2020 PROGRESS REPORT:

TRANSFORMATION AND ALIGNMENT GOALS

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1. INTRODUCTION

Teaching and Learning are the core business of higher education in South Africa. The quality of education, whether in continuing education, post- or undergraduate programmes, depends on three factors: academic knowledge, relevant skills development, and the andragogic knowledge utilised and developed by academics to ensure that teaching and learning are progressive, collaborative, and transformative, lead to critical thinking, and are innovative and stimulating. Student as well as staff development is complementary in terms of the NWU commitment to a quality education experience.

The NWU, South Africa's second largest university, with its long investment in open distance learning, has adopted social justice as the lens through which all education and related provision is considered, synthesised and organised. Social justice explains our commitment to self-direction in student learning, a commitment to preparing students to navigate 21st-century society with the necessary skills, as well as high-quality student support in all modes of provision, also in online learning. Social justice explains our commitment to maximise opportunities for students to use their languages of preference as well as to master English as a common language of communication. Social justice also explains our sense of the curriculum as being inclusive of the community (service as well as workplace experience).

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

2. THE NWU ENROLMENT TARGETS AND PROFILE 2019

In 2019 NWU had just over 64 669 students enrolled on its three campuses, with the overall target for 2020 being 63 065 students. The following information[i] is worth bearing in mind in the reading of the report that follows. Table 1 is relevant to the planned transformation targets per race per campus for the 2020 academic year.

The Table is indicative of the following:

- The NWU is driving transformation of its student body to account for equity targets in regard of race composition. We are not quite there in terms of composition of student bodies on our campuses, but definitely on our way to achieving such transformation.
- For 2020 at MC the target for African, Coloured and Indian/Asian first time entrants into undergraduate (UG) programmes was 2934 – this target has been exceeded, with 3700 African/Coloured/Indian/Asian student enrolments (256 more than the 2019 actuals – distribution between races, especially for Indian/Asian students, not yet at the desired targets);
- For 2020 at PC the target for African, Coloured and Indian/Asian first time entrants into UG programmes was 2955 – this target has also been exceeded, specifically for African students – with 4124 African, Coloured and Indian/Asian student enrolments (59 more than the 2019 actuals).

- For 2020 at VC the target for African, Coloured and Indian/Asian first time entrants into UG programmes was 1667, the only campus where the actual enrolments did not exceed the target (with 1460 actual enrolments).
- The targets for White first time entrants was exceeded only on the VC, with 31 students, with less than expected White student enrolments on both the MC and the PC.

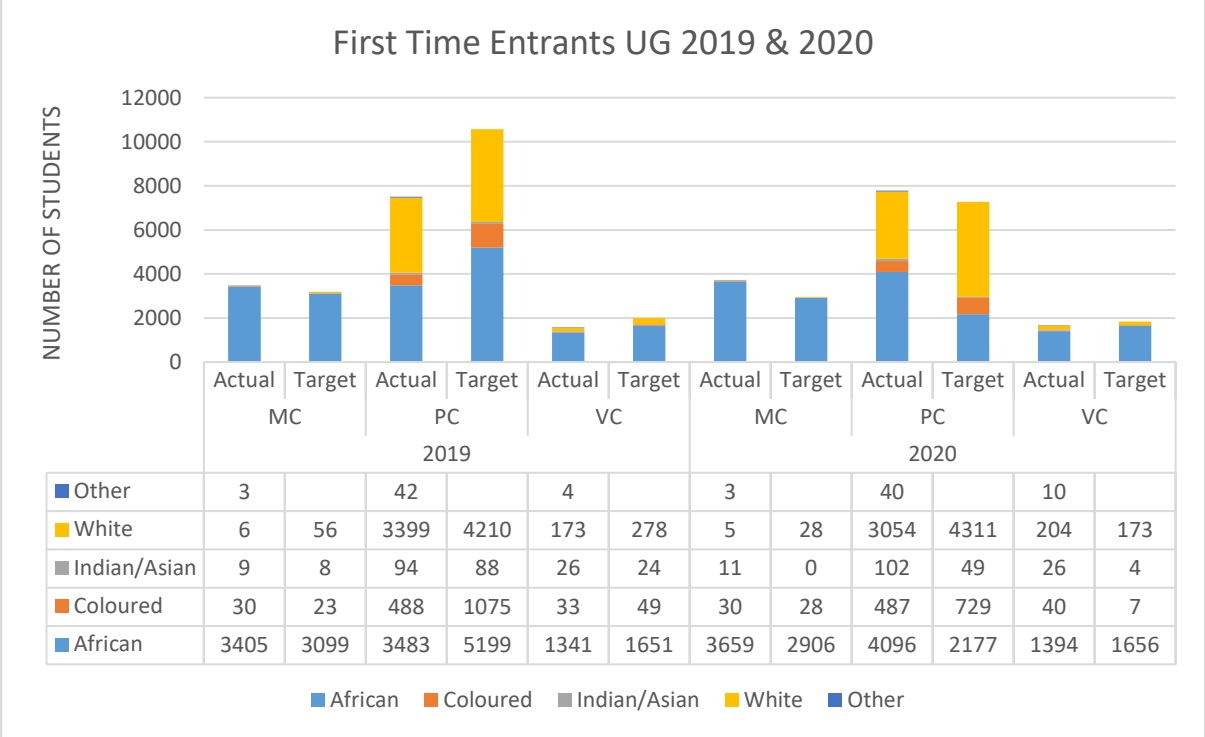


Table 1: FTE Actual and Planned Enrolments as at 31 Dec for 2019 and 21 Aug for 2020 (Contact & Distance)

In terms of race distribution for 2020, African students accounts for 70% of actual First Time Entrants UG enrolments, followed by White students at 25%, Coloured students at 4% and Asian students at 1% (in both contact and distance programmes).

Contact FT Entrants UG per Race 2020			
Year	**Race**	**Actual enrolments**	**Target enrolments**
2020	African	6 937	5 421
	Coloured	409	313
	Indian/Asian	109	23
	White	2 902	3 952
	Other	43	0
Total		**10 400**	**9 709**

Table 2: FTE UG Contact Enrolments as at 21 Aug for 2020

When we glance at our preliminary FTEN numbers per Faculty we note over enrolments in all the Faculties.

This is an acceptable practice as the numbers should account for normal annual drop-out rates.

Overall, what bears noting here is that in alignment with the University Strategy of increased numbers in the SET skills, actual enrolments are steadily coming into place.

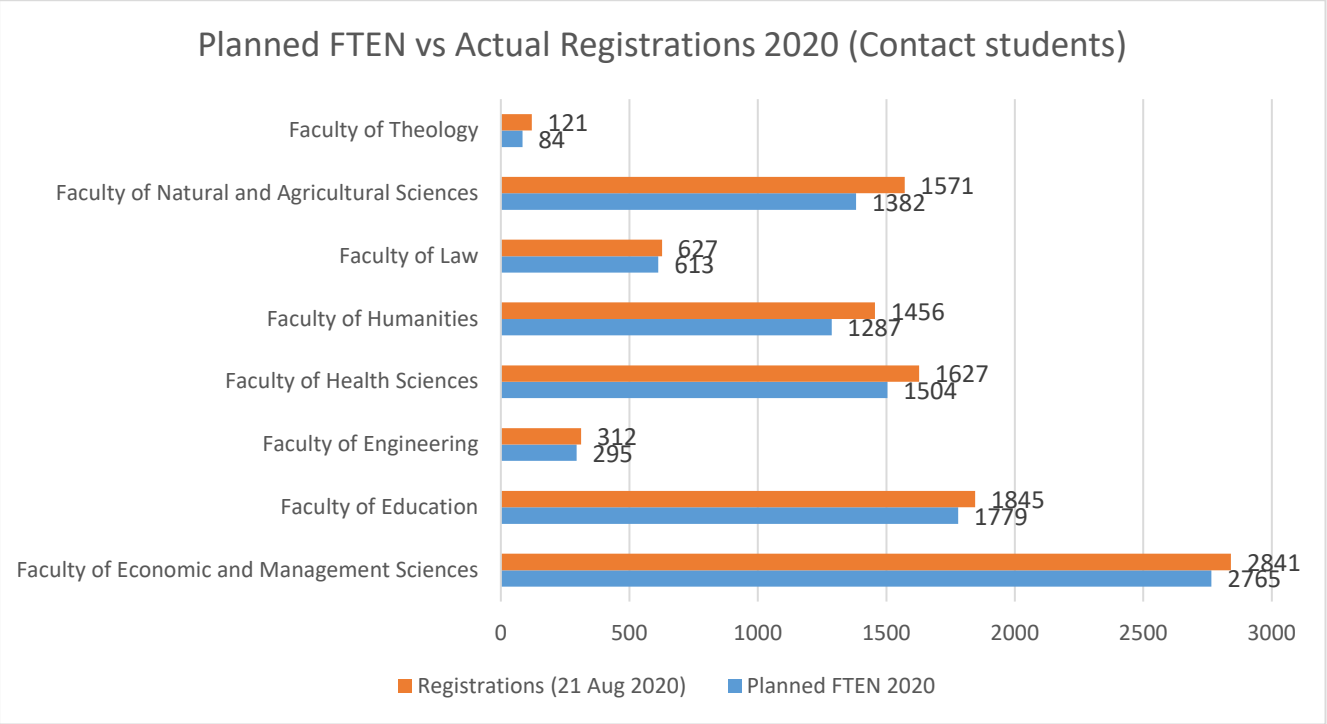


Table 3: Actual vs Target First Time Entering contact students (as at 21 Aug 2020)

3. GENDER AND LANGUAGE AWARENESS WEEKS

3.1 INTRODUCTION

Due to the Covid-19 situation, the NWU hosted a joint Gender and Language Awareness week from 28 September 2020 to 2 October 2020. It was an online event where mainly pre-recorded videos were used as material, followed by live panel discussions where the questions from the audience were attended to.

Details of the event (e.g. the programme) are available on the NWUs events page: http://www.nwu.ac.za/gender-and-language-awareness-weeks

3.2 REGISTRATIONS AND ATTENDANCE

The table below presents the registrations and attendance of people in each of the sessions hosted at the joint GAW and LAW week (28 Sep – 2 Oct 2020):

Date and Time	Session	Registered	Attended
Monday 11am	**Concert**: "Speaking my gender"	52	43
Monday 2pm	Exploring critical terminology: Gender, law and language	40	25
Tuesday 11am	Practical experiences with Gender Based Violence in South Africa: Practitioners	51	38
Tuesday 2pm	Practical experiences with Gender Based Violence in South Africa: Students	45	21

Wednesday 11am	How does intersectionality allow for a nuanced conceptualisation of identity, and of interlocking relations of dominance?	45	31
Wednesday 2pm	Exploring the interconnections between dance, gender, language and self	56	23
Thursday 11am	**Troubling the past:** Pre-colonial Africa and the language issue	67	28
Thursday 2pm	**Troubling the past:** Colonial and apartheid South Africa and the language issue	85	18
Friday 11am	**Re-imagining the future:** Intellectualization of African languages in South Africa: a focus on the media and higher education	77	48
Friday 1pm	**Announcement: Winners of the "Speaking my gender" concert participants**	53	27
Friday 2pm	**Re-imagining the future:** Multilingual pedagogies	74	51

3.3 SUMMARY OF THOUGHTS THAT EMERGED FROM THE SESSIONS

The list of thoughts below presents the thoughts of the co-ordinators when they reflected on the week. We aimed to summarise the main ideas that emerged from the complex conversations that were held during the week.

Main thoughts the emerged from the sessions:

- There is great value in offering JOINT events like we did this time. A focus on Gender and Language raised some intersectional elements which are important.
- "Speaking my gender" Concert: we are reminded of the power of ART to express deep human experiences and emotion. We should do more of this!
- Exploring critical terminology: collaboration between legal practitioners and language practitioners - especially court interpreters - should work closely together to create and foster gender appropriate and critical terminology. We should continue having conversations like these. ""If we can't talk about something we can't think about something." (comment during the session)
- Practical sessions: First impression we had - THANKS for the service of the magistrates, legal practitioners and wellness staff who serve in this difficult domain. The home as the most important space of socialization started to emerge in this session. How do we parent our boy and girl children to carry Ubuntu to all? Are we doing enough in the spaces we find ourselves in? Reflecting on Gender-Based Violence a question emerged from the session "…realising that law has much less to do with "social perception" as it were, is this battle for recognition not more social than legal?"
- Intersectionality: the importance of intersectionality as an approach to analysis emerged strongly in the session. Furthermore, intersectional thinking should guide our conversations about practical issues like residences. We seem to focus on race and we do not even consider the possibilities of gender as an organizing principle to include in conversations about residences at university.

- Dance session - This session focused on exploring the interconnections between dance, gender, language and self. Here we reflected on what dance is for you, how to break the chains of self-doubt and find freedom through dance. The presenter shared her own struggles with identity and gender biases. Why it is important to remember who you are in the space that you find yourself in and how to express it. Some of the comments from the session: “This is so interesting, and the potential for healing through dance is amazing” ; “This whole session was excellent! Simone, you touched all our lives in such a special way - ready to deal with my inhibitions and emotions and express myself through dance. Thank you again”.
- Pre-colonial Africa and language: The presenters problematised the concept of the pre-colonial and this raises the importance of clearly defining what we speak about if we want to interrogate the pre-colonial. Secondly, we struggle to gain an understanding of this important period in our development. Understanding the pre-colonial could provide important keys to decolonize our views of language.
- Colonial and apartheid SA and language: Almost impossible for us to escape / unthink / unlearn the influence of colonial / apartheid thinking. One approach is to overtly and consciously interrogate all our assumptions continuously.
- Intellectualization – The presenters problematized the notion of “intellectualization” and they highlighted the challenges in the process. Two ideas stood out: Professor Lynn Mario Menezes de Souza championed the idea that we should not wait for permission to use and develop our indigenous languages. We know it is the right thing to do and we should work vigorously on it. Professor Langa Khumalo highlighted the importance of universities to train inspirational and well-educated languages teachers who can inspire pupils to use all the languages in their repertoires well.
- ML pedagogies – This was an extremely successful session. Professor Rosemary Wildsmith-Cromarty co-ordinated this session and she linked multilingual pedagogy experts from the NWU and the world to discuss the theoretical elements linked to the idea; and she showcased multilingual pedagogies from the NWU. This was a powerful presentation. To top it off, she also showed a video generated at Mosaic at the University of Birmingham where scholars from South Africa showcased their multilingual and translingual pedagogies. This session concluded the idea of re-imagining the future and the use of African languages in a compelling and inspirational way.

Our overall conclusion about the issue that emerged during the joint GAW and LAW in 2020 are:

a) There is great value in taking an intersectional approach to Race, Gender and Language Awareness events;
b) There remains a need to offer awareness sessions. It is clear from the conversations that a lot more discussion is needed to develop nuanced thinking about these important topics;
c) Audience members expressed a need to move beyond “talk shows”. They were interested in talking about how we can co-ordinate movements to advance nuanced thinking about race, gender and language at broader levels;
d) The organizers, presenters and members of the audience commented on how we can broaden conversations to be more inclusive.

3.4 CONCLUSION

It was a great honour for us to organise the joint GAW and LAW in 2020. It was also challenging due to the Covid-19 situation.

We reflected on the advantages and disadvantages of hosting an online event. We add these thoughts here to assist future organizers of RAW, GAW and LAW events.

The advantages of an **online component** via pre-recorded video material definitely include:

- allowing one to get more presenters from more institutions in SA (including the NWU) and across the world together; many of the contributors to the GAW and LAW commented on this advantage - stating that they are excited to be on the same video with more colleagues than they would ever be in a face-to-face event; this deepens and widens the access (an additional advantage? broadening of access?) that attendees/the audience get to expert views of students and scholars; and
- allowing the organizers to complete large parts of the planning and work BEFORE the event; i.e. there is a decrease in stress to get things done ON THE DAY; pre-recorded videos can be done well before the time of the event and one can edit them in time and make sure that they are ready before the event; and
- generating material that can be used later on in teaching and learning and for research purposes; so the effort and funds used to generate the material has a longer reach after the event and it becomes more cost effective because the material is used after the event - which is not often possible after face-to-face events; and
- allowing an "integrated" NWU experience - meaning staff and students from across the three campuses could attend ONE session; which is not possible in a face-to-face event where there is a potentially different experience on the three campuses.

Disadvantages of an **online event** definitely include:

- a lower level of engagement after sessions; i.e. not everyone asks a question at the Q&A sessions; and conversation seems to be limited; if people can ask questions in face-to-face sessions, they seem to ask more questions?
- a potentially lower attendance level in general - because we think that Professor Balfour is correct - attendance of online events is asynchronous - meaning people know that they can access the material later and they do not attend the sessions when they are launched necessarily; this also inhibits the conversation / engagement after the session;
- limited online access if the platform is not managed well; the Millennium Remo platform was managed well and access was not limited by the platform - but this should be managed from the start.

Overall, we think future events will have to be blended to allow for quick changes in the Covid-19 situation. The idea of 2 sessions a day worked well for the joint GAW and LAW in 2020. People then know there is a session at 11:00 and a session at 14:00 every day. One could maybe think about doing Monday and Tuesday online; and having face-to-face sessions on the Wednesday and then online again on Thursday and Friday. If the face-to-face sessions then have to be stopped when Covid regulations impact face-to-face events - then only 1 day of the programme is jeopardised. As an idea for the next event: Invite a renowned speaker / author / academic like Pumla Gqola to do a reading on her book, “Rape: A South African nightmare”. The event could be held at one campus and live streamed to the other campuses. Each

campus will have their own pre- and post-event on the day. For example, arts performance (dance/song/drama) can be held by students or student organisations which will lead to a cocktail function (minimalist) at the end of the day. Instead of two separate events on the one day you have one event aligned across campuses.

What we also found important - was to include the NWU student view. This was made much easier in the online approach. Students are excellent with taking videos on their phones and they could contribute with ease in this way. The students were much more at ease with the video contributions than the older scholars! We, however, will need to find creative ways in involving students or get students to participate in the events. Something we wondered about was: why are there separate Diversity Weeks hosted by the SRC? In addition to Awareness Weeks hosted by the DVCs office? Could these efforts not be joined to make more impact? The SRC diversity week in August 2020 was attended by 70+ students per session. If we could combine the attendance of NWU students, staff and scholars from across South Africa and the world, the attendance rates would be higher? Potentially conversations could be even more engaging? Our increased feeling during the arrangement of the sessions was that Covid-19 is forcing us all to rethink a plethora of smaller events and to rather aim to work towards fewer but highly impactful events.

