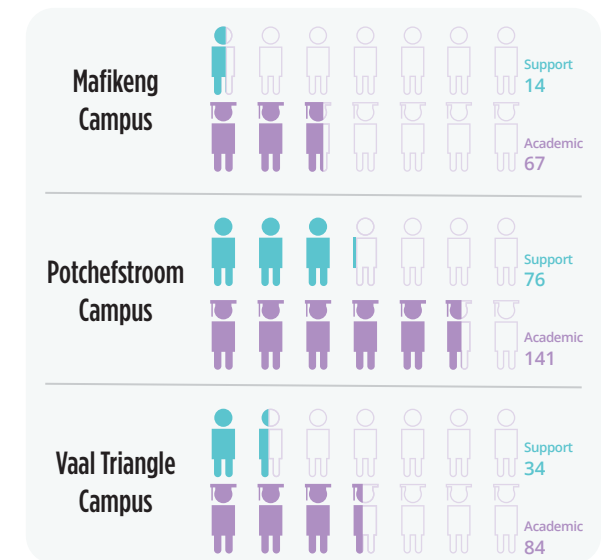


Figure 5.9: Staff member distribution across the three campuses.

Table 5.22: Staff complement for 2018

Academic staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	11%	67%	63%	64	2%	30%	16%	67
Potchefstroom	78%	17%	12%	19	66%	44%	52%	141
Vaal Triangle	11%	17%	25%	25	32%	26%	32%	84
Total	3%	2%	32%	108	63%	52%	48%	292

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	14%	0%	41%	14	0%	6%	13%	14
Potchefstroom	57%	100%	31%	15	73%	74%	57%	76
Vaal Triangle	29%	0%	28%	11	27%	21%	30%	34
Total	6%	1%	26%	40	68%	27%	73%	124

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

In 2018, the Faculty made progress with its curriculum alignment across all three campuses. Although first- and second-year undergraduate programmes were prioritised, all the Faculty's programmes have been aligned. This process improved the efficiency and quality of programmes across all six of the Faculty's schools.

In the next phase, the Faculty will continue to work on team teaching to improve the equity of student experience. It continues to emphasise the importance of communication between members of the academic staff to ensure the alignment of programmes and timetables. Furthermore, subject leaders and deputy leaders in various schools have to ensure that module outcome assessments (including dates) correspond on all campuses. Study guides have also been rolled out to eFundi. Although there are still alignment challenges, the schools of Philosophy, Social and Government Studies, Communication, Languages and Social Sciences demonstrated good progress.

TRANSFORMATION OF THE CURRICULUM

The Faculty of Humanities is in the process of implementing a number of transformation initiatives. This includes plans for each of its six schools to host an open curriculum conversation on matters related to curriculum transformation, decolonisation and Africanisation. The Faculty has also presented several colloquia on transforming the curriculum.

Highlights during the period under review included the following:

- The Art History subject group in the School of Arts revised its undergraduate curriculum to be more inclusive of relevant South African and African art history and visual culture perspectives. A blended learning environment was encouraged.
- The School of Social Sciences held a workshop with all three campuses on 4 May 2018 to redesign a unitary BSocSc degree programme that will offer the same degree options, credit value and curriculum structure on all campuses. The number of programmes in the BSocSc qualification was reduced from 27 to nine. This is particularly significant because students can now transfer between campuses within this qualification without having to take additional modules or extend their study period. Fully aligned modules are being phased in as a result of the HEQSF alignment process that was completed for the Faculty in 2017. Second- and third-year alignments will be phased in annually so that fully aligned modules will be offered by 2020.
- The Academic Literacy subject group in the School of Languages undertook its most comprehensive curriculum review over the last five years. This resulted in the launch of an inter-campus curriculum development project.

STUDENT SUCCESS

A total of 1 421 students graduated from the Faculty in 2018 (see Table 5.24). Of this number, 1 058 were undergraduate (74.45%) and 363 were postgraduate (25.55%) students. This total was made up of 936 female (65.87%) and 485 male (34.13%) students. The race composition of the Faculty's graduates was 73.82% African, 3.87% Coloured, 0.21% Indian/Asian and 22.03% White (the race of 0.07% of the students was unknown).

The Faculty's undergraduate success rate is illustrated in Table 5.23, while its graduation rate is illustrated in Table 5.25.

Table 5.23: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total
Female	African	85.63%	55.50%	85.16%
	Coloured	77.59%	65.53%	76.86%
	Indian/Asian	92.49%	41.67%	88.23%
	White	90.49%	77.45%	90.16%
Subtotal		86.55%	63.51%	86.08%
Male	African	79.83%	60.45%	79.34%
	Coloured	77.67%	75.77%	77.50%
	Indian/Asian	88.51%	74.84%	87.91%
	White	82.87%	73.46%	82.71%
Subtotal		80.47%	64.36%	80.05%
Total		84.32%	63.87%	83.87%

Table 5.24: Graduates of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	Unknown	0		0	0	0	0
	African	680	9	689	555	134	689
	Coloured	31	1	32	22	10	32
	Indian/ Asian	2	0	2	2	0	2
	White	213	0	213	147	66	213
Subtotal		926	10	936	726	210	936
Male	Unknown	0	1	1	0	1	1
	African	353	7	360	247	113	360
	Coloured	23	0	23	18	5	23
	Indian/ Asian	1		1	0	1	1
	White	98	2	100	67	33	100
Subtotal		475	10	485	332	153	485
Total		1 401	20	1 421	1 058	363	1 421

Table 5.25: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	African	26%	15%	25%	23%	41%	25%
	Coloured	19%	13%	19%	14%	59%	19%
	Indian/ Asian	11%	0%	11%	14%	0%	11%
	White	24%	0%	24%	21%	39%	24%
Subtotal		25%	14%	25%	22%	41%	25%
Male	African	22%	9%	22%	18%	36%	22%
	Coloured	28%	0%	25%	23%	42%	25%
	Indian/ Asian	6%	0%	6%	0%	14%	6%
	White	23%	50%	24%	20%	35%	24%
Subtotal		23%	11%	22%	19%	36%	22%
Total		24%	12%	24%	21%	38%	24%

INTERNATIONALISATION

Internationalisation is at the forefront of the Faculty's strategic plan. As a faculty, its key priority is to ensure that its disciplines become more international, across borders and between institutions, as it fosters collaboration to support its core business of teaching and learning, research

and innovation, as well as community engagement. The Faculty's various schools therefore have networks across the globe, including Australia, Canada, China, Europe, Korea, the UK and the USA. Many staff members and students are involved in international projects and gained from mobility

grants, competency-based training, and joint research endeavours.

Other internationalisation projects include an exchange programme among the programme of the Royal College of Music in Stockholm, Sweden (Kungliga Musikhög-

skolan) and the Faculty's School of Music, as well as NWU's Conservatory of Music. The project focuses on the development of capacity in music education in order to make an impact on important global issues. Together, the partners aim to develop their expertise in education methods, which enables them to deal with global issues and perspectives. Through this and similar projects, these institutions hope to continue building a network of like-minded colleagues and students in various parts of the world.