Something that we have to also keep in mind is the upset of the university calendar because of Covid-19. This week, specifically, would have been ideal if the pandemic did not happen, however the calendar have been changing a lot and unfortunately this week (28 September-2 October) the academic calendar leaves little space for students and staff to attend the live sessions. Not only that, there are other webinars happening not only on the same day but also the same time as the GAW and LAW sessions. Of course there could be various reasons for this but something to keep in mind, also reflecting on the previous paragraph where we encourage thinking about fewer more impactful events in future.

The marketing of these events (whether it is online / face-to-face / blended) remains an important issue. Attendance is linked to marketing and we need to think harder in getting this right in future events. Although we had several meetings with various marketing departments (visuals, social media, media and internal marketing) serious thought will have to be given to the marketing process that will have to be followed and the time-frame in which to do it. Because we are dealing with different departments (in marketing) the organiser(s) will have to be diligent in communication and the scheduling of meetings to focus on the alignment of ideas for effective marketing should not be underestimated.

Lastly, one needs to consider more carefully the value of these types of events as part of the cross-curriculum efforts of the NWU. Our experiences in the NWU SRC diversity week events in August 2020 and the joint GAW and LAW made us aware how big the need is for students to have opportunities to talk about these events in informal contexts. We also hoped that these informal conversations could link more closely to the formal curriculum, to ensure integration of knowledge across the informal and formal curriculum.

We wish the future organisers of the RAW, GAW and LAW well! It is hard work to arrange these type of events; but it is also rewarding.

Co-ordinators: Advocate Rene Koraan, Professor Susan Coetzee-Van Rooy, Professor Rosemary Wildsmith-Cromarty

4. OTHER 2020 FOCI

In 2020, we have focused specifically on support strategies for improved academic integrity, in conjunction with research productivity. Academic integrity is not simply related to research, but extends to all our processes and practices as support and academic staff, and so it is important in our work going forward that we protect the University by observing its processes concerning research ethics, ethics in the classroom, and in the workplace and that we alert authorities to the risks concerning our ethics.

At a policy development level, we initiated and completed the third draft of the new Teaching-Learning Strategy of the NWU and plan to complete the revision for Council approval in November and implementation in January 2021. The revised Strategy will influence the revision of the Faculty's Integrated Teaching-Learning Plans on the importance of preparing our students for transitions from first to final years of undergraduate and onwards to postgraduate study, so as to give expression to self-direction, project and problem-based learning and the realisation and mastery of graduate attributes that we as a university, and our graduate employers, covet. Together with an integrated quality assurance system, as fundamental component of our Strategy, the scope and form of our Programme and Qualification Mix are also receiving careful deliberation so as to ensure the best possible balance between undergraduate and postgraduate qualifications and fields of specialisation that will be most beneficial to our future student cohorts and the South African economy and communities at large.

During the first three months of 2020, the Office of the DVC TL and its support units focused on the work required as per particular TL support objectives stated in the 2020 APP. From end of March onwards, the Covid-19 pandemic has impacted also on the manner and scope of the TL support that was required from this portfolio to ensure that teaching, learning, and assessment were transformed to account for the required modes of delivery and to ensure that the academic project, and indeed the integrity thereof, was not compromised during a time of extreme challenge and opportunity. The Transformation and Alignment report should thus be read in conjunction with the 2020 DVC TL Office and Portfolio Milestones report as available at: : https://bit.ly/31tm5hD

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

FACULTY REPORTS: TRANSFORMATION OF THE CURRICULUM AND ALIGNMENT OF THE ACADEMIC OFFERING AND THE STUDENT EXPERIENCE ACROSS CAMPUSES

5. FACULTY OF EDUCATION

5.1 INTRODUCTION

The Faculty of Education the largest faculty of the NWU (in terms of student numbers), mostly due to the large number of students studying via the Distance mode of provision. Organisational structures are well established and refined, while lessons learnt from experience contribute to effective functioning across campuses. Strong and distributed leadership ensures that operational matters are effectively attended to in an aligned manner. The Faculty is confidently building on solid foundations to ensure institutional cohesion and an *esprit de corps* to function as a truly uniformed NWU Faculty of Education. All staff members are conscious to ensure an aligned student teaching and learning experience. Transformation and alignment risks are pro-actively addressed and are dealt with on a continuing basis as challenges occur.

The COVID-19 pandemic forced the Faculty of Education, like the other faculties of the NWU (and indeed Higher Education Institutions (HEIs) in general), to think and act differently about the teaching, learning, and assessment project. A Faculty-specific Contingency Teaching, Learning and Assessment Plan, in accordance with the NWU General Academic Rules (A-rules), was implemented to ensure the continuation of quality teaching and learning during the national lockdown period.

The report that follows from the Faculty of Education mirrors an overview of the main transformative and alignment matters in the Faculty and addresses salient topics such as Faculty structures, staffing, infrastructure, Open Distance Learning (ODL) matters, multilingualism, support structures and student learning experiences.

5.2 FACULTY STRUCTURES: TEACHING AND LEARNING

The Faculty of Education is structured in accordance with NWU's unitary organisational structure across its three campuses. The distribution of the various Faculty structures across campuses ensures an even Faculty footprint, comparable teaching and learning experiences within campus contexts, and the promotion of alignment and transformation.

The Faculty's organisational structures are well established and consist of five schools across campuses. The distribution of schools are two schools at the Mafikeng Campus, two schools at the Potchefstroom

Campus, and one school at the Vanderbijlpark Campus. Each school is led by a School Director and the schools are:

School of Psycho-social Education (VC)

School of Professional Studies in Education (PC)

School of Language Education (PC)

School of Mathematics, Science and Technology Education (MC)

School of Commerce and Social Studies in Education (MC)

The appointment of Deputy School Directors, Subject Group Leaders, Deputy Subject Group Leaders, Programme Leaders and Deputy Programme Leaders ensures a leadership footprint on every campus. SALA officers and officials provide essential administration support and ensure a uniform administration system, while the professional TL support units of the DVC TL portfolio ensure aligned staff and student development and support opportunities across campuses.

5.3 STAFFING

The core academic and support positions are filled with competent staff, but a continuous and time consuming process prevails to fill vacancies. The process to fill vacant positions is in some instances cumbersome, because of a variety of factors experienced across the university, and vacant positions often take too long to be filled – a disruptive issue bearing on academic quality and alignment of student experiences across campuses. School Directors have in some instances been compelled to make use of a large number of temporary staff members. The appointment of temporary staff members has serious implications on limited financial sources and impacts seriously on academic consistency.

Some support staff members apply and accept positions at other faculties and sections at the university at

higher post levels. The lack of promotion or better career opportunities for support staff in the Faculty is a concern and needs attention for redress. It can be reported that the position of the Faculty Administration Manager was filled by means of an NWU redeployment appointment, while the Quality Assurance position in the Faculty was also filled after a lengthy vacancy period.

The Faculty has a dedicated People and Culture practitioner to oversee all human resource matters while an internal appointment in the Faculty provides valuable support. The Faculty is committed to the NWU transformation and equity targets and all appointments are considered in accordance with set equity targets.

5.4 INFRASTRUCTURE

Available and adequately equipped teaching and office space at the three campuses differs and is a challenge for alignment and transformation. Some teaching spaces are very old and do not meet the requirements of a modern teaching and learning facility, while some offices for staff are not comfortable in extreme climate conditions.

A particular challenge in this regard is to align the timetable for contact and examination sessions across campuses. The uneven distribution of infrastructural resources across campuses poses a major challenge to align the mentioned time tables and special arrangements need to put in place. It is assuring that modern laboratories are planned for some science disciplines in the Faculty.

5.5 OPEN DISTANCE LEANING (ODL)

The Faculty of Education has the largest number of ODL students and a proud history of offering open distance learning programmes, in close collaboration with the Unit for Open Distance Learning (UODL), to pre-service and in-service teachers in South Africa and Namibia.

The Faculty makes use of a variety of supportive measures to assure optimal support to the ODL students such as whiteboard sessions, information booklets and letters, user-friendly study guides / module overview documents and prescribed text books. A variety of communication channels (telephone, email, SMSs, WhatsApp groups) is utilised to communicate with students, academics and support staff. A dedicated Faculty ODL Academic Manager was appointed at the UODL to oversee the operation and management of the Faculty's programmes at the UODL.

In 2019 challenges were experienced in relation to late registration and the distribution of prescribed text books to students. These problems were communicated on a regular basis to the UODL and the Faculty is confident that these have subsequently been addressed by the UODL avoid such occurrences in future.

The Faculty of Education is considering and investigating the current offering of some ODL programmes for the sake of quality assurance, with specific reference to the mandatory programme components of work integrated learning (WIL) and practical work. The enrolment targets of the Grade R Diploma was stabilised and the ODL BEd specialisations with practical work in laboratories on campus were cancelled. The offering of ODL programmes in Namibia is also considered for reasons of quality assurance and cost-effectiveness. Some ODL programmes were phased out in 2020 to align with the National Qualifications Framework (NPDE, ACE and BEdHons level 7).

5.6 TEACHING AND LEARNING

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

5.6.1 Faculty Integrated Teaching and Learning Plan

The Faculty Integrated Teaching and Learning Plan (FITLP) is fully implemented on all three campuses with a specific focus on the Faculty's strategic teaching and learning priorities, namely: Self-Directed Learning, Team Teaching, Diversity, Blended Learning, Transformation, Alignment and Decolonisation. However, the whole of the teaching and learning project in the Faculty was affected by the national (and global) COVID-19 pandemic. Emergency remote teaching, learning and assessment plans were developed and implemented to ensure the continuation of quality teaching and learning while under lockdown conditions.

5.6.2 COVID-19 pandemic lockdown: Contingency teaching, learning and assessment plan

The stringent national lockdown measures forced the Faculty of Education to develop a contingency teaching, learning and assessment plan to deal effectively with the emergency circumstances in accordance with the NWU Academic Rules, Faculty Rules and the Faculty Integrated Teaching and Learning Plan (FITLP). Pragmatic and appropriate technologies and online methodologies were embraced to assure the continuation of quality teaching and learning in an online mode of delivery to all students in the Faculty of Education (contact and distance learning modes of delivery). The diversity of the Faculty's student body dictated the nature and implementation of alternative teaching, learning and assessment measures. Access to the most basic resources like electricity is a major challenge for many students in disadvantaged and remote communities.

Innovative and creative approaches to teaching and learning were implemented to account for the diversity of the Faculty's students and to adhere to the principles of social justice. The NWU launched a project to provide students in need with data and devices (laptop computers), while the Faculty initiated an initiative to establish a special call centre to enable communication with students.

The guiding principles for the Faculty of Education's contingency plan were: eFundi-based (virtual learning management system); mobile friendly; low technology; low data and low immediacy. Students were identified who could not access the electronic media and methodologies and printed study material was developed and distributed to these students by the NWU. The core sections included in the Faculty's contingency teaching, learning and assessment plan were: background information and orientation, concept clarifications, risk identification, communication, paper-based programmes, continuous assessment measures and quality assurance measures.

The Faculty also submitted a Faculty Re-integration Plan (FRIP) for students and staff members as part of the university's re-integration plan in accordance with the national lockdown measures. A revised NWU academic calendar was implemented to gain on lost teaching time, to accommodate a system of continuous assessment and to make provision for dedicated catch-up and assessment periods. The end goal is to provide quality teaching, learning and assessment to all students in the Faculty of Education – despite the disruptive circumstances on a global scale.

5.6.3 Induction programme for new lecturers

The first Faculty induction programme for newly appointed lecturers, which was planned for the first semester, could not realise because of the lockdown. However, a virtual induction programme for newly appointed staff members is scheduled during the end of October 2020. Planning is done in close cooperation with the NWU Centre for Teaching and Learning.

5.6.4 Subject Groups

Subject Groups are responsible for the academic quality of subjects. Regular meetings and communication happen across campuses to assure alignment in presentations (study material, PowerPoint slides, notes, etc.), assessment (assignments for participation marks and examination papers), and moderation (quality assurance). An internal courier service was implemented by the Faculty for the distribution of examination and moderated papers. Any challenge with regard to alignment is immediately addressed and corrective measures are put in place by Faculty leadership and management.

5.6.5 Teaching and Learning Committee

The Teaching and Learning Committee (TLC) oversees all teaching and learning activities and matters in the Faculty and reports to the Faculty Management Committee. The number of meetings was increased from four to six meetings per annum to deal effectively with teaching and learning matters in the Faculty of Education. An executive committee for the TLC was also established to deal with urgent teaching and learning matters that need timely intervention.

5.6.6 Programmes and Programme Evaluation

The Faculty offers Initial Teacher Education (ITE, pre-service) as well as Professional Development (in-service) programmes on undergraduate and postgraduate bases. The BEd UnivPrep programme will be phasing out and will be replaced by the Higher Certificate (HC), which is a national accredited qualification coupled with a subsidy income. The Faculty is fulfilling a core role in the development of this HC. An Early Childhood and Care Education (ECCE) programme is in the process of development for both diploma and degree qualifications for implementation in 2022.

All academic programmes are fully aligned across campuses with a programme leader or deputy programme leader on each of the three campuses. Programme committees, chaired by the Programme Leader or School Director, meet regularly for operational, strategic, alignment and transformation purposes.

Recent developments in the Professional Board of Psychology of the Health Professions Council of South Africa (HPCSA) determined that the training of Registered Counsellors will only be done through a four-year Bachelor of Psychology programme, and that the equivalent of an Honours programme leading to registration will fall away. In this light, the Faculty decided to discontinue the professional part of the training in the BEdHons Educational Psychology. The academic degree is still offered – but does not lead to registration as Registered Counsellor

The Diploma in Grade R Teaching is scheduled for an internal programme evaluation in 2021 and an external programme evaluation in 2022. The BEd Foundation Phase is scheduled for an internal programme evaluation in 2021. The NPDE, ACE and BEdHons (level 7) programmes were phased out in 2020 to adhere to the requirements of the National Qualifications Framework (NQF).

5.6.7 Technology

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

A major advantage related to the timely use of technology was that it prepared staff and students for the emergency and remote online teaching and learning strategy which the lockdown situation necessitates. Technology also enabled the continuation of meetings via a variety of virtual platforms e.g. Vidyo, Adobe Google Meet, Zoom, and Adobe Connect. Connectivity and the costing of data are some of the challenges experienced.

5.6.8 Intercampus student excursions

No intercampus student excursions could realise in 2020 because of the national lockdown.

5.6.9 Work Integrated Learning and Service Learning

The work integrated learning (WIL) component of the teacher education programmes in the Faculty constitutes the professional aspect of teacher training and is fully aligned across the three campuses.

The Faculty restructured the management of the WIL Office by placing the section under the authority of the Deputy Dean: Community Engagement and Stakeholder Relations to assure more effective operations and an even distribution of workload. An Academic Manager was also appointed in the WIL Office, while Academic WIL Coordinators at the other campuses are responsible for related operations. Transformation of the WIL programme includes the introduction of a mentoring programme at partnership schools and the offering of a Professional Orientation Programme (POP) for first year students. Instead of being placed at schools for WIL (teaching practice), the first year students attended an orientation programme to the education profession. This initiative could not realise this year because of the lockdown measures.

A powerful WIL software programme was implemented by the NWU to deal with the faculties' academic programmes with professional practice components. Major challenges were initially experienced to sort out problems experienced with the software because of the large number of students in the Faculty, but staff involved are confident that these challenges will be solved. A staff member is also part of a National Task Team working on a more aligned work integrated learning programme for HEIs. Innovative initiatives are implemented by some staff members such as '*TeachLive'* – a software programme with simulated classroom practices.

A major challenge that is experienced in the Faculty, as all other Faculties of Education in the country, is the fulfilment of the requirements for the mandatory WIL programme (teaching practice) in schools. The annual school calendar was severely disrupted due to the national lockdown measures with the consequence that students from the Faculty could not be placed for WIL (teaching practice). The Faculty

engaged with the Department of Higher Education and Training (DHET) and Education Deans Forum to devise an adapted WIL programme in alignment with policy directives and requirements.

The implementation of Service Learning, which is linked to selected module outcomes, was revised and a clear plan will be finalised for implementation in the near future.

5.6.10 Short Learning Programmes (SLPs)

The Faculty developed a draft document to deal effectively with the Short Learning Programme (SLP) process in the Faculty in close cooperation with the Unit for Continuing Education (UCE). The Faculty's SLP guideline document provides important information to align the SLP process across campuses. A number of new SLPs was approved to ensure a comprehensive suite of SLPs that the Faculty of Education is offering.

5.6.11 Recognition of Prior Learning

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

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

5.7 A PLAN FOR MULTILINGUALISM AND TRANSLANGUAGING

The Language Plan of the Faculty of Education is based on the North West University's Language Policy (NWULP) to assure transformation, alignment and a fair and functionally multilingual language environment in the Faculty on all three campuses. The Faculty's vision for the implementation of the NWULP is that it underpins the Faculty's Language Plan to embrace and promote indigenous languages, with specific reference to the implementation of Setswana (MC and PC) and Sesotho (VC) in selected pilot programmes. A pilot programme is initiated in the Faculty in the support of language transformation and alignment to promote the use of indigenous languages as part of translanguaging pedagogies and mediums of instruction. This language initiative includes the BEd Foundation Phase - English Home Language (ENFF), BEd Intermediate Phase - Mathematics (MAIP), and the BEd Senior and Further Education and Training Phase – Business Studies (BSTE). The rationale for the selection of these programmes and modules was based on:

- an existing knowledge base and related pedagogies in terms of similar language practices in specific programmes and modules, and

- related language practices implemented by module lecturers.

The Faculty strives for social justice and recognises the need to train students for the diverse language needs of the education profession. The Faculty is leading the development of translanguaging pedagogies for short learning programmes / short courses for NWU staff members to assure the required competencies for successful implementation of this worthy initiative.

5.8 NWU TEACHING AND LEARNING SUPPORT UNITS

The Faculty of Education relies heavily on the support and guidance from the Centre for Teaching and Learning (CTL) and Qualification and Academic Programme Planning (Q&APP) support units of the NWU. The mentioned units' support is quintessential to realise the Faculty's objectives of *inter alia* transformation and alignment. The CTL initiative of *Keep on Teaching and Learning* during the lockdown period was and is priceless for both staff members and students. Representatives from these units are allocated to the Faculty and an effective working relationship characterised the commencement for the implementation of the FITLP. The CTL developed a glossary that describes all the major teaching and learning terminologies and concepts is a most helpful document to support a common understanding across campuses.

5.9 STUDENT LEARNING EXPERIENCES

The Faculty of Education presented a Reception, Orientation and Registration (ROR) programme from 20 January to 24 January 2020 for all first year students of the Faculty. Programme themes included: A special welcoming address by the Executive Dean, information on the excursions (camps) for first year BEd students (Being a Super Teacher!); Faculty rules; success in your studies! (Guidelines and A-rules); meeting the challenges of the education profession; professional behaviour and self-care; self-directed learning (SDL): taking ownership of the teaching-learning experience; the role and purpose of the learning management system to optimise the teaching-learning experience; assessment in bridging the gap between root learning and critical engagement; my journey of becoming a teacher; the art of being a reflective practitioner; social justice and dealing with diversity.

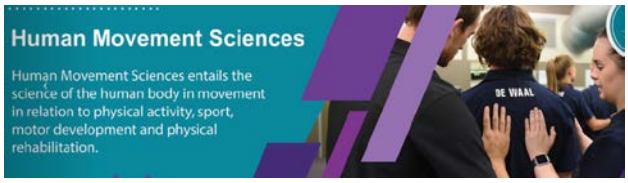
An academic advising initiative is being piloted in the Faculty to mentor students in an effort to assure academic support and guidance. Students are required to make several decisions in their undergraduate studies; however, it is noticed that students are mostly uninformed and non-reflective when making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

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

5.10 CONCLUSION

The mid-year report on the teaching, learning, and assessment activities in the Faculty of Education provides an overview of the Faculty's main activities related to ensuring the quality of teaching and learning, in alignment with the vision to be an international recognised university and Faculty.

6. FACULTY OF HEALTH SCIENCES



6.1 TRANSFORMING THE FACULTY ASSESSMENT PLAN (FAP)

2020 will forever be remembered as a year of disruption, the year that Covid-19 spread through the world, our country and our University and required of all to think differently, to act differently, to interact differently. While teaching and learning were taken into the online and the printed distance modality, the Faculty also had to re-think and re-design assessment to ensure valid, reliable and quality assessment opportunities for all students, irrespective of their access to online learning, during the Covic-19 pandemic. Continuous assessment became the method of choice and all Schools and academics were provided with sufficient support and guidance to implement various continuous assessment methods. As part of quality control, all assessment plans were evaluated by the Centre for Health Professions Education (CHPE), and recommendations and concerns were shared with the lecturers where necessary, before final assessment plans were approved. The FAP of the Faculty was Senate approved and is available on request.

6.2 STUDENT LEARNING EXPERIENCES DURING A CHALLENGING TIME

The Covid-19 pandemic disrupted normal teaching and learning at higher education learning institutions, requiring lecturers to change from face-to-face (f-2-f) teaching to remote online learning within a very short space of time. Students had to adapt from being part of an on-campus learning community, to studying in isolation with corresponding challenges regarding time, space and resources, as they were not able to

return to campus after the March recess.

CHPE, at the request of the deanery, has conducted a survey with students from the Faculty of Health Sciences (FHS) to determine how the changed teaching and learning environment impacted student learning experiences during the first semesters.

For the student survey, an online questionnaire was designed, using examples provided by CTL, Faculty of Law and Faculty of Natural and Agricultural Sciences, and adding / contextualising the questions to address the teaching and learning issues in the FHS context. The questions were formulated and revised by the CHPE staff and the Deputy Dean: Teaching and Learning.

The questionnaire was developed using the REDCap Data capturing (2018 version) software.

The student survey consisted of six (6) sections with both Likert-type and open-ended questions:

Section 1: Demographic information: Student number, Campus, School/Research Unit
Section 2: Use of eFundi
Section 3: Communicating with my lecturers
Section 4: Online assessment
Section 5: Online learning environment
Section 6: Coping with the changed learning environment.
The link to the questionnaire was made available to students via eFundi (Student Commons), Whatsapp and SMS. Directors were also asked to send out the message to their students to access the questionnaire. Data collection took place between 17 and 29 June 2020. A total of 2121 students from all three campuses participated in the survey (Responses from the total of 2121: PC 77%; MC 18%; VC 5%).

Based on the findings of this survey, a list of guidelines was compiled and shared with lecturers to use when planning teaching and assessment for the second semester. The final survey report is attached as an addendum.

The highest number of responses were from the schools: Human Movement Sciences (n=473) followed by Pharmacy (n=396), Psychosocial Health (n=379). School of Physiology, Nutrition, Consumer Science and Occupation Hygiene had slightly less responses (n= 297), and Nursing with 240. Few responses were received from the students from the various research units and academic support divisions.

The general experiences of the students about the use of eFundi as an online learning platform were very positive across all three campuses.

- When looking at some negative aspects of the use of eFundi, some students were not aware of the zero rated data associated with the use of eFundi.
- A few students indicated that they struggle to use eFundi, or that they were not able to access online resources on Efundi.
- A larger group of students said that they struggle to download resources from Efundi due to the download speed.
- Feedback from the students identified the structuring and use of eFundi as an effective teaching platform needs some attention, and lecturers were advised to re-think how they use their module

eFundi sites.

- Of special attention is that 41% of the students stated that they do not know who to contact for support when they struggle with eFundi.

One of the critical elements of successful remote online learning is the ease with which students can communicate with the lecturer or facilitator, as they are not in a f-2-f situation to directly ask questions and have their queries addressed.

- In general, there was a positive outlook of the experiences of the students in terms of communication with their lecturers during the lockdown and online learning.
- However, there was a small percentage who asked for more prompt communication from their lecturers, or who said that they were not able to communicate with their lecturers when needed.
- The majority of students stated that despite the communication differences, they did not feel alone in their studies.

From the feedback, it was evident that students were overwhelmed by the number of assignments that they had to complete online.

- The number of assignments were regulated according to the guidelines, and the assessment plans were checked by CHPE. However, it may be that students have been uncertain and unexperienced with online assessment, which may have contributed to the feeling of being overwhelmed.
- Some areas of concerns that were noted from the students' feedback include the clarity of instructions for online assignments, regular feedback from their lecturers on their assignments; problems with eFundi tests (completing or uploading), assignment dates that clashed, and the amount of theory that they had to work through on their own, resulting in them focussing on completing and submitting assignments, instead of understanding the theory.

What was concerning from the data gathered through the survey, was that nearly half of the students on both MC and VC, and a few from PC stated that they do not have a suitable environment where they were staying during online learning, with interruptions that prevented them from studying or participating in real-time (synchronous) classes scheduled by lecturers.

Student anxiety levels did increase. Some students reported on feeling lost and not knowing what was expected of them. Although all the lecturers were requested to use their assessment plans as a basis and develop a semester plan to guide students with their learning, a number of students stated that they did not receive semester schedules for all their modules. However, most of the students did create their own daily schedules.

It seems as if MC and VC students experienced the most problems with data and with connectivity. However, this problem should be addressed with the provision of data and devices, as well as the return of the students to the respective campuses for the 2nd semester. Interesting to note is that students worried that their final marks for the online learning semester will not be the same as usual, but the lecturers reported similar or higher marks in most of the modules.

6.3 STAFF EXPERIENCES OF TEACHING AND LEARNING DURING THE 1ST SEMESTER

A survey was conducted with academic and support staff from the Faculty of Health Sciences participating

to determine how the changed teaching and learning environment impacted on their work experiences. The link to the questionnaire was made available to all academic and support staff via eFundi (Staff Commons), WhatsApp, SMS and emails. Directors were also asked to send out the message to their staff to access the questionnaire. Data collection took place between 17 and 29 June 2020. A total of 76 academic staff (PC 64, MC 7, VC 5) and 34 support staff (PC 31, MC 1, VC 2) participated. This was a very low response rate, impacting on the generalisability of the findings for the FHS. However, the information gained from the survey was still valuable as it gave some insight into the challenges experiences by staff members regarding remote teaching and working from home.

6.3.1 Academic staff feedback

The majority of the academic staff used eFundi as their main online learning platform. Teaching and learning activities varied in complexity and engagement, from basic uploaded Ppoints and using Tests & Quizzes to active learning activities and synchronous teaching sessions. The most popular modes of teaching/facilitation used by the lectures include: MC (PowerPoint with voiceover, PowerPoint without voice-overs and videos); PC (PowerPoint without voice-over, PowerPoint with voice-over, videos, Zoom/skype and chatrooms) and VC (PowerPoint without voice-over, Zoom/skype, PowerPoint with voice-over and videos).

Other forms of teaching used were MC (eFundi lessons, videos, images, texts, WhatsApp and Telegram) and PC (WhatsApp, Microsoft teams, forums, pre-recorded lectures on Panopto, OBS studio, handbrake and assignment with prescribed sources). Creative and effective online learning was constricted with the "low tech low data" approach, but with most of the Health Science students returning to campus, and the availability of devices and data, lectures will be able to engage in more creative online teaching and learning activities. It will also address the challenges with practical sections of modules that could not be addressed during the 1st semester.

Only a small number of the respondents indicated that they had difficulty teaching online, and the majority attended some of the CTL training opportunities. Academic staff also had access to reliable devices for online and remote teaching (although some of the MC staff expressed concerns regarding their outdated laptops and computers which caused problems when working online while off campus).

Lecturers who taught online during the 1st semester were of the opinion that they enjoyed teaching online, however there was a major concern regarding the quality of student learning and the authenticity and reliability of online assessment. Students who "disappeared" during the semester, only to surface again at the end of the semester was a real challenge, and academics expressed their frustration in communicating with students.

Working from home held specific advantages but also real challenges. Academic staff felt overwhelmed with the emergency move to remote learning, as well as the constantly changing message and directives received from management. Most of them indicated that they had to put in more hours to prepare and manage the remote learning than what they would have done when working normally from office for face-to-face teaching. Online assessment also took much longer than traditional assessment.

Academic staff mentioned that they were able to take care of their children (when schools closed), but it

also placed a lot of strain on them to take care of their children's school work, small children and household responsibilities', while trying to do their own academic work (and attend online meetings).

6.3.2 Support staff feedback

Although only a small number of support staff participated in the survey, the data showed that most of them were able to continue with their work, especially when they had access to data and devices. They were able to attend synchronous meetings (unless they had trouble with the internet connections), and communicated with their line managers (via emails, WhatsApp, telephone and zoom). Some did indicate an increased anxiety as they sometimes struggled with specific software needed to do their jobs.

They also reported the same concerns regarding additional responsibility of child care and household chores that they had to manage in addition to their normal work responsibilities.

In most of the schools in FHS, the support staff played a tremendous role in contacting students, managing information and supporting academics in capturing marks.

6.4 FOSTERING CROSS-CAMPUS COLLABORATION

The Faculty Induction Day was again presented in July 2020 as part of the Induction programme for newly appointed lecturers at the NWU. Previously, the induction day was presented as a face-to-face programme with lecturers from all three campuses meeting on the Potchefstroom Campus. However, Covid-19 required a re-thinking of the approach as traveling to the PC was restricted. A fully online programme was developed, engaging newly appointed lecturers in both synchronous and asynchronous activities. The programme included a "meet and greet" activity which participants had to complete at least a week before the induction day. This activity (using FlipGrid), allowed participants to get to know each other, and to share some personal information with each other through the online platform. According to the feedback received, it was a very positive experience and participants regarded it as a successful substitute to the normal f-2-f introduction activity. The rest of the 2 day programme consisted of presenters (similar to the f-2-f programme in 2019) either sharing their Ppoint slides with live presentations, or playing the pre-recorded Voice-over Ppoints or videos of their specific portfolios. After each presentation, the presenters were also available for Q&A or further discussions. In-between, online activities using Kahoot, Padlet and Polls Everywhere were included to ensure that the participants are continuously engaged and included in the programmes. The feedback from the participants were very positive, with complements received regarding the structure and planning of the programme, the value of the information that was shared, and the fact that they were still part of the programme although they did not have to travel. Future Faculty Induction days will definitely follow a similar approach.

6.5 DRIVING TRANSFORMATION, ALIGNMENT AND INNOVATION

In 2020, due to Covid-19, modules changed their mode of delivery from face-to-face and/or a blended approach to a fully online delivery and/or in practical subjects to an online delivery with practical block sessions.

Transformation included:

- Rethinking and redesign of the learning environment and utilising the Learning Management System (LMS) for remote teaching, e.g. in the module WVGW 221, an aligned and shared learning

environment is used to allow students from the three campuses to interact and enhance collaborative learning.

- The content was repackaged for the online environment with sufficient support in the form of concept videos and guided reading to guide student learning.
- Weekly synchronous collaborative opportunities learning hubs, called “Weekly Pop in’s”, are scheduled on Wednesday evenings using a virtual collaborative platform. Here students can “pop in” to discuss the content, activities and share ideas.
- The lecturing team (from all three campuses) worked collaboratively in planning and creating the eFundi online learning site (with Dr Yolande Heymans as team leader), and will be co-facilitating the online teaching and weekly sessions to enhance student learning.

Before the lock-down, a f-2-f- workshop on the PC, (combined with live streaming to the other campuses) on Team-Based Learning (TBL) was presented by Dr Mariet Eksteen (former lecturer in Pharmacy and now at the Pharmacy Council), with Dr Yolande Heymans. Dr Eksteen did her PhD in TBL, and shared her expertise with lecturers on TBL to enhance collaborative learning and student engagement. A number of lecturers showed interest in converting their teaching approach to TBL, however due to the emergency remote learning process, these changes could not be implemented but will be re-visited once the campus is functioning on full capacity.

6.6 TRANSFORMING BY DECOLONISING THE CURRICULUM

A comprehensive UCDG application has been submitted for 2021-2023, in collaboration between CHPE and CTL for a project on Decolonising the Health Science Curriculum. Should this grant application be successful, all academics in the Faculty of Health Sciences (from all 3 campuses), will be included in a structured process of training, framework development, curriculum analysis and transformation over the three-year period.

School of Nursing Sciences reported the following, for example: *The circumstances of our students are very diverse.* This mean that methods of delivering academic content also needed to show flexibility to accommodate the diverse circumstances of our students. Students were able to draw from their personal experiences and backgrounds in their explanations of concepts like stigma, stress, non-adherence and the social environments that influence a patient’s illness experience and medicine taking behaviour. Students were expected to apply the theory covered in the current Covid-19 pandemic.

6.7 INNOVATION, BLENDED LEARNING

The Quality Scorecard project is still continuing although the time frame had to be adjusted due to the lockdown.

The CHPE in collaboration with CTL has presented four Virtual Lunch & Learn sessions during the year. During these sessions, lecturers (identified through the eGuide evaluation project) shared best practices in teaching and learning, learning environment design, collaborative learning, student support, assessment etc. In addition to this, a graphic designer was appointed in the CHPE to provide individual support to lecturers who wanted to improve their eFundi sites for better teaching and learning.

The Teaching and Learning Mentorship Programme has been running now for nearly 9 months, and

adapted from f-2-f meetings to online sessions after the lockdown. The sessions were also revised to address the direct needs of the mentees based on the changed teaching and learning environment, with a session end of July focussing on using software to engage students during remote online learning. Mrs Vanessa Olivier from CTL also participated and shared some frameworks for planning teaching and learning. The mentees also shared their own experiences, and it was clear that these new lecturers were already trying out new methods and approaches to engage their students. Also, as part of the Mentorship programme, each mentee had to attend an OLC course of their own choice on online learning.

The innovations of staff members to reach students were numerous. Some lecturers uploaded all the material on WhatsApp at the beginning of the lock-down stage 4, to give all students a fair and equal opportunity to participate in learning. Blended learning, participation in chat rooms, uploading of student presentations (flipped classroom) support groups within year levels are some examples.

6.8 PARTICIPATION IN THE FACING RACE WEEK

Faculty of Health Sciences: Facing Race 2020 (Compiled by Prof S Brits)

The following was planned to take place during April 2020, but due to the lock-down commencing in late March, these plans had to be discontinued, and will take place as soon as the full component of the staff and students have returned to campus. Work on a virtual replacement for this event is in the pipeline for later in 2020.

Eyes are the second most complex organ after the brain, with more than 2 million working parts. One of the first things you notice about a person are their eyes. Even before words are spoken, communication can take place through the eyes of individuals looking at each other. Your eye muscles are the fastest muscles in the body. The saying: “it happened in the blink of an eye” is based upon this aspect. With such unique characteristics, eyes are central in the activities of the Faculty of Health Sciences for Facing Race 2020. Because 80% of what we learn is through our eyes, let us face (look at) race.

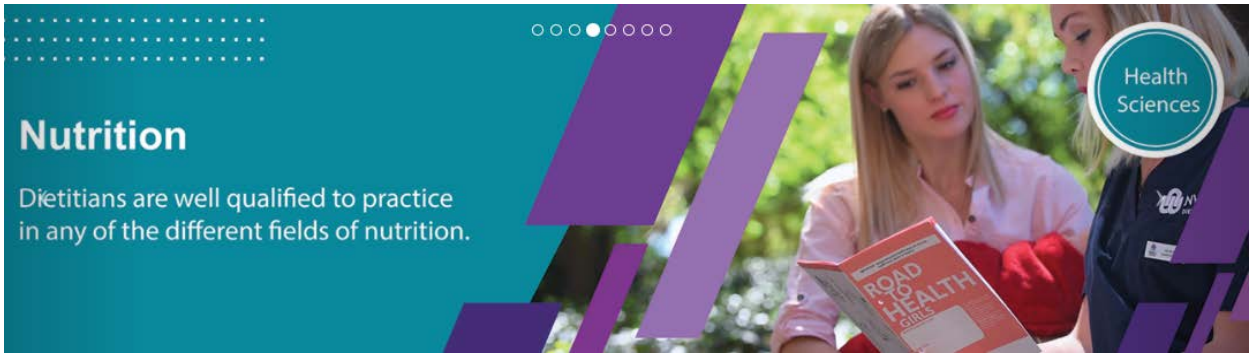
Our central theme is: Expanding your vision, appreciate diversity.

In medical terms, people suffering from myopia (near sightedness) have longer eyeballs than normal, whilst those with farsightedness (hyperopia) have shorter than average eyeballs. Both conditions affect vision and need lenses that adjust the position of the focus point for normal vision to occur.

- How can we relate vision defects and eye diseases to the way we look at race?
- Myopia {metaphorically interpreted) can pose the question: do we only pay attention to people in our immediate surroundings?
- Or do we suffer from hyperopia, and only pay attention to distant communities?