Palme exchanges for Swedish students and lecturers to visit Potchefstroom take place between August and January, and Linnaeus exchanges for South African students and lecturers to visit Sweden take place between January and June. Four of the Faculty's students spent the second semester of 2018 in Sweden, returning in January 2019, while two of its lecturers visited the Kungliga Musikhögskolan in Sweden during 2018.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

Some staff members of the School of Languages received awards during the 2018/19 Institutional Teaching Excellence Awards, Innovators@Work, and participated in SoTL projects. The completion of the Writing, Information literacy, Reading Development (WIRED) online academic literacy package, which was completed in 2018 and is currently being implemented, warrants special mention. This package's pedagogical and visual design is of a high quality and has received commendations from local and

international scholars. The Writing Centre is involved in an international project that focuses on the development of an online academic writing tool. This is yet another step in establishing an online writing centre.

The Faculty received six awards in different categories of the Institutional Teaching Excellence Award. These included awards to Dr Mokgadi Molohe, Mr Ninan Samuel and Mr Bright Molale at Mafikeng Campus, Prof Elize van Eeden and Mr Koos de Villiers

The goals of the Faculty's School of Music centre on gaining knowledge and skills regarding Dalcroze eurhythmics, as this teaching method has the potential to contribute to the transformation of our multicultural society. The Faculty also aims to develop classroom and instrumental methodology and didactics for music students, as well as for the in-service training of music teachers. Its aim over the long term is to build capacity in Dalcroze eurhythmics at the university and in South Africa, and to establish training programmes in this teaching method.

The school of Music and Conservatory performed with the North-West Consort arias and choruses from Händel at the 2018 Aardklop. This production was nominated as best musical production at the Aardklop Nasionale Kunstefees.

at the Vaal Triangle Campus, and Ms Nina Brink at the Potchefstroom Campus.

The Graphic Design programme in the School of Communication Studies is at the forefront in the field of Visual Communication. This has resulted in several awards by students and staff, including the Loeries, Pendorings, Student Goldpack Awards, South African Taxi Foundation Art Awards, and awards at the KykNETSilver Screen Film Festival and from the International Society of Typographic Designers.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

The Musikhane Community Music Engagement Programme strives to create opportunities for meaningful musical experiences for learners and teachers who are involved in the community music programme.

The NWU School of Music and Conservatory presents a concert series that takes place from February to October each year. During this series of concerts, the School aims to involve as many local, national and international artists as possible.

The School of Communication works with various external clients to incorporate meaningful service-learning opportunities into third-year and honours degree year modules. Staff members also engage with leaders in the journalism, media and communication fields to obtain their inputs in the curriculum.

The BA Graphic Design group produced a memorable music video for Jesse Harvey, a local young musician. The group also initiated a branding and awareness campaign for the Bokone Bophirima Craft and Design Institute. The Bookathon project started with its first round of realisation in illustrating, designing and distributing children's books to underprivileged children.

In addition, South African narratives and stories were explored in collaboration with the Language School, and used to create short animation films for the promotion of and presence of African folklore.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty has several niche programmes. These include the following:

- **Music Education, Music Theory and Music Technology:** Music Education explores the value of music through practical applications in a wide variety of educational contexts. Music Theory advances learning through interaction in contexts that closely relate to the real activities of musicians. Music Technology focuses on working with technology in South African environments where resources and funding are scarce.
- **Language and Literary Studies:** This programme has a special interest in promoting African scholarship and has the potential of being the most influential in transforming the curriculum to focus on African content.
- **Graphic Design Technology:** This programme aims to train graphic designers in the proper use of their knowledge and skills in their field. It considers art in the form of visual communication.
- **Population Studies and Demography:** This programme is concerned with the composition, size and geographical distribution of human populations. It is an essential component of many activities, such as social and market research, physical and environmental use planning, administration and people-centred development planning.
- **Public Governance (Municipal Management and Leadership):** Nationally, this is the only programme to offer a complete degree in local government. Its curriculum was developed in consideration of the specific and unique South African context, and the challenges in the local sphere of government.

FACULTY OF LAW

NWU's Faculty of Law experienced a successful teaching and learning year in 2018. The new unitary faculty fully implemented the LLB Improvement Plan. Its most important features, which were also incorporated in its Faculty Integrated Teaching and Learning Plan, were team-teaching, across-campus student seminars the full alignment of the LLB programme across all three campuses, and dedicated student support. This benefitted the Faculty's teaching and learning with regard to its content and quality of provision. In 2018, the unitary faculty built a solid foundation and is now well positioned to drive its teaching and learning strategy forward.

The Faculty comprised 3 012 contact students in 2018, who were tutored by 87 academic staff members (70 of whom are permanent staff members) on the Mafikeng, Potchefstroom and



EXECUTIVE DEAN:

Prof Stephen de la Harpe

Vaal Triangle campuses. It serves students studying towards the LLB, BCom (Law) and BA (Law) degrees at undergraduate level, as well as the LLM (through dissertation and through coursework) and LLD degrees at postgraduate level. It operates a Community Law Centre on the Mafikeng Campus and a Law Clinic on the Potchefstroom Campus.



DIRECTOR: UNDERGRADUATE STUDIES

Prof Flip Schutte

ENROLMENT PLAN

The Faculty determines how many students are admitted into its programmes. The admission process considers the first-time entrant targets set by NWU's Annual Performance and Strategic Plan 2016. The Faculty also considers the availability of the staff and facilities that such programmes require, as well as financial targets, infrastructure development and campus-specific capacities.

Potchefstroom Campus has traditionally served the Afrikaans market. and although this market segment should be retained, language should not be a barrier. As a result, the Faculty implemented functional dual-medium instruction in 2017. The racial equity at the Potchefstroom Campus is steadily improving and recruitment drives are designed to meet these targets. As far as first-time entrants are concerned, the target has been met. The entire postgraduate programme is presented in English.

STUDENT PROFILE

The Faculty had a total of 3 012 contact students, comprising 2 737 undergraduate (90.87%), 266 postgraduate (8.83%) and nine occasional (0.30%) students (see Table 5.26). This total was made up of 1 665 female (55.28%) and 1 347 male (44.72%) students. The Faculty's race profile comprised 58.73% African, 3.42% Coloured, 1.16% Indian/Asian and 36.65% White students (the race of 0.04% of the students was unknown).

The Faculty's student profile is becoming more diverse across all sites of delivery. The respective equity targets are progressively being met and gender equity has been reached. Although racial equity has not yet been achieved, the Faculty expects to reach its targets soon.

In 2018, the 3 003 students enrolled in the Faculty's programmes (excluding the nine occasional students) were distributed across the three campuses as follows:

A total of 2 737 undergraduate students were enrolled in 2018. First-time entrants were as follows: 229 on the Mafikeng Campus, 292 on the Potchefstroom Campus and 105 on the Vaal Triangle Campus. The enrolments per programme were as follows:

- LLB: 1 815 enrolments
- BCom (Law): 305 enrolments
- BA (Law): 617 enrolments

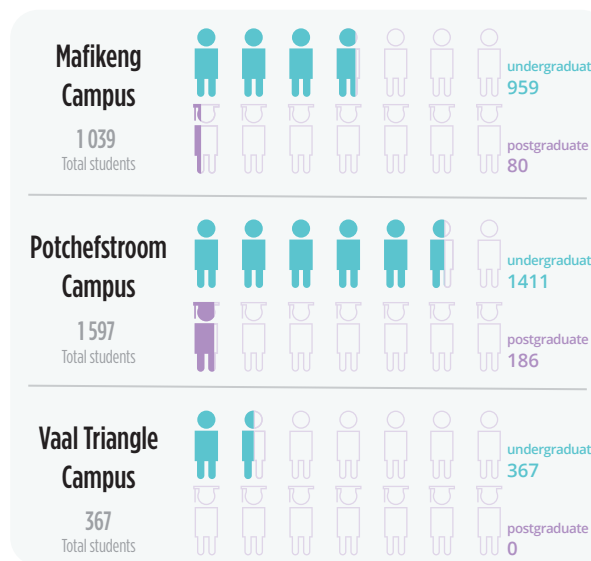


Figure 5.10: Distribution of student cohort across the three campuses

STAFF DEMOGRAPHICS

The Faculty included staff development as one of its major projects in 2018 with a specific focus on advancing qualifications, mentoring and the rapid promotion of young graduates to senior positions. Individual career planning ensures that young academics can obtain further qualifications and be promoted.