Glaucoma is an eye disorder where the build-up of pressure in the eye can eventually damage the eye nerve, to such an extent, that blindness occurs. Does the pressure of conflict that may include aspects of race, blur our vision? As we pile up judgemental opinions about people, cataracts develop over time. The result is blindness, at which point we can no longer appreciate diversity. We can irritate our eyes (similar to the condition: conjunctivitis) by believing everything we see and read. The remedy is to verify information before you react. Finally, support our theme: Expand your vision, appreciate diversity, by signing our pledge balls!!

6.9 SPECIFIC FEEDBACK ON TRANSFORMATION AND ALIGNMENT ISSUES FROM THE SCHOOLS WITHIN THE FACULTY



	Psychosocial Health (MC, PC, VC)	Physiology, Nutrition, Consumer Sciences & Occupational Hygiene (PC)	Human Movement Sciences (PC, MC)	Pharmacy (PC)	Nursing (MC. PC)
Faculty assessment plans	• School staff members were informed to be available (via skype, Vidyo, e-mail and WhatsApp) for planning of remote mode learning from 30/03/2020. • Module teams collaborated to revise and amend teaching and assessment plans from contact to emergency remote teaching. • A generic email was sent to all staff outlining the processes to follow and the assessment plan created by the CHPE was used as a template. • Traditional assessment plans were transformed to a continuous assessment model. • Already compiled and finalised semester tests and exam papers were converted into continuous assessments using the eFundi platform and tools. • All staff were advised to incorporate lessons and add voice overs to their power points were applicable. • Lockdown facilitated that all assessment plans were aligned across PC, MC and VC on both	• Current assessment plans were adapted to continuous assessment. • Assignments and tests were converted to an online format. • Bloom's taxonomy was followed to ensure that assessments were kept according to the requirements for the different year levels. • Semester tests and exam papers that have been moderated were adapted to smaller test, case studies and other assessments. • Practical modules were assessed with theoretical assignments. • All group assessments were changed to individual assessments. • The assessment plan for each module was evaluated by the CHPE for adherence to the A-rules.	• Adapted assessment plans for each module was compiled by each lecturer in the School of HMS, for the 1st semester as well as the 2nd semester. • It was sent to the academic manager and from there to the School Director for quality control. • Thereafter it was posted on eFundi by the lecturers. • The academic manager and School Director also made sure that the adapted assessment plans were implemented in the modules.	• As a general principle, continuous assessment was used in the modules. • Each lecturer proposed a continuous on-line assessment plan for their modules that was submitted and approved by Faculty management. • This involved the use of 4 or 5 smaller tests (approximately 30 marks), quizzes and tests on practical or laboratory aspects to compile a module mark. • No summative assessments were conducted.	• The first year B Nursing were in alignment with Mafikeng campus. • Assessment plans for all modules in the School of Nursing Science (SONS) were uploaded at the start of the semester. • Assessment plans included online tests, quizzes, MCQ, case studies, patient's scenarios, individual assignments, projects • Group assignments were changed to individual format to accommodate each student due to physical distancing • Assessment plans were revised in terms of number of assessment per module considering lower-order short, higher-order longer questions, short essays and MCQ. • Weighting of assessment readjusted to accommodate short and long questions. • Online teaching included uploaded power point presentations with voice recorder and small video clips • Students were withdrawn from clinical platforms with immediate effect, and all WIL suspended during lock down

	undergraduate and postgraduate levels. • Programme managers, respective module teams and representative campus directors met with module teams to assist in the transformation. • The module teams were further supported by the CHPE. • All assessment plans were reviewed by Prof Reitsma and her team and recommended amendments were made by module teams. • Many staff members attended CTL webinars in order to upskill for the transformation to remote learning as well as continuous assessment. • At least 10 members of staff from Social Work and the Centre for Child Youth and Family Studies attended a series of webinars hosted by the Association of South African Social Work Educational Institutions (ASASWEI) during April and May 2020 to upskill facilitation of social work clinical training during the COVID-19 pandemic. • Dr Johan Steytler and Ms Tiisetso Tshehle participated in a number of meetings with the South African Council for Social Service				• Paper based learning materials were prepared and uploaded for students with connectivity challenges • Only aligned practical modules (first years BNursing) were conducted online • Practical assessments were conducted after the student reintegrated into clinical platform in Simulation Laboratory in groups of ten (10) due to physical distancing. • Students were given additional assessments in order to improve marks.

	Professions (SACSSP) to ensure that statutory requirements for the clinical training of final year social work students was adhered to in spite of a changed clinical environment. Standard working procedures were developed in collaboration with the BSWP471 module team. • Cross-campus collaboration was optimized and extended to align Psychology honours selection in 2020. Selection procedures for BSW, Psychology Hons and M Psychology programmes were adapted to online versions for the 2021 intake. • Overall across campus module teams engaged in more regular contact. • Staff continued to conduct their student feedback evaluations. • The School Directorate compiled a hard-copy tutorial guideline to assist students in navigating the learning content which was quality appraised by Prof Reitsma and CTL. CTL requested to use the tool as one of their resources.				
Faculty re-integration plans for students	• Faculty reintegration was guided by the Minister of Higher Education.	• The fourth/final year students in the Occupational hygiene and Dietetics programs	• A detailed re-integration plan for the School of HMS, was compiled by identifying students in	• All final year and most 3rd year Pharmacy students were given the	• Phased in approach was used to reintegrate the nursing students into clinical platforms.

	• In the first phase all senior and post graduate students, who had to engage in statutory required clinical training, were reintegrated. This included M students in Clinical and Counselling Psychology, MSW students in the Child Protection and Forensic Practice programmes and all third and fourth year social work students. Some other students who were deemed at risk due to contextual risk factors (no devices, poor connectivity and/or environmental risks) were also called back as priority. • In phase two, the following groups of students were included in reintegration plans: second year social work students, at risk Hons. Psychology students and individual students prioritised because of challenges related to access, data, connectivity or environmental hardships. • Dr Johan Steytler was assigned role of data manager and created and maintained Excel data workbooks on students' needs.	were identified as students to re-integrated during phase 1 of the NWU plan. • Students with no access to the internet and those who have home environments not conducive to study were also re-integrated in phase 1.	need of data, devices and hard copy paper-based study material. • This was done for students in all the modules on both campuses. • During level 3 of lockdown we only allowed the students of the 4 honours groups (biokinetics, recreation, sport science and kinderkinetics) back on campus. • There were also students with special requests that were allowed back on to campus. Especially on the Mafikeng Campus. • These were students that had very difficult personal circumstances, which made it almost impossible for them to study at home.	opportunity to return to campus during phase 1. • Selected students experiencing particular problems to access online learning were also given the opportunity to return to campus.	• Final year nursing students were first reintegrated into clinical platforms followed by 2 and 3 years. • Nursing students from second to fourth year returned voluntary to campus. Only 3 students from this group chose to not return for clinical practice. • All students were afforded 14 days for self-isolation before reintegration into clinical platforms • Ordering and purchasing of personal protective equipment (PPE) for each student and staff • Training and orientating nursing students on how to use PPEs, handwashing and physical distancing • Challenges of students permit and struggling to access the campus gate due to deactivated cards • Challenges at the campus gate, security not understanding, problematic and uncooperative even if we tried to explain that the student are expected to do clinical assessments • On one occasion, the security entered simulation lab and shouted at the lecturer during practical assessment which was

	• Students were informed of the reporting hierarchy for queries and concerns. • The call centre administrative staff managed the queries from priority students and then communicated this to the representative directors, subject heads, programme managers and data manager. • Call centre administrative staff followed-up on individual students considered as being at risk or who did not respond to formal NWU communiques. • Final lists were compiled by the call centre administrative staff and sent through to Mrs Elise Oosthuizen for further processing to Prof Linda du Plessis. • All students who returned to campus or clinical platforms were provided with personal protective equipment like face masks and hand sanitizer. • A generic remote teaching guideline was compiled by Proff Ansie Fouché and Hayley Walker-Williams including an introductory video for all psychology and social work students to orientate them towards remote learning and continuous assessment.				uncalled for and unacceptable. • Some students did not return and indicated that they are afraid of COVID-19, comorbidities, pregnancy, can rather repeat the semester in 20121, record to such effect were kept • Work overload to reintegrated staff to conduct clinical assessment due to some staff not integrated due to age and comorbidities and physical distancing of 10 students per group in simulation lab • Shortage of transport for nursing students to clinical platforms as the 22 seater is expected to take 70% which is 14 instead of 22 students • Challenges of hiring two (2) extra 22 seaters to transport the students to clinical platforms (budget). • Challenges of closure of local clinics due to COVID-19, resulted in delayed return of some students in clinical platforms especially the final ones.

	This document was communicated via the School's eFundi site (School Talk) and was also shared with Proff Hanekom and Reitsma for further circulation in the FHS. • The Deputy Dean of Teaching and Learning Prof Grieta Hanekom provided support throughout this process.				
Staff re-integration plans	• During phase one a third of all campus staff (PC, MC and VC) were permitted to return to campus. • Inclusion criteria for this round was based on directors, staff in people management positions, administrative staff as well as any priority staff (deemed to be those unable to work from home, due to lack of devices, connectivity or environmental risks factors). • Staff who returned to campus were staggered on alternative days of the week. • An occupational health and safety (OHS) risk assessment was conducted for each campus prior to staff returning. • All OHS COVID-19 protocols were observed and implemented before	• All staff member older than 60 years were encouraged to work from home as well as all other staff members who are able to work from home. • Administrative staff and staff not able to work from home were re-integrated. • There are a number of staff members pregnant and they also were requested to stay save and work from home. • Staff with small school-aged children were especially challenged regarding returning to campus, as now day-care or child-care were available.	• A re-integration plan for staff was compiled and consisted of staff that was responsible for the practical classes and also the clinical rotations of the honours students, especially the biokinetics students. • We also allowed support staff back on campus to help with the finalization of the marks for the 1st semester 2020. • With the compiling of the re-integration plan for the staff members, we take in to account staff that are over 60 and also are part of the vulnerable group.	• Subject group leaders and subject group administrative officers were included in the 33% of staff members to return to campus. • The rest of the 33% was made up of staff members supervising postgraduate students in laboratories.	• 33% of staff were allowed on different days of the week to return according to the NWU policy for both MC and PC • A template for staff re-integration was completed and submitted • Hazard Baseline Risk Assessment (HIRA) was conducted to identify hazard related to Covid-19 and to develop a safety plan • Six (6) staff were not re-integrated due to age and comorbidities, working from home • Eighteen (18) staff were re-integrated namely, 12 academics, 3 support and 3 drivers, working at different days of the week • Staff working from home provided with printers and papers to do teaching and learning activities

	staff returned such as the provision of 2 x masks per staff member, hand sanitizers, demarcated areas for group meetings, and the implantation of necessary signage. • Staff received an email on the processes and protocols to follow on returning to campus (e.g. completing the compulsory eFundi COVID-19 readiness training test). • All directors and line managers attended OHS and COVID-19 Enablement training. • The majority of staff opted to continue to work from home. • Support was provided to staff who were working from home in terms of data provision. • Lists of staff returning to campus were completed and sent to the Executive Deans office via Mrs Wilna Viljoen. • Overall staff were encouraged to keep abreast of regular posts on the FHS Commons eFundi site, School Talk eFundi site as well as the weekly NWU update communique.				• One staff tested Covid-19 positive and recovered well after self-quarantine at home
Remote and online learning - lessons learned	• Overall, the lesson we had to learn was that emergency remote learning required	• By contacting students directly, we were able to get the correct			

	diligence, flexibility and innovation from lecturers and students alike. As a School and University we had to rapidly adapt to a blended-learning environment and, in reflection on how it played out, it was a learning curve with some positives and some challenges. • Regular communication between all role players (management team, module teams, students) is essential. Uniform communication with students across campuses is crucial. Uniform messages were formulated by the directorate for placement on eFundi / WhatsApp groups and other platforms. • Lecturers were encouraged to have dedicated consultation times on all modules' eFundi sites and to have regular check-ins with students via e-mail, WhatsApp, Telegram and/or eFundi. • The CHPE conducted a survey on Teaching and Learning during Covid-19, including students, academics and support staff in the FHS. The information derived from this survey has been incorporated into a	information for hard copies preparation. • Students with access to eFundi did ask for hard copies and we had to contact them again to make sure what their needs were. • Lecturers also contacted and communicated with students about their needs and this worked very well. • The biggest challenge was contacting the students who did not react to any form of communication. • Call centres had to call them constantly and leave messages. • Some students were never reached.			

	guideline for lecturers so as to further assist them with the 2nd semester teaching. • Low technology assessments are important in enabling all students to complete eFundi quizzes / take home assignments via smart phones. • Staff must caution against over assessing and assessment plans must correlate with the number of credits assigned to the module. • Lecturers should be specific in their instructions to students in regards to assessments and make sure to answer emails/queries timeously. • Academic dishonesty is a big concern, as students appear to rely on one another for help in completing tests, quizzes, or take home assignments, placed on eFundi. This leads to major plagiarism infringement. • Allowing extended periods for assessment on eFundi for example through the night as some students can only access free data after midnight. • Working with students from different faculties (for example in psychology) creates				

	problems as not all faculties applied consistent guidelines. • Staff are to be mindful of at risk students who will require further intervention in the remote learning model. • The directorate drove transformation, alignment and innovation by maintaining regular contact through monthly directorate meetings, almost weekly core executive team meetings, bimonthly executive committee meetings, and recommending that staff commence with a productivity tracker so as to monitor output during remote working. • Staff should be encouraged to use online resources (textbooks) where possible and add these to eFundi sites.				
Student support	• A student representative from the School on each campus was invited to attend meetings of the FHS Teaching and Learning group (Deans and school directors). Student reps received data to attend these meetings. These forms offered student reps an opportunity to contribute and highlight the collective student voice in the planning and	• SI instructors – were mostly appointed. They were used to answer extra questions and assist with case study feedback, were available to assist with students that struggle with reaching the module outcomes. Students were in direct contact with the facilitators. • Mentors – not used • Tutors – not used	• The normal SI instructors, mentors and tutors	• Teaching assistants were used for grading/marking of certain assessments. • It should be noted that due to the online nature of delivering module content, teaching assistants were not used to the same extent as in contact delivery of module content. This is due to the fact that the lectures used the grading facility on the eFundi platform.	• Student were provided by data from the university point of view as a support system • Power point presentations with voice recorded and small video clips were uploaded on eFundi site • WhatsApp groups were created per year level between the academics and students for communication purposes

	execution of teaching and learning activities in the FHS. • All staff in the School were readily available on email, cell phone, WhatsApp, eFundi, telegram or other media platforms to assist with student queries. • All students in need were provided with laptop devices and data in order to allow them to engage in remote online learning. • Students who were unable to partake in online learning were assisted and received hard copy packs of modules as well as opportunities to submit assignments during the scheduled Winter school period. • Online platforms (WhatsApp, eFundi, Telegram etc.) were effective in communicating with students, even in large classes. • Supplementary Instructors (SIs) from PC and MC were available to assist in modules on VC where no SIs had been trained. • Good feedback was received from students that attended SI sessions, and they further requested SI for the second semester.	Other initiatives: • Student assistants were used for marking, and answering questions • Voice over slides, detailed feedback on assignments, open communication through eFundi, Whatsapp and emails. • Feedback sessions for four dietetic final year students by various lecturers and training dietitians. • Available 24/7 and individual zoom meetings with students that requested it.		• For all of the modules, content was delivered via the eFundi platform. • To assist the students in their learning experience, lectures were recorded using either the voice-over functionality in Microsoft® PowerPoint or EZLive software. • Students could also contact lectures via email and as an additional means of contact WhatsApp-groups were used. This format of lecturing enabled the subject group to conclude the first semester modules successfully.	if they do not have internet access • Bulk sms messages were sent to students by Admin Officer in case of common announcements to all students • Emails were also used in case of small number of the students, less than ten (10) • eFundi was the major platform for online teaching and assessment during lock down • Snow balling technique was used, asking students to traced others within the year level which was so effective to bring all students on board, as they knew their second cell phones to contact them • Paper based study materials were developed and uploaded for student with no connectivity which was a fruitless expenditure indeed as all students participated online.

	• *ReaTsotella,* denoting "we care", will be launched in the second semester as an interactive and supportive eFundi site for all students in the School of Psychosocial Health. The purpose of this site is to support students in life skills and mental health challenges during remote learning and the world of COVID-19. This site is being developed by the VC School in collaboration with School students. Students have been encouraged to share their experiences on the site and we will thus able to use these students' voice as a vehicle to enhance communication and transformation among students across the three campuses.				
Managing assessment opportunities	• Concerns regarding academic integrity among students were raised, as certain students were dishonest, copied or plagiarised. A group of 6 final year social work students were reported to the student disciplinary office for investigation. • Timing of assessments must be managed across campuses and periods for submission should be	• Assessments were open for 3 – 5 days to ensure all students were able to complete and access them. • Online timed tests with a number of attempts were available, or tests with no timing and only one chance were set up. • Tests were in the form of quizzes on eFundi. • Kept the test open during the day for those with poor connection.	• Each lecturer was responsible to manage their own assessments. • In case of aligned modules on both campuses, the lecturers managed it as a group. • The moderators were used for quality control, together with the academic manager and the school director.	• As indicated previously, continuous assessment was used. • The assessment opportunities were conducted using the test and quizzes functionality of the eFundi platform. • Tests and quizzes were therefore conducted in an electronic format allowing students to use electronic devices to access and conduct the	• As indicated in previously, continuous assessments via eFundi were done. • Students who missed assessment opportunities due to connectivity problems were afforded a chance to write. Tests and quizzes were opened for extended times to give all students access. • Students were trained in groups of 10 in 3

	reduced to the fairest minimum time period. • As students have so many modules, finding time to schedule all assessments in an electronic format, was difficult. Incorrect timelines, and last minute extensions by management overburdened lecturers and students during this time. • In second semester assessments should be equally dispersed over a longer allocated time period and once second semester dates are finalised there should be minimum rescheduling as this will prevent confusion among staff and students. • Hard copy materials were laborious as additional/ alternative assessments and in most cases were not needed as the majority of students appear to have submitted online. • The module BSWI211 could not be finalized in the 1st semester as students could not complete the practical component during stage 3 of the national lockdown. Students will commence with the practical component in the second semester and	• Any student that complained about loss of connection while writing the test were given another opportunity to write the test or assisted accordingly. • Submission dates were set beforehand for all assignments (case studies) and marked in extreme detail to ensure that the assignment is a learning experience as well. • Students' feedback was used to change assessment and make it more user friendly or understandable. • Students gave input in due dates of assessments.		relevant assessment opportunity. • Students were allowed sufficient time to complete the assessment and lecturers handled access issues were it was necessary. • The marks obtained using this platform were transferred to the VSS system, the official mark capturing system of the University. • The marks were transferred onto the VSS system either by the administrative official of the subject group or the lecturer. • Lecturers monitored student's participation during assessments. • Lecturers followed up on students who failed to submit assignments/quizzes to address problems with connectivity/technical errors (used eFundi Messages/WhatsApp). • Lecturers used Statistics tool to verify student's excuses. • Extension was given in cases where students had connectivity/technical challenges	different classrooms and had to complete an efundi test on COVID19 measures. When student obtained 100% for this test they had to pass a practical examination with 100% before they were allowed to return to the practice environment. These two opportunities also form part of the practice portfolios and year marks. • After returning to campus all 2-4th year students received additional simulation laboratory training before allowed to go back to practice environment. • Difficult to managed online assessment as some open for 5 minutes and leave, later send WhatsApp stating that she did not finished due to connectivity • Not sure that the students were telling the truth but they were give benefit of the doubt • Student were afforded second chance to do assessment if were unable to complete due to valid reasons.

	thus finalize the module with second semester modules.				
Student learning experience	• CHPE has conducted a survey on Teaching and Learning during Covid-19, including students, academics and support staff in the FHS. The information derived from this survey was used to compile a list of guidelines for lecturers to help them with the 2nd semester teaching. • Feedback from students were overall positive and results achieved were on average higher then contact class averages. • Where negative comments were received it related to multiple assessments due in one week or too little communication with students, taking too long to answer queries, no or too little feedback on their progress during the semester.	• Students were anxious and uncertain in the beginning and had problems with time management. • Strong students did well and were able to complete modules with ease. • Struggling students complained about the work load and could not apply self-directed learning. • It was much more challenging for students with limited resources.	• The 100% online teaching and learning in the 1st semester, was challenging for the students most of the time, to say the least. • Many of them had problems with access to internet and had to work from home where circumstances are not always good • Students were full of praise for the lecturers that walked the extra mile to accommodate them and to help them to cope with the online learning. • eFundi was very unstable in the beginning. The system became better later on in the semester.	• Students made use of email to communicate issues and experiences. • Furthermore, communication *via* either cell phone calls or WhatsApp groups was used. • The general trend was a fairly positive experience.	• Students were able to adjust and adapt to online teaching and assessment • There were lot of excuses from the students especially when they were expected to write a test or submit the assignment • Complained about lack of connectivity, no electricity, no laptops and smart phones even those who had such devices • Complained about increased learning activities, lot of tests and assignment to be written • No books and learning materials to prepare for test and assignments • Some lecturer power point slides not clear and confusing with no explanation thereof • Some students influencing others not to write the tests or submit the assignment to disrupt the process. • Postponement of online tests and submission of assignments was order of the day • Comparison of lectures within the year level indicating that lecturer A should learn from lecturer B on how to

					explain contents to them on online • Some students still want sit down examination or pen and paper format • Want short quizzes and tests after every learning activities • To be allowed to make presentation as well not only the lecturer • Some post graduate students did not yet received data and this retard their progress
Staff experience	• A survey was conducted with all School staff in terms of their experiences and engagement with remote teaching, assessing and working. • Regular and transparent communication was imperative and has promoted team cohesion. • Staff feel more equipped to manage blended-learning in future as they have attended various training opportunities during this time and have thus upskilled. • Some staff members were 'trapped' in other provinces and even in Zimbabwe during the national lock down periods resulting in them experiencing challenges in participating and completing their School	• Some staff members enjoyed the online teaching but it is very time consuming and added to the teaching load. • Many adapted and made it work. • Others missed the face-to-face contact and their privacy, as students had lecturers' cell phone numbers through WhatsApp. • It was difficult in the beginning and challenging to move over to the online environment. • Students did not follow the normal channels to report problems. • WhatsApp helps a lot.	• The first few months were very challenging for staff members. Not everybody was 100% equipped to work from home • The large numbers of students in some of the modules, was a nightmare to manage. • Students taking changes and asked for hard copy materials when they don't need it. They also asked for laptops and in the end they were not available to receive the laptops or they provided us with a wrong address. In the process the NWU has wasted money. • Students do not take responsibility to update changed detail on the DIY system. • It is very important for students to understand that lecturers cannot be	• In general, a positive experience. • However, the workload was very high as Powerpoint® presentations needed to be adapted extensively to compensate for the absence of face-to-face contact sessions. • Adding narration to the presentations were time consuming. • The absence of face-to-face contact made the lecturing impersonal. • The absence of laboratory and hands-on practical classes were a definite disadvantage to both students and staff.	• Remote assessment was a challenge regarding quality issues, ensuring that they do not cheat. • Technology, connectivity and data problems for students in remote areas • Post grad supervision is a cycle which has no end • Generally, one is working 7/7 there is always work to do and it never stops. • Staff experienced heavier workloads and more hours due to working from home with family responsibilities and constant changing of due dates especially at the beginning of the semester. • Most lecturer voiced concerns regarding plagiarism and very high marks. • Enjoyed working from home which ensured

	activities and responsibilities. • An identified challenge for some staff was managing the combined work and home demands, with small children, home schooling, ailing parents, loss of loved ones, etc. • Working with aligned module teams was one of the biggest challenges. Moving to online learning meant having to meet regularly and getting in contact with other lecturers was at times difficult as well receiving timeous feedback. This resulted in one team member often carrying the bulk of the module responsibilities and even newly appointed lecturers taking the lead instead of more experienced staff on other campuses. • Online work has been challenging in that it is more labour intensive and usual working hours no longer apply rendering the risk of fatigue and burnout. • Staff were encouraged to make use of the Staff Wellness Programme, to attend webinars presented to aid in mental health and demands during COVID-		available 24/7 just because they teach online. • Lecturers are still entitled on their privacy and off times during weekends and after hours.		safety during this pandemic. • Frustrated, isolated and felt lonely being away from other colleagues • Very quit students during face to face contact participated well during this time • Assessment were checked for plagiarism and those with level of turnitin % marks were deducted. • Videos were used to conduct practical assessment in mental health. • Increased flexibility in time to Grade assessments. • Inability to plan working time, always on the laptop, every day, anytime even over the weekend. • Online teaching was like a nightmare to me, it needed knowledge, data, laptops and smart phones. • It was trial and error method until things stabilised. • Received lot of support from CTL during this pandemic era. • Used own finance to purchase data for online teaching and assessment. • No absenteeism of working students (Professional nurses) no

	19 and to take leave where possible.				need to sign leave to attend the block, sessions well planned at their home. • Missing student's faces because I am used to stand in front of them for teaching. • Wish to continue with online teaching and assessment for years to come. • Poor connectivity, load shedding which disrupted interaction during online teaching and assessment. • Closure of local clinics due to Covid-19 students frustrated to do clinical practice • Online teaching encourages teamwork and support from other colleagues. • Unable to separate work and home activities due to time pressure and frustrations • Saved on travelling expenses but had to buy data. • Worked flexi and extra hours to meet deadlines. • Missed clinical practice for students to correlate theory to practice to facilitate learning. • Clinical teaching suffered because work integrated learning was stopped • Flexible interactive because we were

					allowed to use any platform. • Difficult to prevent cheating during online assessments. • Missing colleagues and students. • Commend the university to care for us to allow working from home during this pandemic to save our lives • Data from the university highly appreciated.
Lessons learned	• Cross campus collaboration is vital and is aided by frequent, transparent and aligned directorate communication to all campuses. • Keep staff informed and listen to their needs and frustrations. • Scheduling of regular Executive Committee, School and Subject group meetings across campuses so as to filter down important information. • A migration to MS TEAMS will be considered for all School meetings so that the relevant agenda's, minutes and documentation may be saved in a MS TEAM folder. This will streamline a shared online registry of documentation.	• Communication came out as a very important aspect and must be clear and timeous. • Assessment plans should be well planned and detailed. • Students must know when to do what and how. • With Whatsapp you have more control as you can see who reads the messages or not. • Break up PowerPoint presentations into smaller presentations.	• We need more clear communication from upper level management. Especially in the beginning we received to many mix messages. • In the School of HMS, the lockdown period has strengthened collaboration between campuses. • Lecturers learned to be more innovative and smart with the online teaching and they also transformed their way of teaching as well as their assessment methods. This is a very positive development.	• We learned how to approach eLearning in a successful manner, how to avoid some pitfalls, e.g. not to mistake eLearning for no-learning. • We also came to realize that eLearning requires a greater degree of remote follow-up, input and checking, since no hands-on knowledge can be easily gained as per the usual class interaction. • Without the eFundi platform we would not be able to continue with teaching and learning and the academic year would have been lost. • The test and quizzes functionality on eFundi with the associated grading function was of great value. • The fact that face-to-face contact was suspended	• Teaching and learning is possible, and can be successfully managed, however assessments, marking of assessments and control of quality during assessments need to be looked into. • Most staff members attended additional training and support from CTL are recommended. • Cross campus collaboration sometimes proved very difficult as some of the staff members were not available on email or via zoom. This improved however with time. • Alignment as per B Nursing was difficult at times but problems were managed. • With regard to student inclusion, students participated and did well. • However, the connectivity was a real

	• The programme managers will assess the Faculty assessment plans on submission in second semester to make sure that all modules have a staggered approach to submission dates so as not to overload the students and cause a bottle neck towards the end of second semester. • A reflective session on lessons learned was held with Psychology module teams across campuses. This meeting was very informative and motivated staff members towards the second semester. Recommendations taken from this meeting will be incorporated in second semester. • We will also be mindful and include the CHPE feedback received on second semester teaching tips and assessment plans such as posting office hours on eFundi sites, adequately structuring eFundi sites and positing an entire semester assessment plan. • SI sessions are imperative for second semester as well. • Staff are encouraged to monitor the School data (this will be made			made us realize the value and importance of face-to-face contact in teaching and learning. • Furthermore, the suspension of face-to-face contact forced academics to explore technology to deliver academic content.	problem for a great number of students. This was managed with time and all students could be supported. Staff learned a number of new skills: • Learned recording of slides presentation with voice recorder and using small video clips. • Online assessment methods and using Grade book. • Learned technology and use of different platforms for online teaching and assessment. • Learned a lot during online teaching to be multitask, technology, zoom meetings, Microsoft teams and google drive. • Computer skills improved due to introduction of online teaching, webinars and zoom meetings.

	available on a shared MS TEAM folder by our data manger Dr Steytler) and eFundi statistics and continuously make contact with at risk students who are not completing online assessments. • Summer School communication to staff and especially students must be clearly communicated timeously especially in regard to the purpose of Summer School and which students will be included. • The Psychology Hons. programme will have a fully aligned cross campus timetable for remote learning in the second semester. • Privatus (Psychology Student Society on PC) is planning a series of talks with students and motivational videos from staff in the second semester. It is important to use the students' voices as a vehicle to enhance communication and transformation among students. Other student associations in the School will be encouraged to engage in similar activities or attend the Privatus talks. • In terms of decolonisation certain staff members were				

	identified to partake in the multilingual pedagogies course this will now be presented online. • The multilingual social work dictionary project was completed and the dictionary is ready for integration into the BSW programme. A similar project for psychology will commence in the second semester. • On VC information/articles/relevant reading within the SA context is shared on the NWU Vaal Psychology Facebook page that currently has more than a 1000 members. The purpose of this group is to allow students to see the theory in practice or get exposure to what the world is like in Africa and abroad.				

7. FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

7.1 IMPLEMENTATION OF THE MULTILINGUAL POLICY

FNAS is committed to the multilingual policy. Normally all study material is bilingual, except on Mahikeng Campus. During the lockdown, where possible communications and assignments were sent in both Afrikaans and English. The multilingual policy was supported in different ways, e.g. PowerPoint slides with summarized learning material available in both English and Afrikaans; Afrikaans pdf documents that could be used alongside English videos etc. Voice overs and presentations for online teaching were mostly in English due to time constraints in preparing for remote teaching.

The IKS Centre participated in the two days Multilingual Pedagogies Workshop at Potchefstroom Campus in February 2020. However, due to COVID 19 Pandemic, the programme will continue in a blended learning mode.

The IKS Centre in partnership with Subject Group of Setswana in the Faculty of Humanities is also planning to host its online workshop that will focus on the use of indigenous languages in the teaching and learning of IKS in October 2020. A task team comprised of IKS Centre, Subject Group of Setswana staff members, IK holders and practitioners has been established to look into the implementation of the multilingual pedagogies from a decolonial and IKS perspective.

7.2 DEVELOPMENT OF UNDERSTANDING THE WORLD MODULES

All Understanding the World modules of the NWU went through a comprehensive external and internal assessment during 2019. Outcomes were reformulated from all relevant documents, policies and prescriptions using source material from national government, the Department of Higher Education and NWU policies and strategic documents, and also benchmarked with other prominent SA universities. The final products were implemented in the beginning of 2020. In case of WVNS211 and 221 as presented in FNAS, only minute changes were necessary since the outcomes and contents were kept up to date by annual revisions carried out by Prof IJ van der Walt in accordance with requirements from various professional bodies.

The Covid19 pandemic created an ideal opportunity to elevate the WVNS modules to yet another level as far as the virtual architecture of online teaching and learning is concerned. In this regard, full alignment across campuses will be achieved in the 2nd semester of 2020 with a single virtual platform containing all learning materials being used by all students on all campuses. Facilities like chat rooms, forums, polls, peer-review, game theory etc. will be used to their full capacity, while various applications

like Adobe Spark, Rise and Glide Companion will enable students easily and fully to participate on all instruments, including cell phones.

7.3 EVENTS SUCH AS FACING RACE WEEK AND GENDER AWARENESS WEEK

Some subject groups have their own student bodies, for example in Urban Planning the PSA (Planning Student Association) specifically engages with events such as race week and gender awareness week.

The IKS Centre in partnership with the Faculty of Humanities and Corporate Relations and Marketing Unit organised the Africa Day Commemoration Webinar on 29 May 2020. The Webinar was attended by staff, students from NWU, Tshwane University of Technology and the public at large. The keynote speaker was Dr Aunkh Chabalala, Director for Indigenous Knowledge Based Technology Innovation, Department of Science and Innovation followed by and Dr Thabo Ditsele, Senior Lecture, Tshwane of University of Technology. The theme was *"African Traditional Medicine and Covid 19: Insights, Experiences, Challenges and Prospects".*

The IKS Centre in partnership with Faculty of Humanities (NWU) and Faculty of Human Sciences (Namibia University of Sciences and Technology) has also organised a series of research webinars. The research webinar series started on 6 August 2020 and will continue until 10 September 2020. Speakers from NWU, NUST and other like-minded institutions including indigenous knowledge holders and practitioners will be presenting on different focus areas. The main theme of the webinar is *"Covid-19 and insight from Humanities, Social Sciences and IKS: Perspectives from Global South"*.

For Women's Day, the FNAS Student Chapter on Mahikeng Campus created a video with women from the Faculty, including the deputy dean and the FNAS council members, with a pink accent, sharing words of encouragement. The video was posted on all our social media platforms.

7.4 TRANSFORMATION, DECOLONIZATION AND AFRICANISATION

Urban Planning developed a Transformation Strategy (vision and mission) and plan (objectives), inclusive of the planning curriculum offered, regarding transformation of thought, space and practice, according to the South African Council for Planners (SACPLAN) official document on Accreditation Criteria (doc nr. 8/4/1/C&S/Acc/12-2015). The transformation plan was also included in the 2020 self-evaluation accreditation report. The transformation plan includes: Curriculum transformation, Marketing and communication, Student support & development, Local & global networking, Research baseline and Capacity development.

The school of Geo and Spatial Sciences believe that they conform to the NWU "Decolonisation of University Education" declaration which guides decolonisation of the curriculum and approaches to teaching and learning, research practice, and engagement. They additionally focus on transforming the experiences of students and staff in so far as inclusivity, and various typologies of engagement and recognition are concerned.

Subjects as diverse as Zoology and Computer Science reported that the text books often used have north-American and European examples, because that is where their authors are based. However, where possible, lecturers supplemented their examples with South African and African examples. In Zoology the third years are using a text book written by South Africans for South Africa. In Computer

Science, where possible scenario specific assignments had a South African context, and references to South African contributions to developments in the field were discussed. South African business problems were incorporated for project-based learning and current problematics experienced in South Africa and the world were incorporated in assessments. An initial investigation has been done on a strategy for decolonizing the IT curriculum, with an initial focus on Artificial Intelligence. This work will continue and be explored further to see how it can be incorporated into teaching and learning and also how it can impact research and community engagement. The work is in early stages, but will be built on going forward.

7.5 RESPONSE TO COVID-19

The Chemistry subject group on Mahikeng Campus is producing sanitisers and has delivered them to schools as the Department of Education did not provide sufficient sanitisers to all schools. The DVC of the MC, Prof Marilyn Setlalentoa was present at the hand over together with Prof Lebogang Seru and Dr Zimbili Mkhize. The Vanderbijlpark Campus also donated hand sanitisers to two schools in the Vaal Triangle region. The teams followed the formula recommended by the World Health Organization in making the sanitisers, which are available as a spray and a gel. The DVC Prof Linda du Plessis, Prof Rodney Medupe, FNAS Deputy Dean for Community Engagement, and student recruiters Jason Beukes and Piet Van Wyk handed over the hand sanitisers.

Figure 1 Sanitizers made by the Chemistry Subject Group were donated to schools in Mafikeng and Vanderbijlpark

Figure 2 The mobile lab was donated to the Science Centre by Sasol and loaned to the Department of Health

The Faculty has delivered on loan the combi mobile labs belonging to the Science Centre to the Department of Health to use and had a small ceremony. One of the mobile labs was donated to the

Science Centre by Sasol on 5 March 2020. An Assisted Breathing Device was designed and built by the Physics Subject Group and Instrument Makers. Mr Romeo Botes was also responsible for 3D printing of face shields and ranked in the top three of the South African Ventilator design.

On Vaal campus funding was received for a project in regards to masks. This project was affected by the resignation of the staff member who would have driven the project. Investigation on how to proceed is ongoing.

The School of Agricultural Sciences remained functioning throughout the lockdown. The Animal Health Hospital continued to service clients and the farm animals and crops were cared for. All facilities identified for use on the Mahikeng Campus and Molelwane farm (Animal nutrition lab, dairy parlour, piggery and poultry unit, laboratories), Animal Clinic, computer laboratory, Soil Science lab, Greenhouses and farm implement unit) were marked for physical distancing and sanitization stations were installed and used by staff and students including clients. Daily visit register implemented and also filled by all day visitors.