The need to recruit and train more candidates from a greater diversity of backgrounds, especially at the Potchefstroom Campus, is evident. This issue is being addressed through participation in NWU's Grow Your Own Timber (GYOT) scheme, which seeks to retain graduates as academic staff, and the n-GAP, which involves the recruitment of highly capable scholars as new academics. The Faculty only considers applicants from the designated groups when new appointments are made and adheres to NWU's Employment Equity Plan.

Table 5.26: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Occa-sional Students	Total
Female	Unknown	0	0	0	0	0	0
	African	962	962	872	90	0	962
	Coloured	60	60	54	6		60
	Indian/Asian	17	17	15	2		17
	White	626	626	563	56	7	626
Subtotal		1 665	1 665	1 504	154	7	1 665
Male	Unknown	1	1	1		0	1
	African	807	807	723	83	1	807
	Coloured	43	43	40	3		43
	Indian/Asian	18	18	18			18
	White	478	478	451	26	1	478
Subtotal		1 347	1 347	1 233	112	2	1 347
Total		3 012	3 012	2 737	266	9	3 012

In 2018, the Faculty had a total staff complement of 137 (87 academic and 50 support staff). These staff members were distributed across the three campuses as follows:

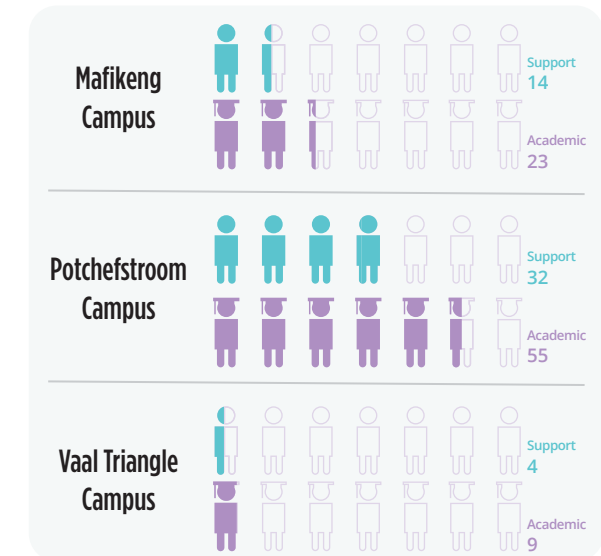


Figure 5.11: Staff member distribution across the three campuses.

The staff's race and gender composition is illustrated in Table 5.27.

Table 5.27: Staff complement in the Faculty for 2018**Academic staff**

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	33%	68%	18	9%	33%	18%	23
Potchefstroom	100%	67%	16%	11	81%	57%	71%	55
Vaal Triangle	0%	0%	16%	4	9%	10%	11%	9
Total	6%	3%	29%	33	62%	56%	44%	87

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	25%	0%	38%	12	12%	33%	25%	14
Potchefstroom	75%	0%	48%	17	88%	50%	72%	32
Vaal Triangle	0%	0%	14%	4	0%	17%	3%	4
Total	8%	0%	58%	33	34%	36%	64%	50

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

Although alignment of the Faculty's programmes had already started in 2007, they were only partially aligned in terms of NWU's policies at that stage, mainly because there were two independent faculties on the Mafikeng and Potchefstroom campuses, and one School of Law on the Vaal Triangle Campus, each with its own management structures.

NWU's new unitary structure for a single faculty allows for better planning and implementation. This will result in the same standard being achieved with regard to the quality of teaching and learning at the different sites.

For the full alignment of the Faculty's programmes, the same module plans, study guides, textbooks and formative assessments are required on all three campuses.

Formal tests and examination papers are drafted with the input of all lecturers concerned, while lecturers coordinate with each other to cover the same module content in the same week.

TRANSFORMATION OF THE CURRICULUM

The Faculty was involved in the Carpe Diem curriculum transformation project of the CTL. This project facilitates a collaborative curriculum design, development and renewal process to enable student success. The purpose of this project is to provide lecturers with the opportunity to redesign modules with a focus on effective learning design, the scaffolding and alignment of learning outcomes to content, activities, assessment and feedback, along with the embedding of innovative teaching practices and digital technologies with a blended learning approach. It furthermore aims to assist the Faculty to infuse aspects of transformative constitutionalism, diversity, inclusion, decolonisation, Africanisation, social justice awareness and involvement across the entire curriculum.

In 2018, the curriculum transformation project started with first- and second-year modules. It will be rolled out over a three-year cycle.

The Faculty has implemented various initiatives among its students to improve substantive integration, social justice and

transformative constitutionalism. Highlights include the following:

- **Ubuntu Ambassador Seminar:** An across-campus public speaking contest was held to enhance students' public speaking skills and bring human rights and Ubuntu to the attention of students. Preliminary rounds were held at the different campuses and the final round on the Potchefstroom Campus. Five students from each campus participated in the final round.
- **Across-campus student seminars for first-year students:** Approximately 100 first-year students from the three campuses were brought together on two occasions to interact and reflect on the themes of expropriation of land without compensation, and gender-based violence, respectively.
- **First-year excursion 2018:** A hundred first-year students participated in this excursion, held at Maraneman on the Vaal from 14 to 16 October 2018.

STUDENT SUCCESS

A total of 552 students graduated from the Faculty in 2018 (see Table 5.28). Of this number, 496 were undergraduate (89.86%) and 56 were postgraduate (10.14%) students. This total was made up of 348 female (63.04%) and 204 male (36.96%) students. The race composition of the Faculty's graduates was 48.91% African, 2.72% Coloured, 0.72% Indian/Asian and 47.65% White.

The Faculty maintained an average success rate of 74.5% across all sites of delivery in all its programmes. Students on the Vaal Triangle Campus achieved a success rate of 66.4%, those on Mafikeng Campus achieved a success rate of 74.1% and those on Potchefstroom Campus achieved a success rate of 76.1%. Students who studied towards a BA (Law) degree achieved an overall success rate of 73.7% across all three campuses, while BCom (Law) students achieved a success rate of 83.6% and LLB students a success rate of 77.2%.

The Faculty's graduation rate is illustrated in Table 5.29, while its undergraduate success rate is illustrated in Table 5.30.