Figure 3 Animal Health students treating animals and doing practicals while observing Covid-19 protocols

The final year Animal Health students were among the first to return so that they could continue with their Work Integrated Learning modules, as required by the South African Veterinary Council (SAVC). The school has provided dust masks (FFP2- EN149:2001) to staff and students working in the animal clinics, laboratories and farm sections to satisfy the requirements set by SAVC and National Council of Societies for the Prevention of Cruelty to Animals (NSPCA) regulations.

7.6 EVENTS SUCH AS FACULTY INDUCTION DAY, TEACHING EXCELLENCE AWARDS, OPEN DAYS

Four staff members in Urban Planning were awarded Scholarship of Teaching-learning (SoTL) grants to extend teaching-learning approaches within the Urban and Regional Planning discipline. The NWU and Centre for Teaching and Learning (CTL) recognised Urban and Regional Planning as a core stakeholder towards realising academic excellence. Prof Juanee Cilliers has been involved in teaching new lecturers as part of the CTL course, showcasing the teaching-learning approaches employed in the Urban Planning subject group. She won the NWU 2019 award for Distinguished Teaching Excellence, as well as the HELTASA Teaching Excellence Award, in December 2019.

Figure 4 Prof Juanee Cilliers won the HELTASA Teaching Excellence Award

A new initiative from the Subject Group Urban Planning refers to the Science, Engineering, Technology and Health (SETH) academy that was established at a high school in Potchefstroom. One of the strategic goals of the SETH Academy is to increase the number of female graduates and graduates from disadvantaged groups. This initiative will be intensified and repeated annually.

GeeXpo could not take place in its normal format this year but is to continue in an online format.

The School of Computer Science and Information Systems held an internal 2-day conference titled “Meeting of the minds” in July 2020, with participation of staff members across all three campuses. The conference involved sharing experiences of online teaching and learning, ideas for collaboration and increased alignment as well as sharing of research done in the last year to foster more collaboration between staff members, especially those spanning campuses.

Additionally, two teams from the school represented NWU at the Zindi machine learning hackathon which was held online. The teams placed 14th and 44th out of 103 teams representing universities

across Africa.

In the second semester an industry collaboration IT seminar will be held to allow industry technical representatives the opportunity to engage with students on the exact nature of work they will be doing when they enter industry after graduation. This event is held yearly and will be done online this year due to the COVID-19 situation, but has also expanded from being just held on the Vaal campus to include staff and students from all three campuses.

The IKS Center in partnership with the Department of Science and Innovation / National Research Foundation Centre of Indigenous Knowledge Systems (DSI / NRF CIKS) based at the University of KwaZulu-Natal (UKZN) organised a three day IKS postgraduate capacity building and training online workshop in August 2020. The theme of the workshop was "*Leveraging Community-Based Knowledge and Skills through IKS Policy (2004), RPL and IK Act (2019)"*. This was motivated by the recognition that there have been limited concerted efforts to promote knowledge and awareness on leveraging community-based knowledge and skill building to mitigate the triple challenges of inequality, poverty and unemployment in the country, through the aspirations of the IKS Policy (2004), Recognition of Prior Learning (RPL) and IK Act (2019). The workshop participants included IKS postgraduate students from CIKS (UKZN), IKS Centre (NWU) and Wits University. The workshop will continue to cover and target other partner institutions such as University of Venda, University of Limpopo and University of South Africa.

The School of Agricultural Sciences managed the first virtual EPE for the BSc in Agriculture in Agricultural Economics from 28 – 29th July 2020.

7.7 ACADEMIC PROGRAMMES AND ALIGNMENT ACROSS CAMPUSES (PARTICULARLY IN THE ONLINE MODE)

Most undergraduate programmes are fully aligned across all the campuses where they are presented. Third year aligned modules were phased in for the first time in 2020. Assessments for the first semester modules were mostly aligned across campuses.

However, results for some of the newly aligned modules were poor as students on different campuses had to grapple with modules that were very different from previous years. They are now experiencing the same standards of module delivery regardless of campus, and this will reduce the risk of inequality among the same modules offered by different campuses and/or lecturers.

For the majority of our aligned modules, colleagues at the different sites of delivery have worked more closely by sharing resources and materials (audio and video) with students getting almost the same teaching and learning as well as assessment experiences. A few colleagues utilised platforms such as Zoom to give classes and to attend to student questions but challenges were experienced in Mathematics due to lack of a white/smart board to use while explaining the work.

However, there has been concern over dishonesty as evidenced by the high throughput rates in most of the modules when compared with previous years. There is a need for academics to be more creative and innovative especially when setting assessment instruments (online quizzes, tests and assignments). For this reason sit down semester tests and exams at the end of the second semester

are envisioned for many modules.

In a few cases alignment was difficult when emergency remote teaching and learning started, since each campus was at a different stage of completing the module content when the lockdown started. Due to restricted access to computers and internet faced by some students, one campus, for instance, was not able to complete the project component of their Computer Science module and had to postpone it for the second semester.

Some schools agreed that the experience of aligning the assignments with a shared assessment plan was positive; because the assessment plan was discussed and agreed to beforehand, aligning the assessments was relatively painless.

7.8 SURVEYS SENT TO STAFF AND STUDENTS ON ONLINE EXPERIENCES

At the start of the lockdown a survey was sent to all students in FNAS to ascertain their requirements. Within three days we received 7200 responses, from which we were able to compile lists of students to receive data and devices.

In May, surveys on the online learning experience were sent to students, academic staff and support staff. Survey A was sent to 689 FNAS staff members (permanent and temporary, support and academic staff) via e-mail.

Academic staff

We received 189 responses in the short time we had to gather input (110 from PC, 56 from MC and 22 from VC). Only 11 lecturers felt that the frequency of communication between them and their students was not enough. 70 lecturers agreed that they felt overwhelmed by their workload and / or circumstances. 25 indicated that they did not, in their opinion, have a suitable environment at home to work in. 77 agreed that online learning has increased their anxiety about teaching the modules they were responsible for. 99 indicated that teaching in the online teaching and learning mode has been a positive experience.

Support staff

We received 68 responses from support staff (56 from PC, 9 from MC and 2 from VC). Only 3 indicated that the frequency of communication between them and management was not, in their opinion, sufficient. 11 agreed that they felt overwhelmed by their workload and circumstances. 7 disagreed that they had a suitable environment in which to work. 14 indicated that working from home has increased their anxiety. 44 responded that working from home has been a positive experience.

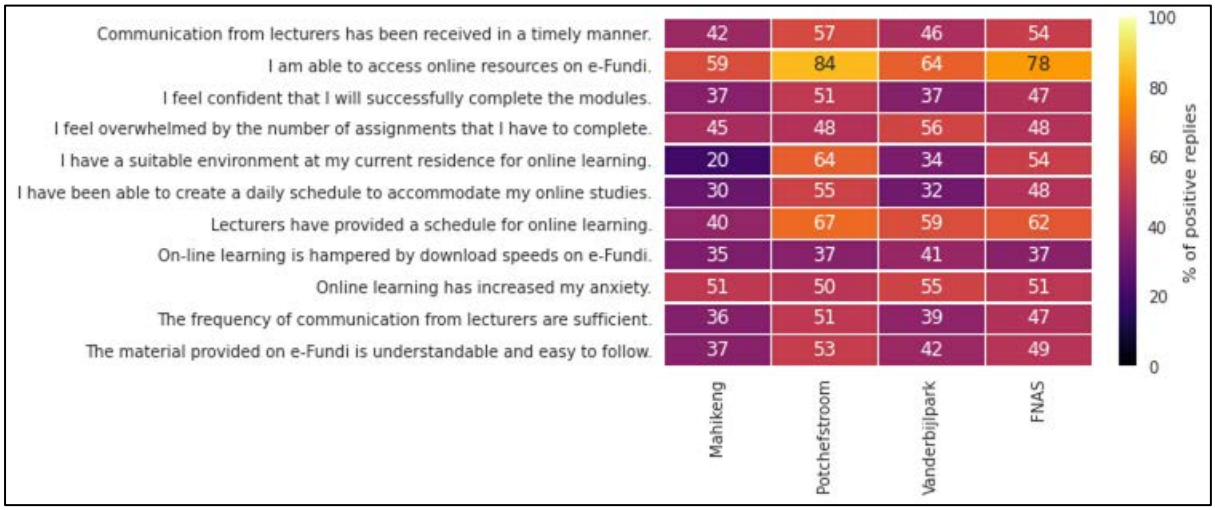
Survey B was sent to 6965 students via e-mail and we received 1922 responses (1382 PC, 276 MC and 251 VC). 141 students disagreed that they were able to access online resources on eFundi. 441 students felt that the frequency of communication was not enough. 485 did not find the material provided on eFundi understandable and easy to follow. 929 agreed that they felt overwhelmed by the number of assignments. 502 indicated that they do not have a suitable environment in which to participate in online learning. 466 did not agree that they felt confident that they will successfully complete the modules for semester 1 through online learning. 630 did not find studying in the online learning mode a positive

experience.

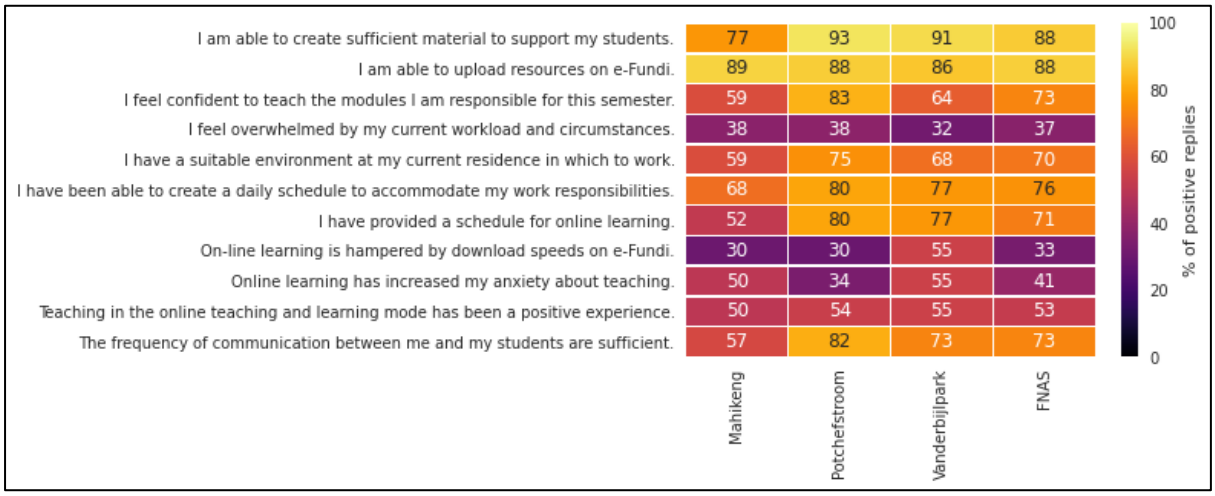
One problem noted was that students in Geography on the Vanderbijlpark Campus did not participate in the survey as they are registered in the Faculty of Humanities.

Figure 5 Summary of staff and student responses to the survey on online learning

FNAS Survey - Percentage Positive Responses -Students



FNAS Survey - Percentage Positive Responses - Staff



7.9 EXPERIENCES WITH THE ONLINE ACADEMIC PROGRAMME

The Understanding the World modules were also presented fully online as of 2019 since the modules form part of the online BSc IT program. As such, much work had been done before 2019 to ensure a comprehensive online teaching & learning experience for students enrolled in these modules. With the advent of the Covid19 pandemic, these two modules were merely opened to all students and the transfer to fully online teaching and learning went very smoothly with contact students seamlessly making the transition and participating fully and effectively, although the existing eFundi site proved challenging to access with a cell phone, which made it difficult for less-privileged or remote students to fully participate.

In general, network connectivity was the major issue that hampered teaching and learning among the staff members and students. However, this challenge was reduced with the re-integration plan during the lockdown stage 3.

The School of Physical and Chemical Sciences (SPCS) reported that use of the online textbook was low among first years. First years did well on tests, but poorly in assignments that required in-depth knowledge, but it is difficult to know whether they used all the videos and resources available to prepare for class. Third years demonstrated a high level of in-depth knowledge of the work, indicating that the approach of combining self-study from the textbook, discussion notes, short videos which discuss very complex ideas and frequent informal tests to self-check progress was successful.

Biochemistry practicals were replaced with video recorded experiments. Since the senior students had some practicals in the first semester, they were already comfortable with some techniques such as spectrophotometry, and the third year practicals focused more on the interpretation of results. Later online practical exercises based on spectrophotometry went smoothly. Online exercises with problems and results that the students had to complete for the practical component could be found free of charge online.

Physics observed that although the online teaching approach with regards to classes and tests worked well, there is a need to implement a sit down exam for at least second and third year modules. Also, hands-on practicals should not be replaced once we get to some form of normality, as many concepts are lost when the student does not physically do the work.

A Chemistry lecturer noted that “With remote learning a lecturer is engaged 24/7 since students require assistance in order to transition. It is not easy to turn a needy student away when they send emails and WhatsApp messages requiring assistance.”

Staff members attended several online programmes organized by the CTL and other online programmes. They used eFundi Resources, Announcements, Assignments, Tests and Quizzes, Zoom, Google forms, WhatsApp (forming a class group), Kahoot game App, and Google online quiz. Load shedding interrupted some of the online assessments, and eFundi was very slow when there were many users at peak times. Some students preferred online eFundi assessments late in the evening because their network behaved better.

Because of the distance programme in the BSc in IT resources and experience for online learning were already in place to present some modules remotely; and these resources could be made available to the contact students to supplement their remote learning. However, grading of online Programming assignments takes a lot of time – and plagiarism is not ruled out but difficult to pinpoint. There was a significant rise in plagiarism among students.

Assignments had to be postponed (some more than once) because many students were not able to submit on time. As one student from a rural area said after a Computer Science assignment was postponed for the second time: “for you it might be just the postponement of an assignment for a student, for me it means another chance to obtain my degree as I’m going through some really difficult stuff at the moment and online learning is difficult”.

Students were more anxious about their marks than before and one showed very aggressive behaviour resulting in emails sent to Faculty management. Whenever an updated mark sheet was made available there were many 'complaints' from students with low marks.

Another common problem experienced was that students had different versions of software on their PCs, for example they had to use MS Projects to update a project plan and could not get the software provided installed, due to incompatible issues with software existing on their PC's.

Some students waited till the last hour to do assessments and then did not finish in time and sent emails complaining that due to internet problems they were not able to submit their documents on time. These flooded lecturers' mailboxes, particularly a few minutes before the closure of assessments. All the students' documents had to be accepted because there are certainly students who experienced internet problems and it was impossible to determine who just needed a few minutes extra and who really experienced internet problems.

Lecturers felt as if they were working to make online learning as easy as possible for students. According to one lecturer, "some demanded to pass without any effort, not even taking responsibility for something as simple as reading important announcements made on eFundi. Others worked so hard, read and followed all instructions to the letter and completed projects in time with models sometimes drawn by hand, in pen and pencil, grateful for every little thing."

Computer Science lecturers on the Vanderbijlpark Campus made the following comments:

"Remote learning was a big challenge as students needed a computer and data to be able to do the Excel module. The lecturer on the Vaal campus really struggled with students who couldn't do any of the assignments. This is a module that cannot be done paper based."

"To teach in rural homes via Zoom was a wonderful experience for both lecturers and students. To experience the small and spotless environments of these students as well as the gratefulness of parents for helping their children was something to remember forever. Lecturers changed the way students and parents experienced NWU forever."

7.10 FACULTY ASSESSMENT PLAN AND OUR EXPERIENCE OF CONTINUOUS ASSESSMENT

The School of Biological Sciences (SBS) stated that lecturers were possibly over-sensitive to the possible problems students could encounter with online learning and gave too much time to students during on-line tests and quizzes. There were also many opportunities for resubmission. Consequently, student marks and the throughput rate were generally higher for all modules. However, a lack of knowledge will only come to the fore later on.

Statistics agreed that continuous assessment for theoretical modules yielded much higher than average marks. This made them question the quality of understanding and they are looking at other forms of assessments to ensure quality of understanding.

Physics reported that for most of the modules, the average module mark was 10 - 15% higher than usual, and the number of students receiving distinctions was also higher.

Although it is difficult to prove, it was noted that for online assessments:

- Students send around and share their completed work in WhatsApp groups during online assessments.
- In some case students fill in and complete an online assessment scheduled for 4 hours, in less than 5 minutes, using values from previous students.
- Students have reported rumours that some students share eFundi log-in information and then complete assessments on behalf of each other. We have some evidence of the same IP address submitting multiple eFundi assessments.
- Students have stated that they google (extensively) for the answer to problems, and then copy the answer from e.g. the textbook's instruction manual.

Chemistry reported that lecturers were in general very sympathetic towards students and chose to use models of calculation that advantaged the students. Many lecturers found themselves on a road of discovery when they suddenly had to convert to an online model. Some strategies for assessment did not work as well as others. We can now use the experience to improve our online assessment strategies.

In Biochemistry, cheating among first years in tests were made more difficult by constructing massive multiple choice question pools containing 150 questions, of which students received a unique set of 50 questions each. The class averages were comparable to those of 2019. In the end, emphasis is put on making students engage with the work and encouraged leniency toward first years where there will be subsequent opportunities to revisit themes in later years of study.

The marking of assessments online is very time consuming especially if students have more than one opportunity to write. Saving the submission as a pdf worked best but one of the biggest issues with testing online and marking is that there is no viable way to return scripts to students. One can upload a link with all scripts but then anonymity is lost. This too has been frustrating with students demanding to see scripts. In big classes it is just not possible to give feedback and remark all assignments. Due to budget constraints additional markers could not be employed. Turnaround times for marking remained despite the fact that online marking takes longer and is much more difficult. Markers also experienced connectivity issues and high data costs.

The experience is that continuous assessment serves formative assessment goals - assessment for learning - but not summative assessment goals.

7.11 WORLD RANKINGS

The quality subject offerings in the fields of atmospheric science and mathematics have resulted in these two fields being ranked first in the region.

According to the latest findings of the Shanghai Ranking Consultancy’s Global Academic Ranking of World Universities (ARWU), the NWU features among the top universities in the above areas of expertise. The ARWU is a global ranking system that assesses more than 1 800 universities from 90 countries and regions. This is why being placed in the top 500 is a considerable achievement, as subjects are benchmarked against the best of the best. The results are published annually.

The NWU is first on the ranking ladder for mathematics in the national/regional ranking in South Africa. The university is ranked in the top 201 to 300 category of the ARWU’s 2020 subject rankings. The

NWU is the only South African university that appears in the top 500 for mathematics. It is a continuation of and impressive improvement on the NWU's good performance in previous years in the ARWU rankings for this subject. In 2019 the university was ranked in the 301 to 400 category (first in South Africa), and in 2018 it was in the 401 to 500 category.

The NWU is ranked among the top universities in the 151 to 200 category in the area of atmospheric sciences and is also first in South Africa.

8. FACULTY OF THEOLOGY

8.1 INTRODUCTION

Reflecting the vision and mission of the NWU, the Faculty of Theology is committed to the transformation of the its curricula in adherence to what a university stands for in a decolonised Africa. The Faculty has aligned itself fully to the 2014 Council-adopted 2015-2025 Strategy, as well as the NWU Senate approved declaration on decolonisation of the curriculum at the end of October 2018. We desire to boldly address the issues and questions about the role, value and future of theological education in the setting of the university. In line with the purpose to be more relevant and to reorient our curriculum focus on Africa in terms of the construction, development and communication of knowledge, a snapshot of the Faculty's future will picture a climate of inclusion, enhancing and infusing diversity throughout the student body and student experience. In terms of academic offering we envisage differentiated programmes in order to increase the network of participating and collaborating churches, ecclesiastical bodies, and community partners. In this manner we wish to acknowledge the diversity of the communities we serve.

8.2 ACADEMIC OFFERING

While still offering quality undergraduate and postgraduate degree qualifications to our students, we have embarked on an initiative to expand the academic offering to include a number of diplomas, higher certificates and postgraduate diplomas, awaiting regulatory approval with a view to a first intake of students in 2021/2022. These qualifications are designed to address the issues of access to theological studies in South Africa and Africa as well as theological training that is relevant to the African context. Taking cognisance of the wider South African context, the envisaged qualifications are designed to align with new curricular areas that match the needs and preferences of churches, stakeholders, faith communities, as well as student demand and career opportunities. Utilising the University's resources, infrastructure and existing virtual open and integrated teaching and learning capability, the programmes

will be delivered in innovative formats that embrace the learning styles of students from a variety of backgrounds.

The expanded academic offering also includes inter-disciplinary qualifications aimed at investigating the cross-sections of theology with overlapping disciplines such as linguistics, philosophy, sociology, history, economics and others. One example is the Higher Certificate in Pastoral and Palliative Care, also in the process of regulatory approval. The said interdisciplinary qualification is a joint venture with the Faculty of Health Sciences and a powerful expression of the new direction in which the academic offer of Faculty of Theology deploys. The drive towards interdisciplinary teaching and learning also flows into research, with the establishment of a research sub-programme for African Spirituality on the Mahikeng Campus, looking towards collaboration with colleagues from the Indigenous Knowledge Systems Centre (Faculty of Natural and Agricultural Sciences) and others faculties. A postgraduate diploma to facilitate admission to our Faculty from adjacent fields of study has also been submitted for approval.

The academic offering is being further expanded with the introduction of Short Learning Programmes aimed at the development of basic skills for persons working in ministry, as well as providing a base for possible admission into qualifications. Topics include Introduction to Latin for Botany, Preaching in a Missional Context and Understanding Prophesy in Africa.

8.3 DECOLONISING THE CURRICULUM

In seeking to be a socially responsive and relevant leg of the NWU, the Faculty of Theology understands its obligations to accelerate transformation and create an inclusive and rigorous academic culture. Therefore, the Faculty remains committed to The Faculty of Theology remains committed to decolonising its programmes and modules. The Faculty has set its target as from 2019 on having at least one module within every academic programme offered by the Faculty of Theology with a stronger African contextual focus to facilitate critical thinking around inclusion and the importance of taking different perspectives into account to ensure an environment of collaboration and better understanding. Many lecturers have voluntarily taken up this challenge to provide students from diverse backgrounds with a diversity of worldviews and contexts. The work done on revising the Understand Your World modules has been instructive and helpful in this regard.

The Faculty acknowledges that the study of (mostly sacred) texts in academic or spiritual isolation is no longer appropriate in theology as a discipline. Although the nature of the subject matter plays a role in determining the extent of decolonisation that is possible, especially within the School for Ancient Languages and Text Studies, the Faculty is steadfast in its commitment to bring a diversity of academic orientation, theological conviction and spirituality to the lecture room. This entails that lecturers and students consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives. They also share their different cultural backgrounds and contribute to the discourse through relevant examples from their own contexts. Students are involved in practical projects with an international or intercultural focus, for example students engaging in cross-cultural congregational practical work. These initiatives all depend on creating a safe, non-threatening learning environment in which students can express their own views while respecting those of other students

and staff.

8.4 ALIGNMENT ACROSS CAMPUSES

Academic qualifications offered in the Faculty are aligned across campuses unless specific to a local campus context or to a church denomination. Qualifications are aligned in respect of module content and assessment, as well as student communication via eFundi, ensuring that every student receives similar support, guidance and communication. The module owner carries overall responsibility for all students in a module across the campuses as well as online, with on-site facilitators in each module to assist contact students. Yet, the alignment positively impacted on staff co-operation across campuses, with staff members working together as teams to present modules across campuses.

In fact, team-teaching, a strategy where the module owner, irrespective of his/her campus locality, presents the specific module on all the respective campuses via electric means and the eFundi learning platform, is still being employed as one of the Faculty's strategies which strongly ensures that the student learning experience within the core modules of the different programmes are thoroughly aligned. This approach was approved by the NWU Senate in February 2020 as falling within the definition of contact teaching.

Although equity in terms of resources across campuses is still a challenge in some areas, progress has been made in increasing availability of academic books and other resources in the libraries of all campuses. This applies especially to the libraries on Mahikeng and Vanderbijlpark Campuses. We are increasingly making use of e-books as textbooks to accommodate online teaching and our distance students.

8.5 CHALLENGES IN THE FACE OF COVID-19

Teaching and Learning during the first semester of 2020 was dominated by the impact of Covid-19. A great deal of time and energy from managers as well as academic and support staff members went into the planning, consultation, preparation and execution of contingency plans in the Faculty. All these processes were complicated by the continuing uncertainty and changing landscape of Covid-19 on a national level, leading to uncertainty and even trauma among staff and students, which in turn required continuous communication with staff members, student leaders and student body.

As a Faculty we successfully completed the move of all teaching and learning to the online environment teaching from the end of March, to the extent that the semester was completed by the middle of July 2020. With the institutional support of the NWU and support divisions such as CTL and LIS, we could assist contact students with devices and data to facilitate the online move, as well as e-learning material.

Early indications are that student success has not been compromised in the process, and that quality has been assured in implementing continuous assessment through rigorous moderation processes. Staff and student surveys also indicate a high degree of satisfaction with the Faculty response to the challenges posed by the pandemic.

Even though the Faculty had a very sound base of online teaching prior to Covid-19, our academic staff have embraced the challenges posed during the pandemic. The online teaching base has been expanded to all academic staff, and staff members have adopted alternative means of communication with students. In this regard our e-Technologist and CTL have been instrumental in the success, guiding lecturers to make use of low impact technologies. Communication with students has improved, even among lecturers who are experienced in online teaching with eFundi as platform. We are proud of the manner in which the Faculty exhibited the ethic of care towards staff and students in challenging times for teaching and learning.

9. FACULTY OF HUMANITIES

9.1 INTRODUCTION

The Faculty of Humanities remains 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 irrespective of the campus where our students choose to complete their studies. We also continue to assure a process of optimum and seamless alignment approach across campuses where some fundamental differences existed in the past. As the Faculty comprises of six academic Schools they have embarked on a number of initiatives to drive curriculum transformation and alignment of student experience agenda.

This report provides an overview of a continuous process on the main transformative and alignment activities in the Faculty of Humanities for the current period 2020. This is not intended as a comprehensive report with all-inclusive detail on every matter, however it reflects on progress made and on the effect of Covid-19 on the teaching and learning experience.

9.2 ALIGNMENT OF THE ACADEMIC OFFERING AND THE STUDENT EXPERIENCE ACROSS CAMPUSES.

The Faculty of Humanities has undertaken the implementation of aligning the academic offering and student experience across campuses. All programmes within the Faculty have begun the process of completing the phased approach at undergraduate level.

For instance, the School of Languages offers one undergraduate qualification across all three campuses: Bachelor of Arts in Language and Literary Studies. This qualification is presented in a number of different programmes on the three campuses that allow for differentiated focuses and combinations of language modules, and attempt to respond to the increasingly diversified needs of our students.

So, alignment in the Faculty is being addressed in an accountable and responsible manner through a

phased approach within a realistic timeframe. The School of Communication has fully aligned the first and second year of their BA Communication degree which will result in full alignment this academic year.

There are, however, some exceptions to the alignment, such as the School of Music which is situated only on the Potchefstroom campus and does not offer programmes across the different campuses. The School is relatively small in comparison to other schools in the Faculty of Humanities and has a unique approach to its offering.

9.2.1 Module alignment across campuses

As we forge ahead as a unitary Faculty, we have ensured that all our module content is aligned. Over the past two years, all our academics on all our campuses engaged with the alignment project. Academics across campuses work together towards ensuring even better quality and alignment from modular level up to qualification level. Not only have we re-evaluated and strengthened our capacity for offering more academic programmes on the different campuses, but we have instituted a practice where academics across campuses can strengthen module offerings by way of team teaching.

As a result, all modules that are taught at more than one campus, share the same content and summative assessment have been fully aligned at the undergraduate level. However, there have been minor differences in the approach to alignment across the subject groups with regard to formative assessment, with some modules aligning on this level and other lecturers maintaining that there is merit in tailoring formative assessment to the particularities of the student body.

The minor differences with regard to formative assessment is informed by differences between class sizes on the different campuses. All aligned modules are assigned a module coordinator whose task is to convene regular meetings between lecturers across the three campuses, to monitor progress through the curriculum and, where differing formative assessment approaches are used, to ensure quality of outcomes on all campuses.

In the Faculty, module alignment during COVID-19 has been effected in the following manners:

- collaborative work by lecturers across campuses to move toward remote teaching and learning,
- preparation of online and paper-based materials,
- aligned continuous assessment plans,
- shared and collaborative eFundi sites, where lecturers participated in uploading the same material for all students.
- team-teaching across campuses, as well as aligned efforts for student support.
- For quality assurance purposes, internal and external moderation has been put in place across campuses.

9.2.2 General alignment of teaching practices

The Faculty had to rethink its teaching practices with the introduction of emergency remote and online teaching and learning. This platform has provided us with further alignment opportunities, although it also highlighted the needs of students on different campuses. This has created a platform for collaborative teaching practices amongst colleagues. The Faculty and all its six schools, continue to

make enormous progress towards ensuring excellence in teaching and learning across our three campuses in all programmes. This is necessitated by having continuous conversations with School Directors and Deputies on the matter in light of the multiplicity of issues related to alignment of teaching and learning practices.

Our focal point remains to prioritise undergraduate programmes, to ensure that academic staff across campuses collaborate and work as a team to guarantee common and sound pedagogy and assessment methodologies in all modules across campuses.

9.2.3 Alignment of student value proposition

All programmes provided by the Faculty of Humanities have been restructured and aligned and this has served to improve both efficiency and quality in the six schools in the Faculty. There is an emphasis on teaching and learning from the perspective of student experience. In this, teaching and learning refer to quality in external peer evaluation, student experience satisfaction, employability, and employer feedback. The Faculty is committed to educating knowledgeable, skilled and value-driven graduates who are prepared for a rapidly changing world, and able to engage with its challenges in an innovative and critical manner, and thereby contributing constructively to the development of the country.

We clearly outline our differentiated student value proposition in terms of:

- Equity of access
- Sense of belonging
- Empowering and supportive student experience
- Seamless learning and teaching experience
- Aligned programme offerings
- Active, responsive and caring citizens

To this end, staff continued with aligned teaching and assessment practices during the period of remote teaching and learning and took into account the diverse challenges experienced by students; lecturers acted with an immense ethic of care to ensure the needs of students were met in as far as possible, and worked hard to provide assistance and support to ensure student success. The actualisation of this value proposition lead to both academics and students experiencing teaching and learning as transformed, with a shared common culture to which they can relate and in which they can thrive.

9.3 CURRICULUM TRANSFORMATION

Given the changing educational landscape and the need to respond to the 21st century student body, the Faculty of Humanities continues to interrogate its curricula to suit the current status quo. The Faculty hosted a curriculum transformation *lekgotla* in 2019 with the aim of developing a curriculum transformation framework. This strategic initiative explored the concept of decolonisation and Africanisation of Humanities curriculum with a view to build towards achieving diversity in the curriculum.

The Faculty encourages schools to rethink themes, perspectives and approaches and to incorporate insights, experiences and knowledges into their programmes as part of transforming their curricula. While we have made progress in the transformation of content and pedagogy in our efforts thus far, we are cognisant of the fact that transformation is continual and ongoing process. We continue to have

host a series of curriculum conversations looking at various topics that emerge from and relating to the curriculum.

Curriculum transformation is not limited to the content of the curriculum, but also to the means of assessments. During these unprecedented times, there were definitely innovative new assessment formats which will continue even when face to face teaching resumes.

9.3.1 Decolonising and Africanising module content

The Faculty continues to add to the discourse and the demand for decolonising the curricula and practical approaches highlighted during the curriculum *lekgotla* hosted in 2019. There is commitment to include voices and experiences into module content that serves the disciplinary expectations, that challenges those expectations, with regard to the canon and the basics of knowledge productions. Different programmes have a responsibility to review their content to ensure that they add the much needed African content and material to the modules in order to shape and promote the understanding of the module content from an African perspective.

The Faculty approach to decolonising module content is not merely to exclude the current content, approaches and perspectives but rather to enrich it. The aim is ultimately to transform the curricula to enrich the student experience by expanding on their exposure to different views within disciplines.

The School of Philosophy is in the process of reviewing Understanding the World modules as of 2021. A completely new and transformed content will be introduced that looks into the African worldview.

As part of the multilingual project in the Faculty, the School of Communication has begun to create and translate a glossary of terms for COMS 123. The School has adopted the use of South African case studies, including global South text that will be taught in the module.

9.3.2 African languages development

The Faculty continues on its vision to implement its Language Plan to embrace and promote indigenous languages, with specific reference to developing Setswana and Sesotho as part of pilot programmes. The Faculty has also developed short learning programmes for both Setswana and Sesotho to support the multilingual pedagogies and to promote the use of indigenous languages.

9.3.3 Decolonising pedagogy

The approach of the Faculty of Humanities in decolonising pedagogy relates to committing to practices that are cognisant of students' diverse backgrounds and aims to produce active knowledge producers. The Faculty continues to embark on a major transformation process and approach to teaching and learning, to prepare students for the new world of work. The change encompasses both curriculum and pedagogy. It is designed to update our offering for the contemporary world, especially in response to the Fourth Industrial Revolution, and at the same time to take advantage of opportunities that are now on offer, especially technological ones. Central to this is a student-centred approach and the valuing of student experience as a powerful learning tool.

In moving to the emergency remote teaching and learning mode both the online and paper-based modality, we have had to rethink how to present our modules, how students would receive and engage

with module content, how students would complete assessments, and ultimately how students would complete the learning process. We've had to challenge assumptions about available resources, connectivity, devices and even basic modes of communication to ensure that modules (content, assessments) remained accessible. The challenges of the current context necessitated not only a revised approach but also attitude to teaching and learning on the part of both staff and students, and while it has been challenging learning experience to everyone involved, it has given us an opportunity for critical reflection on existing and accepted practices.

In order to decolonise the pedagogy, the School of Music has shifted the modules to allow students to engage with music from all four corners of the continent: Southern Africa, East and Central Africa, West Africa and North Africa. In addition, senior students have been encouraged to engage with more advanced concepts within African music and musicology which deals with issues around the archive, research ethics, decolonisation, sound repatriation, gender and artistic research as well as preliminary research projects.

9.4 EXTENDING QUALITY TEACHING TO THE REMOTE EMERGENCY TEACHING AND LEARNING MODALITY

As a Faculty we are committed to continuously monitor and improve the core business of the institution. As we forge ahead as a unitary Faculty even during remote teaching and learning, we continue to ensure quality of academic offering and excellence in our teaching and learning activities. This will result in achieving the same standard with regard to the quality of teaching and learning delivered in all the different campuses.

The move to remote emergency teaching and learning necessitated a shift in our thinking about the presentation and assessment of modules. Existing plans had to be modified in a very short space of time, in a context where dates and information were constantly changing based on national events and changing legislation. Subject groups approached this with care and dedication to ensure that standards were kept high, and desired outcomes reached. In their plans, subject groups were encouraged to carefully consider the fact that students now had to study in a self-directed manner and had to be guided through materials and content. In the online modality, lecturers were creative in their use of interactive sessions, using eFundi, WhatsApp, Google classroom, and other tools to have students participate actively during remote discussions. This will also be kept in mind as we plan toward the second semester. Additional support mechanisms for students were put in place, including additional support materials on eFundi, regular access to lecturers in a structured manner, workshop approaches to catch up where necessary, etc.

9.4.1 School of Languages

The Writing Centre remained active during this time and through online sessions were able to continue providing students with academic writing support. Planning for the paper-based modality was complex and challenging, as most lecturers have not had to plan or work in this modality before. This modality was particularly problematic for practical-based or language acquisition courses where multimedia plays a vital role. Although it is understandable that this modality was necessary and the only lifeline for students in remote areas, staff were concerned about the learning experience of these students given the fact that they did not have access to interactive sessions and engagements with their peers and lecturers. The School of Languages places a high premium on quality assurance for the various programmes and modules that we offer. Shifting our offering to the remote emergency mode (both online and paper-based mode) has not been any different. Moderation practices continued as usual. Exit level modules were moderated both internally and externally as per regulation and in accordance with School planning.

9.4.2 School of Philosophy

Different platforms were used for remote teaching, but the most common is eFundi. A very effective tool was WhatsApp (WA) and groups for most classes were formed where very effective real time conversations took place. Resources were also shared on WA. Some classes (mainly postgraduate) were conducted on Google Meet, Google Drive and Google Docs.

9.4.3 School of Social Sciences

The school devised a COVID-19 plan that informed the approach to remote teaching in the first semester. The plan guided the balance of the challenges presented by remote teaching against the need to meet outcomes and assessment criteria. To this end the school developed guidelines to assist lecturers to modify module outcomes, to the study unit objectives, to the selection of appropriate learning resources, the devising of appropriate learning activities and finally to assessing the extent to which students met the objectives through the learning activities. This has proven very successful in the first semester with several colleagues reporting that their modules have improved during the remote teaching and learning.