Table 5.28: Graduates of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	172	172	152	20	172
	Coloured	11	11	10	1	11
	Indian/Asian	2	2	1	1	2
	White	163	163	144	19	163
Subtotal		348	348	307	41	348
Male	African	98	98	88	10	98
	Coloured	4	4	4	0	4
	Indian/Asian	2	2	2		2
	White	100	100	95	5	100
Subtotal		204	204	189	15	204
Total		552	552	496	56	552

Table 5.29: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	18%	18%	17%	22%	18%
	Coloured	18%	18%	19%	17%	18%
	Indian/Asian	12%	12%	7%	50%	12%
	White	26%	26%	26%	34%	26%
Subtotal		21%	21%	20%	27%	21%
Male	African	12%	12%	12%	12%	12%
	Coloured	9%	9%	10%	0%	9%
	Indian/Asian	11%	11%	11%	0%	11%
	White	21%	21%	21%	19%	21%
Subtotal		15%	15%	15%	13%	15%
Total		18%	18%	18%	21%	18%

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty has the following academic offerings:

- BA (Law) with various specialisation fields such as Industrial Psychology, Philosophy, Political Studies, English and Psychology, followed by an LLB
- BCom (Law), followed by an LLB
- LLB

A criminal law writing school workshop for second-year law students takes place every semester and is done in collaboration with the Criminal Law: General Principles and Criminal Law: Specific Crimes modules. The aim of this initiative is to develop and nurture the writing and research skills of law students.

Table 5.30: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Total
Female	African	75.52%	75.52%
	Coloured	70.71%	70.71%
	Indian/Asian	65.82%	65.82%
	White	85.97%	85.97%
Subtotal		79.01%	79.01%
Male	African	70.14%	70.14%
	Coloured	68.48%	68.48%
	Indian/Asian	76.61%	76.61%
	White	78.56%	78.56%
Subtotal		73.28%	73.28%
Total		76.45%	76.45%

INTERNATIONALISATION

The Faculty has signed Memoranda of Understanding with various international institutions. It hosts international students on an annual and semester basis and gives NWU's law students the opportunity to complete the last six months of their LLB studies at one of these international institutions. The faculty is in the process of negotiating various agreements with African Universities.



Rachelle-Mari Voges, a final-year LLB student, studied at the University of Leiden in 2018.



Megan van der Mescht and Heidi Wagner, final-year LLB students, at the University of Amsterdam's Roeterseiland Campus.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

Two lecturers, Michelle Schoeman and Adv René Koraan, registered projects in the SoTL programme. These projects illustrate the Faculty's emphasis on problem-based learning and the application of legal rules to real-life scenarios.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

The Law Clinic presented the legal practice modules to final-year law students. It implemented a new component to service learning during 2018. Students had to complete 12 hours' compulsory community service in one of the activities identified by the Law Clinic. A total of 3440 hours of community service were conducted by the final year LLB students. During 2018 a total of 4323 clients were assisted by either offering legal services, referring the client or advising the client.

Students at the Mafikeng Law Clinic are exposed to a variety of practical activities, which include consultation, interviewing, taking statements, drafting legal documents and solving problems .



The crime scene SoTL project.

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

The Faculty of Natural and Agricultural Sciences was established in July 2017, with Prof Eno Ebenso as Executive Dean. Deputy deans were appointed in 2018 and the Faculty Integrated Teaching and Learning Plan was formulated. This Plan aims to understand how the Faculty will engage with the South African higher education environment, changing global environment, as well as its strategic objectives. It is based on NWU's strategy for 2015 to 2025, which aims to transform and position NWU as a superior academic institution with a commitment to social justice.

The Faculty presents programmes in both the contact and distance modes of tuition. It comprised 6 124 students (6 088 contact and 36 distance students) in 2018, who were tutored on the Mafikeng, Potchefstroom and Vaal Triangle campuses by 389 academic staff members.

The Faculty's academic programmes are presented through the following six schools:

- The School of Agricultural Sciences, which presents Agricultural Economics and Extension, Animal Health, Animal Science and Crop Science on the Mafikeng Campus
- The School of Biological Sciences, which presents Botany, Microbiology and Zoology on the Mafikeng and Potchefstroom campuses
- The School of Computer Science and Information Systems, which presents Computer Science and Information Systems on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- The School of Geo- and Spatial Sciences, which presents Geography and Environmental Science, Geology and Urban and Regional Planning on the Mafikeng, Potchefstroom and Vaal Triangle campuses
- The School of Mathematical and Statistical Sciences, which presents Mathematics and

Applied Mathematics, and Statistics on the Mafikeng, Potchefstroom and Vaal Triangle campuses

- The School of Physical and Chemical Sciences, which presents Biochemistry, Chemistry and Physics on the Mafikeng and Potchefstroom campuses

It also operates six centres, which are significantly funded from external sources, in which teaching and learning takes place.

These are the Centre for Business Mathematics and Informatics (Potchefstroom and Vaal Triangle); the Centre for Applied Radiation Science and Technology and the Centre for Indigenous Knowledge Systems (Mafikeng); the Centre for Environmental Management, the Centre for Human Metabolomics and the Centre for Water Sciences and Management (Potchefstroom).



EXECUTIVE DEAN:

Prof Eno Ebenso



DEPUTY DEAN: TEACHING AND LEARNING

Prof Helen
Drummond

ENROLMENT TARGETS

In 2018, the Faculty found it challenging to reach its enrolment goals due to the stringent admission requirements. Despite this limitation, it achieved 88% of its target for 2018, which was the first year in which students were admitted to this new faculty. The planned first-time enrolments for 2018 were 583 for Mafikeng, 556 for Potchefstroom and 168 for the Vaal Triangle Campus. These enrolment statistics were used as a baseline in 2019.

However, in 2019, with more efficient government funding through the National Student Financial Aid Scheme (NSFAS), the Faculty exceeded its targets, particularly on the Mafikeng Campus, where the target of 613 new admissions was exceeded by 178 (129%). Similarly, Potchefstroom Campus achieved 112% of its target. Only the Vaal Triangle Campus lagged behind with 88% of its target admissions.

If this trend continues, the Faculty will be able to be more discerning about the students who are accepted. This should have a positive influence on its dropout, throughput and graduation figures. The total number of students who can be admitted is limited by factors such as the capacity of the laboratories, which are already over-extended, particularly on the Mafikeng Campus.

Figure 5.12: Distribution of student cohort across the three campuses

STUDENT PROFILE

The Faculty had a total of 6 124 students, made up of 6 088 contact students and 36 distance students. Its student body comprised 4 672 undergraduate (76.29%), 1 439 postgraduate (23.50%) and 13 occasional (0.21%) students (see Table 5.31). This total was made up of 2 628 female (42.91%) and 3 496 male (57.09%) students. The Faculty's race profile comprised 62.39% African, 1.81% Coloured, 1.11% Indian/Asian and 34.47% White students (the race of 0.22% of the students was unknown).

The final figures for the distribution of its student cohort across the three campuses in 2018 was as follows:

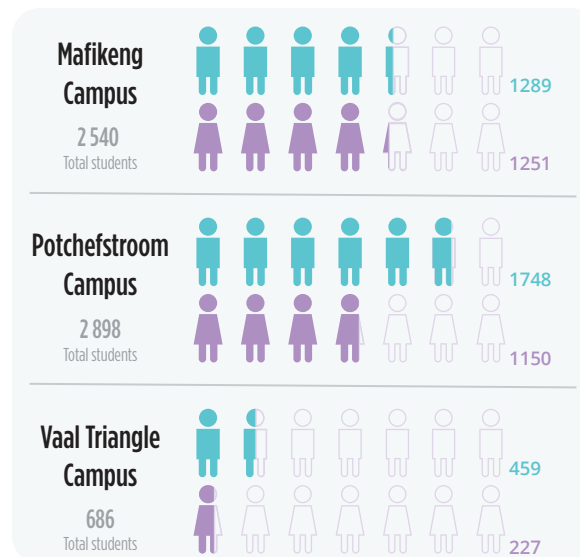


Table 5.31: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Occa-sional students	Total
Female	Unknown	4		4	2	2	0	4
	African	1 770	2	1 772	1 382	388	2	1 772
	Coloured	43	1	44	37	7		44
	Indian/Asian	23		23	13	10		23
	White	778	7	785	504	275	6	785
Subtotal		2 618	10	2 628	1 938	682	8	2 628
Male	Unknown	9		9	7	2	0	9
	African	2 037	12	2 049	1 620	427	2	2 049
	Coloured	66	1	67	58	9		67
	Indian/Asian	41	4	45	39	5	1	45
	White	1 317	9	1 326	1 010	314	2	1 326
Subtotal		3 470	26	3 496	2 734	757	5	3 496
Total		6 088	36	6 124	4 672	1 439	13	6 124

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 733 (389 academic and 344 support staff). The staff's race and gender composition is illustrated in Table 5.32. These staff members were distributed across the three campuses as follows (Figure 5.13):

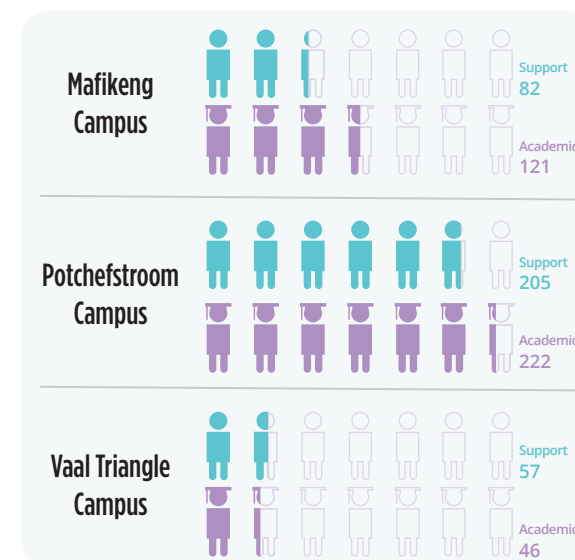


Figure 5.13: Staff member distribution across the three campuses.

The Faculty had 23 foreign academic staff members, of which 19 were African, two were White and two were Indian. The Executive Dean was the only foreign member of the senior management team. Other foreign staff members included two full professors, six associate professors, 12 senior lecturers, and two lecturers. Three of these were on the Potchefstroom Campus, 19 were on the Mafikeng Campus and one was on the Vaal Triangle Campus.

Table 5.32: Staff complement in the Faculty for 2018

Academic Staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	43%	80%	108	5%	35%	22%	121
Potchefstroom	67%	57%	10%	23	82%	55%	60%	222
Vaal Triangle	33%	0%	10%	16	12%	9%	17%	46
Total	2%	2%	34%	147	62%	67%	33%	389

Support Staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	8%	0%	46%	80	1%	26%	21%	82
Potchefstroom	83%	0%	29%	61	91%	53%	67%	205
Vaal Triangle	8%	100%	25%	45	8%	21%	12%	57
Total	3%	0%	50%	186	46%	52%	48%	344

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

The new Faculty of Natural and Agricultural Sciences began to offer newly aligned programmes in 2018 when the first year of the new undergraduate and honours degree programmes were phased in. The second- and third-year programmes will be introduced in phases in 2019 and 2020 respectively. The new programmes are aligned across the campuses, but still cater to each campus's unique needs. The alignment and equity of staff, facilities and equipment across campuses is in progress.

The Faculty's first distance education programme – BSc Information Technology – was introduced in 2018 and more distance programmes are being developed. New BSc Agriculture degrees will be launched on the Potchefstroom Campus in 2019.

TRANSFORMATION OF THE CURRICULUM

The Faculty is committed to NWU's strategic goals and engages in curriculum transformation by helping its graduates to meet the challenges of modern society. High-quality teaching and learning remain a priority in all curriculum alignment, renewal and transformation discussions.

It has developed the following strategic goals for teaching and learning innovation in 2018:

- To continuously renew the curriculum to achieve relevance, impact, transformation, internationalisation, market responsiveness, Africanisation and decolonisation;
- To use technology to optimise the student learning experience, including blended learning and the flipped classroom, as appropriate;
- To encourage active learning, student engagement and self-directed learning;
- To encourage the SoTL and establish communities of practice.

Each of these strategic goals was linked to initiatives, programmes and projects, as well as targets and objectives for 2018/19.

The Faculty worked closely with the CTL in 2018. Workshops were presented by Dr Annelize Cronje, the senior academic developer for the Faculty, before her untimely passing, on transformation of the curriculum, Africanisation and decolonisation, with suggestions for implementing inclusive learning environments. These themes were further explored at the Faculty Induction Day for new lecturers, which was held on the Mafikeng Campus in June 2018. In addition, a Teaching and Learning Symposium was held in Potchefstroom in September 2018. This featured presentations from staff within the Faculty on inverted classrooms, decolonisation in practice, decolonising pedagogies to use in the sciences, and a virtual presentation on the facilitation of ODL in the sciences with Prof Kaye Shelton of Lamar University, Texas, USA.

STUDENT SUCCESS

A total of 1 431 students graduated from the Faculty in 2018 (see Table 5.33). Of this number, 854 were undergraduate (59.68%) and 577 were postgraduate (40.32%) students. This total was made up of 700 female (48.92%) and 731 male (51.08%) students. The race composition of the Faculty's graduates was 52.27% African, 1.40% Coloured, 0.91% Indian/Asian and 45.14% White students (the race of 0.28% of the graduates was unknown).

The Faculty's graduation rate is illustrated in Table 5.34, while its undergraduate success rate is illustrated in Table 5.35.

Table 5.33: Graduates of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	Unknown	1	1	1	0	1
	African	402	402	277	125	402
	Coloured	8	8	6	2	8
	Indian/Asian	9	9	5	4	9
	White	280	280	137	143	280
Subtotal		700	700	426	274	700
Male	Unknown	3	3	2	1	3
	African	346	346	212	134	346
	Coloured	12	12	9	3	12
	Indian/Asian	4	4	3	1	4
	White	366	366	202	164	366
Subtotal		731	731	428	303	731
Total		1 431	1 431	854	577	1 431

Table 5.34: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Total	Under-graduate	Post-graduate	Total
Female	African	23%	23%	20%	32%	23%
	Coloured	19%	18%	16%	29%	18%
	Indian/Asian	39%	39%	38%	40%	39%
	White	36%	36%	27%	52%	36%
Subtotal		27%	27%	22%	40%	27%
Male	African	17%	17%	13%	31%	17%
	Coloured	18%	18%	16%	33%	18%
	Indian/Asian	10%	9%	8%	20%	9%
	White	28%	28%	20%	52%	28%
Subtotal		21%	21%	16%	40%	21%
Total		24%	23%	18%	40%	23%

Table 5.35: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total
Female	African	81.57%	0.00%	81.54%
	Coloured	76.36%	100.00%	76.63%
	Indian/Asian	88.97%	0.00%	88.97%
	White	90.47%	36.84%	90.33%
Subtotal		84.24%	44.83%	84.19%
Male	African	73.10%	50.00%	73.04%
	Coloured	77.75%	100.00%	77.87%
	Indian/Asian	80.24%	31.58%	77.66%
	White	82.22%	66.67%	82.19%
Subtotal		77.07%	52.81%	77.00%
Total		80.29%	50.85%	80.22%

INTERNATIONALISATION

The Faculty has a vibrant international student community. Most of the international students on Mafikeng Campus during the period under review were postgraduate students, while there were more international undergraduate students on the Potchefstroom Campus.

The vast majority of international students are from the African continent. In addition, the Faculty has collaboration agreements with universities in many other countries, including Japan, South Korea, the United Kingdom and the USA..

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

The Faculty boasted with several exceptional achievements of its staff and students during the period under review.

In 2018, five of the Faculty's academics received an Institutional Teaching Excellence Award: Dr Erick Sebetha and Dr Andrew Swarts received an Emerging Teaching Excellence Award; Prof Driekie Fourie and Dr Colin Read received a Teaching Excellence Award; and Prof Roelien Goede received a Distinguished Teaching Excellence Award.

Three master's students in Applied Radiation Science, Veronica Gouws, Koketso Kgorinyane and Naomi Mokhine, won a trip to Russia in a video competition launched by Rosatom. The competition was organised in collaboration with African Young Generation in Nuclear, the South African Institute of Electrical Engineers and the South African Network for Nuclear Education Science and Technology.

Twelve BSc IT students on the Vaal Triangle Campus co-developed a mobile application as part of their third-year project. The

Emfuleni Rate Payers Association will be using it to report municipal issues such as water leaks and potholes by photographing problems, tracking the problem's location and reporting it directly to the municipality. This is the first time that the School of Computer Science and Information Systems on the Vaal Triangle Campus has integrated a real-life scenario into the curriculum. The application was showcased at the GeeExpo on the Vaal Triangle Campus in October 2018. This expo invites learners from Grade 8 to participate in exciting science and technology activities.



Rosatom prize winners Naomi Mokhine, Prof Manny Mathuthu, Veronica Gouws and Koketso Kgorinyane.



The students at the GeeExpo.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

The Faculty is involved in several community engagement projects, and several modules have a work-integrated learning component.

Indigenous Knowledge Systems (IKS) enhances teaching and learning with diverse approaches. It emphasises community engagement and its integration into teaching and learning activities. IKS revives and documents indigenous practices that can inform new developments, and helps to redress the marginalisation of indigenous people and their ideas from the knowledge economy.

Students of the Centre for Business Mathematics and Informatics® is a leading tertiary risk training and research group for the financial services industry. On-site supervised projects were conducted for various clients.



Goats and cattle on Molelwane Farm.

The programme delivers about 35 master's degree students to industry each year.

Students of the Centre for Applied Radiation Science and Technology are placed in any of the country's nuclear industries during their research projects. They also visit any nuclear facility for one week, such as iThemba Laboratory for Accelerator-based Sciences and the National Metrology Institute of South Africa. An industry co-supervisor is appointed for each student.

The Subject Group Animal Health has signed agreements with different farms and service providers. The programme and its content are discussed with the service providers, farmers or trainers. The farmers or trainers participate in teaching and examination composition.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The Faculty's flagship programmes include the following:

- Biochemistry programmes
- Honours degree in Environmental Sciences
- BSc in Information Technology
- Business Mathematics and Informatics programmes
- Physics programme and the Centre for Space Research
- Crop Science programme
- Animal Health programme
- Urban and Regional Planning programme
- Indigenous Knowledge Systems

FACULTY OF THEOLOGY

The Faculty of Theology aims to align the study of theology with the socio-democratic process and promote the advancement and dissemination of knowledge and understanding between people and disciplines. The study of texts in academic or spiritual isolation is no longer appropriate in theology as a discipline. The transformative theological discourse can extend the discipline's scope to include philosophy, sociology, history and economics.

It is clear that the unfolding conversation on teaching and learning, not only at NWU, but throughout South Africa and worldwide, has prompted theology scholars to revisit traditional approaches and practices. Consequently, the Faculty will refrain from a "business as usual" disposition and take its rightful place as an agent for the transformation of the university curriculum in all its complexity.

As part of its Faculty Integrated Teaching and Learning Plan, the Faculty of Theology is in the process of introducing a number of certificates, postgraduate diplomas and short courses to complement its existing academic offering.

The development of these qualifications will serve many strategic objectives, such as social justice and inclusivity, by creating either a structured formal or a non-formal qualification pathway for spiritual leaders within the theological society to re-enter the academic world and further enhance their knowledge and skills. The successful completion of such qualifications and short courses affords Theology scholars the opportunity to embark on further academic qualifications and consequently strengthen lifelong learning. The Faculty aims to address the sharply divided theological society in South Africa by providing wider access in support of the NWU's Teaching and Learning Strategy.

The Faculty presents programmes in both the contact and distance modes of tuition. It comprised 873 students (505 contact and 368 distance students) in 2018, who were tutored on the Mafikeng, Potchefstroom and Vaal Triangle campuses by 121 academic staff members (of which 38 were in a permanent capacity). The Faculty presents its undergraduate programmes in two schools: the School for Christian Ministry and Leadership (which offers Dogmatics, Missiology, Practical Theology, Old Testament and



ACTING EXECUTIVE DEAN:

Dr Hennie Goede

New Testament as subject fields) and the School for Ancient Languages and Text Studies (which offers Ancient Languages, among others). It has two research units: the Unit for Reformational Theology and the Development of the South African Society, and Ancient Texts: Text, Context and Reception.

ENROLMENT PLAN

The Faculty's growth is in line with the FITLP. A historical needs-based approach was used to determine the enrolment targets for the respective campuses for the next six years. According to its enrolment plan, the Faculty aims to achieve the following increases in the first-time enrolments in its programme offering (including short courses) until 2023:

- Mafikeng Campus: 315% increase (from 13 to 54 students)
- Potchefstroom Campus: 97% increase (from 141 to 279 students)
- Vaal Triangle Campus: 21% increase (from 37 to 45 students)
- Open distance learning: 97% increase (from 125 to 247 students)

Table 5.36: Students enrolled in the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Occa-sional Students	Total
Female	Unknown	0	0	0	0	0	0	0
	African	79	53	132	106	18	8	132
	Coloured	7	11	18	14	4	0	18
	Indian/Asian	3	1	4		4		4
	White	79	36	115	73	38	4	115
Subtotal		168	101	269	193	64	12	269
Male	Unknown	8	1	9		9		9
	African	142	138	280	137	130	13	280
	Coloured	11	37	48	30	15	3	48
	Indian/Asian	27	8	35	2	31	2	35
	White	149	83	232	84	139	9	232
Subtotal		337	267	604	253	324	27	604
Total		505	368	873	446	388	39	873

STUDENT PROFILE

The Faculty had a total of 873 students, made up of 505 contact students and 368 distance students. Its student body comprised 446 undergraduate (51.09%), 388 postgraduate (44.44%) and 39 occasional (4.47%) students (see Table 5.36). This total was made up of 269 female (30.81%) and 604 male (69.19%) students. The Faculty's race profile comprised 47.19% African, 7.56% Coloured, 4.47% Indian/Asian and 39.75% White students (the race of 1.03% of the students was unknown).

The distribution of its student cohort across the three campuses is as follows:

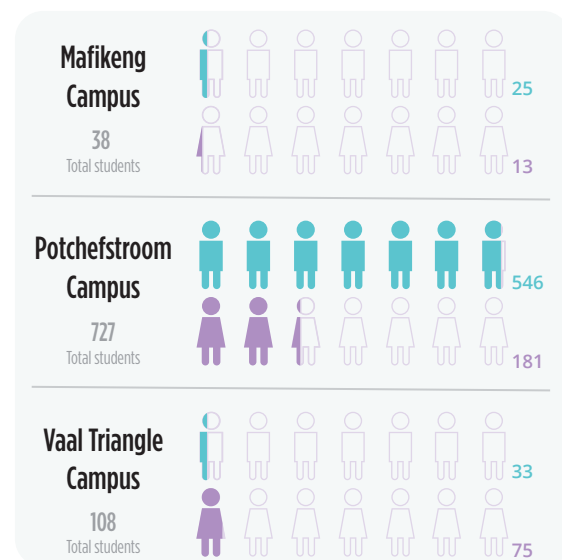


Table 5.37: Staff complement in the Faculty for 2018

Academic staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng	0%	0%	0%	0	4%	3%	6%	4
Potchefstroom	100%	0%	94%	19	94%	94%	94%	114
Vaal Triangle	0%	0%	6%	1	2%	3%	0%	3
Total	2%	0%	15%	20	83%	86%	14%	121

Support staff

Campus	Coloured	Indian	African	Black subtotal	White	Male	Female	Total
Mafikeng								
Potchefstroom	9%	9%	9%	3	73%	18%	82%	11
Vaal Triangle								
Total	9%	9%	9%	3	73%	18%	82%	11

Figure 5.14: Distribution of student cohort across the three campuses

STAFF DEMOGRAPHICS

In 2018, the Faculty had a total staff complement of 132 (121 academic and 11 support staff). The staff's race and gender composition is illustrated in Table 5.37. These staff members were distributed across the three campuses as follows:

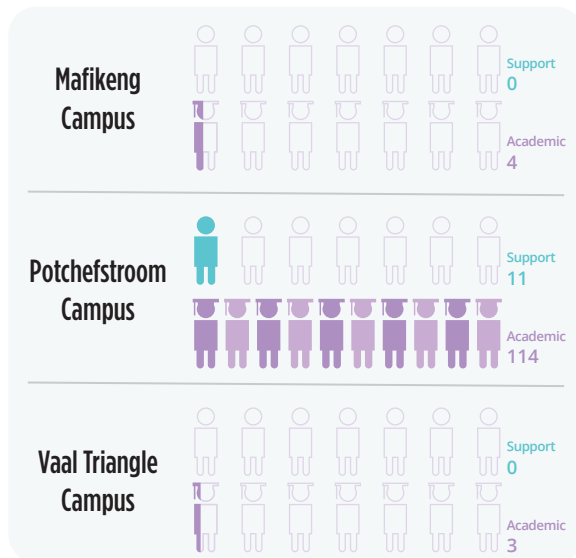


Figure 5.15: Staff member distribution across the three campuses.

ALIGNMENT AND DEVELOPMENT OF ACADEMIC OFFERINGS

In terms of equity in academic offerings, the Faculty is in the process of rolling out multi-functional, technology-enhanced formal and informal learning spaces to enhance blended learning programme designs. The majority of its qualifications is presented on all three campuses.

TRANSFORMATION OF THE CURRICULUM

Theological education at universities builds on centuries of intellectual and experiential knowledge in a complex and interconnected world. The Faculty is embedded as a role player in NWU's academic offering on a decolonised continent. For this reason, the envisaged interdenominational faculty is expanding its academic offering with a range of higher certificate and diploma qualifications.

According to the HEQSF, theological qualifications could include modules from cognate qualifications and qualifications in the humanities, health sciences, education, law and agriculture. This line of thinking informed a dynamic, appropriate, reliable and fit-for-purpose blended teaching and learning approach. The Faculty is in the process of introducing a number of certificates, including the multi-disciplinary Higher Certificate in Pastoral and Palliative Care.

In support of NWU's decolonisation discourse, Faculty members engaged in a colloquium on the matter. Prof Robert Balfour, Deputy Vice-Chancellor: Teaching

and Learning, Prof Sabelo Ndlovu-Gatsheni of the Department of Development Studies at Unisa and Dr Piet Croucamp of the Department of Management Sciences on the Mafikeng Campus were the guest speakers. The focus within the Faculty is on the co-creation of knowledge, as opposed to replacing one body of knowledge with another. The Faculty's target is that at least one study unit per module should show clear decolonised outcomes.

The Faculty has adopted a language plan aimed at a deepening engagement with multilingualism within the Faculty. Two modules were identified, one in each school, where Tswana lecturers will commence with teaching Setswana classes on the Mafikeng Campus in the Semitic Languages module SEMT 272. They will also present one Old Testament module still to be decided upon.

The gradual introduction of Setswana will be effected in phases, with roll-out commencing in 2020. The Faculty is furthermore investigating the possibility of developing a programme delivered by way of sign language, since the deaf are the most

unreached population group in the world. The Faculty envisages an interfaculty project in this regard.

Furthermore, the FITLP provides for the multimodal delivery of programmes in pursuit of the ideals of open distance learning, online teaching and learning platforms, and campus-based contact learning, therefore affording integrated blended and online learning opportunities, as and when suitable and possible, which provide a means to enhance student access and student preparedness for further research or the workplace in a digital era.

STUDENT SUCCESS

A total of 146 students graduated from the Faculty in 2018 (see Table 5.38). Of this number, 61 were undergraduate (41.78%) and 85 were postgraduate (58.22%) students. This total was made up of 39 female (26.71%) and 107 male (73.29%) students. The race composition of the Faculty's graduates was 39.04% African, 5.48% Coloured, 2.05%

Indian/Asian and 52.74% White students (the race of 0.69% of the graduates was unknown).

The Faculty's graduation rate is illustrated in Table 5.39, while its undergraduate success rate is illustrated in Table 5.40.

Table 5.38: Graduates of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	Unknown	0	0	0	0	0	0
	African	12	4	16	14	2	16
	Coloured	2	1	3	2	1	3
	Indian/Asian	0	0	0		0	0
	White	14	6	20	11	9	20
Subtotal		28	11	39	27	12	39
Male	Unknown	0	1	1		1	1
	African	26	15	41	10	31	41
	Coloured	1	4	5	1	4	5
	Indian/Asian	2	1	3	1	2	3
	White	35	22	57	22	35	57
Subtotal		64	43	107	34	73	107
Total		92	54	146	61	85	146

Table 5.39: Graduation rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total	Under-graduate	Post-graduate	Total
Female	African	15%	9%	13%	13%	11%	13%
	Coloured	29%	9%	17%	14%	25%	17%
	Indian/Asian	0%	0%	0%		0%	0%
	White	18%	19%	18%	15%	24%	18%
Subtotal		17%	12%	15%	14%	19%	15%
Male	African	18%	12%	15%	7%	24%	15%
	Coloured	9%	12%	11%	3%	27%	11%
	Indian/Asian	8%	14%	9%	50%	6%	9%
	White	24%	28%	26%	26%	25%	26%
Subtotal		19%	17%	19%	13%	23%	19%
Total		19%	16%	18%	14%	22%	18%

Table 5.40: Undergraduate success rate of the Faculty for 2018

Gender	Race	Contact	Distance	Total
Female	African	77.46%	63.21%	71.11%
	Coloured	74.65%	69.03%	70.19%
	Indian/Asian	100.00%	0.00%	100.00%
	White	89.06%	88.57%	88.97%
Subtotal		83.36%	69.30%	78.15%
Male	African	68.72%	67.36%	67.79%
	Coloured	63.94%	61.64%	62.07%
	Indian/Asian	100.00%	22.22%	67.87%
	White	88.46%	85.20%	87.23%
Subtotal		78.95%	70.06%	73.69%
Total		81.14%	69.84%	75.43%

INTERNATIONALISATION

The Faculty's ODL programmes attract students from Botswana, Burundi, Ireland, Italy, Kenya, Korea, Mozambique, Namibia, Portugal, South Africa, Swaziland, the UK, the USA, Zambia and Zimbabwe.

During 2018, the Faculty engaged in local and international conversations about the future, considering trans-, interdisciplinary and international collaboration. It aspired to maintain a balance between retaining its underlying South African foundation, and continuing

to strive for international recognition and make a notable impact. This would not only contribute to the employability of graduates, but would also cater for students who are already in ministerial employment.

The Faculty is in the process of expanding Memoranda of Understanding with top universities internationally and elaborating on the concreteness of existing agreements.

EXCEPTIONAL STAFF AND STUDENT PERFORMANCE

In 2018, the Faculty implemented a new programme to teach first- to third-year students who are studying to become ministers to speak Setswana. This new language will empower them to convey kindness, love and compassion to more people.

Prof Nico Vorster was the co-author of *Togetherness in South Africa*, which discusses religious perspectives on racism, xenophobia and economic inequality. This book is one of the Faculty's endeavours to promote social cohesion and reconciliation in South Africa.

The Faculty held its annual dedication service in Mahikeng early in 2018. Prof Daryl Balia led the occasion, at which he presented students with bibles that had been donated by Mr C Johnson of CUM Books. In his message, he said that the Faculty is striving to increase the number of registered students.

On 12 September 2018, Pastoral Counselling students visited Potchefstroom Correctional Services. The focus was on female inmates. The themes that were examined were motivation, encouragement and building resilience. The excursion made a deep impression on the students,

who showed great interest in completing some of their practical work among the inmates.

Prof Rikus Fick has been leading final-year Theology students on an annual church history tour since 2007. They visit churches and historic sites in Reddersburg, Venterstad, Steynsburg and Burgersdorp, where the first congregations in the Free State and the former Cape Colony were established. The highlight of the tour is usually a visit to the old Theological School of the Reformed Churches in South Africa in Burgersdorp, where NWU's Potchefstroom Campus originated in 1869.

COMMUNITY ENGAGEMENT AND WORK-INTEGRATED LEARNING INITIATIVES

Each year, fourth-year Theology students attend an "urban classroom" for a week to learn about the needs of the wider Potchefstroom community. They focus on broken and impoverished people. As aspiring Christian pastors, they are being prepared to lead their future congregations towards reintroducing these people into the community, following in the footsteps of Jesus Christ.

Fathers are increasingly becoming absent in children's lives. The purpose of the Faculty's Fatherhood Training and Equipping Programme is to restore the indispensable role of the father within the family in the manner in which God originally purposed. A linked project, A Life Beyond Iron Bars, assists parolees to rediscover their roles as fathers.

The Faculty hosted two pastor conferences at the Mafikeng Campus and one at the Vaal Triangle Campus. The aim was to build relationships with the local and surrounding pastors and equip them for the ministry by sharing expertise. Several socio-religious issues were discussed. These conferences are part of the Faculty's service to the broader community.

EXCEPTIONAL ACADEMIC OFFERINGS IN THE FACULTY

The School of Ancient Language and Text Studies continues to be the largest of its kind in the northern parts of South Africa. It also offers the largest number of ancient languages on the African continent. In addition to its BA Ancient Languages programme, the School serves a variety of programmes from the faculties of Theology, Humanities and Law. It continued to offer the Botanical Latin short course to second-year Botany students during the period under review. From 2019, this short course will be presented on both the Potchefstroom and Vaal Triangle campuses. The School also entered negotiations with the universities of Pretoria, Johannesburg and the Free State to explore cooperation in teaching higher level courses in rarer languages like Akkadian, Old Babylonian, Egyptian and Arabic.

The School for Christian Ministry and Leadership identified the fact that there is a great need for pastoral care and crisis intervention for victims of crime.

Research showed that church members usually first consult their pastor or church leader after such trauma. In light of this, the School offered a short learning programme on pastoral care and crisis intervention.

Students studying towards the BDiv degree are involved in the following meaningful practical work each year:

- Pastoral programme for relationship problems and addictions
- Cross-cultural practical work in congregations
- Missiological practical work
- Apologetical practical work

FINAL WORD



**DEPUTY VICE-
CHANCELLOR:
TEACHING AND
LEARNING**

Prof Robert Balfour

The NWU is a unique institution, situated in two of South Africa's provinces (one highly urbanised and the other a rural heartland), with distance education offered in some 53 learning centres around South Africa and the Southern African Development Community (SADC) region. This makes it South Africa's second-largest institution with an established reputation for excellence in teaching-learning and research.

Our commitment to multimodal education provides students with an experience of contact, distance and e-learning environments that respond to the social, as well as technological, complexities of modern life. In the context of persistent underperformance in schooling nationally, the importance of inclusion and a commitment to social justice cannot be underscored in teaching-learning terms. Recognising that inequality (of opportunity, and also support towards success) impacts on academic success, and that inclusion is

a means of enabling support to be tailored towards success, it has become necessary to re-think the student experience.

Ultimately, university education must contribute to the development of the person, the community and society. The academic development of students, as well as staff, is part of our lifelong journey as a University in knowledge development.

When one invokes the concept of knowledge, one immediately needs to distinguish this from information, and simultaneously acknowledge the scholarship of knowledge formation and construction. Foucault (1979) and Deleuze (1988) are considered particularly useful in their treatment of knowledge. Between them, they consider the relationship between language, discourse, knowledge and power. In the scholarship of education, one often reads about knowledge as a form of power, but it is perhaps more useful

to distinguish between knowledge (in the service of power, at its disposal, as it were) and information (which is not useful to power until it becomes focused in the form of knowledge).

Knowledge becomes powerful in two ways: first in the way it is constituted as fields (drawing from Foucault, 1979), and secondly in relation to it producing “truth, in so far as it makes us see and speak. It produces truth as a problem” (Deleuze, 1988:83). From this perspective, the University is not merely the site at which knowledge is transferred; it is also problematised. The university is thus a node through which community and university interact in the development of specialist knowledge formations (disciplines, fields leading to programmes and qualifications) and solutions that ultimately empower people and sustain our planet.

The aspiration of the NWU is that its graduates emerge as skilled, nuanced, informed communicators, leaders and contributors to solutions that require complex collaborations (whether in the form of institutions or projects) going forward.

I want, by way of concluding this report, to note that everything we do as NWU in terms of education is never yet “arrived”, or complete. All our energies are devoted to the success of our students and the further enablement of our staff in terms of their development. In this sense, while this report highlights and celebrates success and achievement, it remains always an incomplete account of progress. We look forward, following this first integrated report, to many years of innovation, creativity and development in teaching-learning at the NWU.

References:

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Foucault, M. 1979. *Discipline and punish: the birth of the prison*. New York: Vintage Books, pp.195–228.