9.4.4 School of Music

The School of Music is very fortunate with the smaller classes and lecturers followed a synchronous online teaching and learning approach and taught students during their normal class time, in real time. Sessions were mostly well attended, and students were actively engaged. Their students appreciated the routine and having contact with each other and the lecturers during a time of feeling isolated. Through this approach, face to face teaching was simulated with the added benefits of the online platform such as asking questions in the chat room and sharing documents instantly.

9.4.5 School of Communication

Numerous lecturers attended a variety of courses and webinars offered by the CTL, HELTASA and various other universities and organisations to assist them in coping with remote learning and all its challenges. Attending these courses also enriched lecturers to engaging students in active learning, increasing the rate of student participation and learning through increased motivation and assisting students in grasping concepts, and making better time management decisions for students. It also assisted lecturers in looking at the present curriculum in a different light, as most lecturers had no experience on remote learning and have not been upskilled in remote learning design and pedagogy. Attending these courses and webinars also helped lecturers to assist students in a remote learning environments which led to a small number of students dropping out of their studies.

9.4.6 History of Art

The extra hours that sudden transposing of teaching from contact sessions to online teaching brought to the workload of all staff, created serious issues regarding available timelines. Where possible, lecturers shared and adapted teaching content which was created for online, emergency teaching.

Colleagues where encouraged to share their experience and new knowledge regarding pitfalls or imaginative, successful solutions to online teaching at regular subject group meetings.

9.4.7 Graphic Design

The subject group has ensured that module outcomes across all years of study are adhered to within the context of adjusting assessments within the Reviewed Assessment plan for the 1st semester. Apart from accommodating students in all ways possible during a time of ERT, particular emphasis was placed on the following:

- student connectivity to the internet was ensured or alternative arrangements were made;
- adjusting assessments so that all students were treated fairly as far as was possible;
- access to lecturers was heightened, and continuous consultation and feedback was encouraged;
- the students working pace was monitored to identify and guide at-risk students;
- regular contact and updates were made with students to ensure full understanding of module expectations

Full utilisation of multiple digital platforms, as well as making available campus facilities pertaining to practical needs for a cohort of students in need thereof.

9.4.8 Creativity Centre

The NWU Creativity Centre has adopted remote emergency teaching as described previously, which has required adapting. Access to required software in labs on campus has been requested for those who need it, and trouble-shooting is ongoing in assisting with the online platforms. Teaching quality is of utmost importance, and very apparent in the online environment.

9.5 CONTINUOUS ASSESSMENT IN THE REMOTE TEACHING AND LEARNING MODE

The Faculty developed an assessment plan and this was prompted by the fact that a sit down examinations were cancelled due to the COVID-19. It was proposed that a good practice guide flowing from the plan would assist Schools and subject groups to find alternative ways of assessment that are credible and defensible.

The move to continuous assessment meant an overall shift in how we assess our modules. Although re-thinking and re-designing assessments forms part of a transformed curriculum and is a positive shift, it has been approached along two lines in order to ensure quality and learning. First, the number of

assessments was increased. Second, the final assessment was taken as a capstone assessment that should round off the full arc of learning entailed in the previous assessment. Most common here has been the portfolio, in which students were required to curate their assessments and their other learning activities to submit a reflexive portfolio in which they build learning connections and reflect on how they have learned and what they can do to continue to deepen their knowledge beyond the close of the module.

The shift to continuous assessment became successful as academic staff gained a lot from training that CTL provided. Students had to also change their thinking about assessments and the implications of continuous assessment under normal circumstances students usually have the opportunity to make up for poor participation marks in the exam (i.e. if they perform poorly during the semester, they can still pass the module if they study hard and do well in the exam); in continuous assessment there is no final exam and students therefore have to work hard throughout the entire semester, as every assessment contributes to the final module mark.

Some of the characteristics of continuous assessment included that assessments should be formative and cumulative (assessments should build on each other to ensure scaffolded learning). However, student experiences of learning, and learning from assessments, would have been vastly different if they were in the online vs paper-based modality, as paper-based students did not have the continual opportunity for feedback in between assessments and therefore would not have had the same formative and scaffolded learning experience.

Lecturers not only had to adapt their assessment plans but also moderation and quality assurance processes and practices for continuous assessment in terms of moderation of a single exam paper vs moderation of multiple assessments. We have yet to determine the student success rate and throughput for continuous assessment as compared to previous years.

9.5.1 Rethinking assessing practical outcomes

In this regard we have taken a dual approach. On the one hand we have encouraged colleagues to join the CTL online training available during this period. This has mostly revolved around the utility of eFundi and how to use it for remote teaching. It has also included approaches to assessment.

On the other hand, we have created opportunities for colleagues to share their experience and learn from what has worked well and what has not worked. This was done through two broad participatory processes, first to have colleagues work together to construct the Schools COVID-19 module and assessment plans, and second to have colleagues work in subject groups context to identify good practices and feed those to the directorates via subject group reports. This was supported by meetings with the subject leadership and asking them to look at all eFundi sites paying particular attention to lecturer practices and student activity. We then consolidated that into the engagement guide that will inform module planning for the second semester.

However, the state of national disaster poses some challenges to other Schools in terms of specific modules and disciplines. Particularly, in the School of Languages, one challenge pertains to modules where a language is acquired and the assessment of speaking ability needs to be re-conceptualised,

but this was addressed effectively in the amended assessment plans of the relevant subject groups (Zoom and video recordings were used for oral assignments and practical work; creative redevelopment of eFundi sites). These approaches will also be incorporated into planning for the second semester. A second challenge is experienced in modules where students need to work with dedicated software on computers or develop specialised skills. In these instances lecturers were creative in developing alternative ways of developing skills and awareness in students to ensure that outcomes were reached without having to rely on the use of dedicated software; this planning will also be taken into account as we head toward the second semester. These are valuable efforts and the current context is greatly facilitating our thinking and planning as we also think ahead toward developing modules for ODL where software and specialised skill development are key considerations.

There were a few instances in the School of Music, where some practical components in theoretical modules had to be replaced with more theoretical work. The challenge with these changes was that students should still benefit in a similar way and in the end students still regarded this as a positive experience. There were certain aspects which were impossible to overcome during the level 4 and 5 of the lockdown. Some students did not have their music instruments with them, and we were only able to courier it to them when couriers were allowed to transport non-essential goods in level 3. Fortunately, students were also then re-integrated back to the campus, and students who did not have access to their instrument of specialisation, were on the first priority list of gaining access to the Conservatory where they could also practise on a regular basis. Students who were unable to come back to Potchefstroom, received their instruments via courier services. During the practise times at the Conservatory, the lecturer would 'Zoom' with them or the students will send videos and voice notes to their practical lecturers.

Some students needed more time (due to practical, emotional or health reasons) to complete assignments than others. Constant individual communication and often monitoring of individual students to check up on whether they're still on board, have submitted (and where/how they did this) added a significant amount of time to our administrative load.

Challenges in bigger assessment projects: independent research projects which forms part of a major research assignments or '*referaat',* are an integral part of each Art History module and there were several challenges to both students and lecturers in managing this assignment without face-to-face contact, access to the library and with students who don't have ready access to the internet. To make it possible for students to conduct research, we created an online 'library' of sources on eFundi, which meant students had a more limited option of topics and students did not practice independent research identifying, finding and retrieving academic source material.

9.6 INITIATIVES TO HELP ACADEMICS IMPROVE REMOTE TEACHING

Moving to the remote emergency teaching and learning mode, specifically the online modality, has not been easy for most academic staff. While eFundi has always formed a central part of teaching and learning, staff had not had to rely on it to the full extent that they had to this past semester. EFundi offers various tools and functionalities, but not all staff were necessarily familiar with these tools, or with the intricacies of what it meant to conduct teaching remotely. As the Faculty, we encouraged all

academic staff to attend trainings and webinar services provided by CTL. Some lecturers from the School of Languages were invited to share insights and innovative practices during these webinars.

Some lecturers embraced the challenge of improving and adapting their teaching style and using different tools and methods to engage with their students, while others reported feeling disconnected and disengaged from their students, noting that their teaching mode was not well-suited for the online mode. This was partially addressed through team-teaching, collaborative eFundi sites for modules and conversations within subject groups, as well as through sharing of resources on eFundi site.

The current context has unlocked thinking about teaching and learning practices, and staff will be encouraged to take part in ITEA and SOTL opportunities to further explore, develop and showcase their initiatives and innovative practices in this regard. The ITEA process for 2020 was initially disrupted but then adapted to ensure continuation, and while a few lecturers in the Faculty had initially enrolled, increased workload and challenges have made it difficult for some to continue.

Subject groups communicated often to share ideas on optimising the new remote emergency teaching and learning environment. Not only did they learn from each other, but they also helped each other with implementation.

9.7 CONCLUSION

The Faculty of Humanities will continue to drive its strategic plan to ensure excellence in teaching and learning even during this unprecedented time. It is clear that emergency remote teaching and learning came with a lot of challenges but as a Faculty we have ensured that the standard of what we offer students is not compromised. Reasonable progress in ensuring that we deliver the best quality content to our students remains a priority. We are also steadfast in providing much needed support to both staff and students to ensure success of the teaching and learning project.

10. FACULTY OF LAW

10.1 TRANSITION TO ONLINE TEACHING

Since the beginning of 2020 the world has experienced extraordinary circumstances. This was not "business as usual" - it was exceptional. Due to the Covid-19 pandemic, students were not allowed on campus, the university calendar had to be changed, and the normal contact mode of delivery was suspended until further notice. The uncertainties created by the pandemic required that we adapt our ways of delivering teaching and learning in the 2020 academic year. During the 1st semester Faculties were required to design emergency online courses in these exceptional circumstances in order to save the academic year, and to make sure that, as far as possible, no student is prejudiced or left behind. We had to take into account the difficult situations in which most of our lecturers and students found themselves.

Since it was not possible to have any contact sessions, lecturers were expected to be available virtually or online to consult with students during the scheduled timeslots on the timetable. Lecturers made use of the eFundi chat room, eFundi messages, eFundi forums, WhatsApp messages, e-mails or cell phones to communicate with their students, either in a group or individually.

10.2 MODULES WITH A PRACTICAL COMPONENT

Those modules with a practical component, such as Legal Practice (IURI 414 and IURI 422), Moot Court (IURE 412 and IURE 427), Law Clinic (IURE 416 and IURE 426) and Street Law (IURE 415 and IURE 423) posed specific challenges when the University made the change to online teaching. These challenges were addressed in different ways, depending on the nature of the module.

10.2.1 Moot Court

In the Moot Court module emphasis is placed on the fact that students, who are in the final semester of their LLB studies, must master the course independently. As a general rule, lecturers serve as facilitators to provide guidelines on preparing concise heads of argument, preparing for and conducting oral arguments and related aspects. Contact sessions are limited to the first few weeks of the module, but lecturers remain available to assist students with queries throughout the semester. In the online mode of delivery appropriate pre-recorded slides, in which the lecturers discuss the topics mentioned above (i.e. preparing concise heads of argument, preparing for and conducting oral arguments and related aspects), were placed on eFundi at the commencement of the semester.

Students (grouped into pairs) are required to (1) prepare heads of argument (either for the applicant or respondent) based on the set of facts provided to them, and (2) to conduct oral arguments against opposing teams. With the sudden need to change to online teaching in the middle of the first semester, the manner in which the oral arguments component of the Moot Court module had to be conducted, was considered, given the circumstances at that stage. Although the option to have students conduct the oral arguments via the Zoom platform was considered at that stage, there was no guarantee that every student will have access to a proper internet connection or that the connection will be reliable during the times that the students will be presenting. Under those circumstances, it was decided that the students should record their arguments and try to reply to the potential arguments of the opposing party during the same session? This meant that the module outcome mentioned below, had to be done away with: “professional audiences and to manage an academic-professional discourse on an evidence-based manner”. In addition, items 4 and 5 of the component criteria for *viva voce* appearance, i.e. response to questions and style (ie pacing, clarity, professionalism, courtroom etiquette) in the assessment mark sheet had to fall away, given the fact that there was no lecturer(s) acting as presiding officer(s) to pose questions to the students at the time of making the recordings.

The question arose as to whether or not the manner of conducting the oral arguments for the second

semester Moot Court module should follow the structure that was adopted in the first semester. It was decided that the preferred option would be for the students to participate in the oral arguments component of the Moot Court module in real-time, via the use of the online platform Zoom (or a suitable alternative online platform, possibly MS Teams), preferably from campus. This would ensure that all students have access to a suitable stable internet connection via a suitable online platform at the relevant time, for presenting their oral arguments in real-time, whilst maintaining social distancing. The real-time option, where there is interaction between the opposing applicant and respondent parties, and questions posed by the lecturer(s) acting as presiding officer(s), would allow students to think and argue on their feet; would be closer to reality and potentially of greater value to the students; and would allow the inclusion of items 4 and 5 of the component criteria for *viva voce* appearance, in the assessment phase. The module outcome “professional audiences and to manage an academic-professional discourse on an evidence-based manner” would then also remain relevant.

Following the above, it was decided to prioritise all final year LLB students that are enrolled for this module to return to campus when phase two of the student integration is implemented to ensure reliable internet connection. If the students are not in a position to attend at campus to conduct the oral arguments as set out above, the risks of conducting online oral arguments in real-time where students are scattered across the country and factors such as load shedding and internet connectivity are unpredictable, may necessitate the need to revert to the manner in which the oral arguments were recorded and uploaded onto eFundi in the first semester. The option of pre-recordings uploaded onto eFundi by students, which was used during the first semester, would then be the “back-up plan".

10.2.2 Legal practice and Law Clinic

Legal Practice (IURI 414 and IURI 422) as well as the Law Clinic modules (IURE 416 and IURE 426) are modules with practical components. The practical component of both these modules is done at the Law Clinics. Due to the COVID-19 pandemic and the switch to the online modality, the mock trials for IURI 414 and the practical work for IURE 416 could not proceed in the first semester.

10.2.3 IURI 414 (Legal Practice first semester)

Before South Africa went into lock-down, the following was in place with regards to the practical component. Students were already given the facts for the mock trials during February; they already formed their firms and the firms were informed against whom they will litigate; the schedule for the service of pleadings leading up to the trials was already worked out, and students had already started with the service of pleadings. When teaching commenced online in April, students were asked to proceed with the service of pleadings via email; the Law Clinics had to be copied in the communication when the Firms served their pleadings on each other. In this way students could continue with the practical component and the drafting skills of students were assessed at the same time.

10.2.4 IURI 422 (Legal Practice second semester)

Students will have eFundi quizzes to complete in order to test their knowledge and understanding of the work at the end of each study unit. These quizzes will be more practical in nature. Three practical assessments will be given to students to assess the practical component, which will consist of two drafting assessments and one verbal assessment.

It was decided that for the first assignment students will be given a set of facts based on domestic violence, and they will need to compile an argument in which they indicate to the court why the court should grant an urgent protection order to their client. Students will also be required to do a voice recording, which should include the following: introducing themselves to the presiding officer, stating their full name, surname and student number, stating whom they are representing and what the matter is before the court. The purpose will be to test the verbal skills of students as well as the students' ability to complete the Domestic Violence application.

For the second part of the assignment, which will be linked to the violation of the protection order above, students will be expected to draft a bail application on the basis that the respondent contravened the order and assaulted the complainant. The Complainant acted in self-defence, but was arrested for the assault of the respondent's new girlfriend. The third part of the assignment builds on the second and proceeds on the basis that the client was granted bail and must now enter a plea. The attorney (student) is now expected to draft a plea based on the client's instructions.

10.2.5 IURE 416 (Law Clinic first semester)

All the seminars explaining difficult concepts were done during February and March and students only had to complete their hours at the Law Clinics. These hours included students drafting letters, pleadings, going to court, consulting with clients and doing the normal file administration. Students started during February with the practical work and most students had started with consultations, drafting and file administration. Those students who did not do their consultations before lockdown, were given different sets of facts and they had to consult with their client via a zoom meeting. The supervising attorney at the Law Clinic acted as the client. Those students who have not completed their drafting were given a set of facts with instructions to draft documents on the client file. Students were also given a video clip and additional reading material regarding divorce proceedings, and were expected to take an eFundi quiz which tested their knowledge of the procedure. Lastly, students had to draft heads of argument and a legal opinion based on a given set of facts.

10.2.6 IURE 426 (Law Clinic second semester)

Due to the fact that the University will proceed with teaching and learning activities in the online modality, the following arrangements have been put in place for the second semester. All the assessments in this module are practical assessments. The first assessment will require students to carry out their client's instructions in full, from the beginning of the consultation right up to the conclusion of the matter. In order to achieve this, they will be given a simulation file with inscriptions and instructions. Some of the instructions will be voice recorded by the supervising attorneys. Students will have to prepare to consult with a client, while the actual consultation will be done via zoom. In this way, students' verbal skills will be tested. Furthermore, students will have to draft a letter of engagement to the client after consultation as per the guidelines of the Legal Practice Council. Lastly, students will be given an intricate clause in a divorce summons to draft for the same client in the divorce matter. In order to complete the second assessment, students will have to draft heads of argument based on a different set of facts, while they will be expected to draft a legal opinion based on a different set of facts in order to complete the last assessment.

10.2.7 Street Law

Street Law is a module that has both a theoretical and a practical component. The latter is the dominant component. The theoretical component comprises of seminars to be attended by students, and facilitated by the lecturer. The purpose of these seminars is to prepare students for the practical component which comprises community workshops organised by the lecturer and prepared and facilitated by students. Before lockdown, assessment of the module comprised of (1) lesson plans drafted by students for each community workshop, (2) the conducting of community workshops by students which were assessed by lecturers, (3) a research assignment; (4) submission of portfolio of evidence consisting of: lesson plans for each workshop; a journal entry on experiences in each workshop; list of participants for each workshop; completed peer evaluation form for each workshop and lastly a reflective narrative report on the module and experiences in the semester.

Before the initial lock-down, students proceeded with the weekly seminars, while some community workshops were already completed. However, the Covid-19 pandemic made community workshops impossible, since most of the community workshops in 2020 were to be at various high schools in Potchefstroom and Mafikeng involving Grades 9 to 11 learners. Since these learners were not attending school, community workshops were not possible. Online workshops with the same subjects would not be possible as the schools and learners involved do not have online resources. The difficulty created by this was that about 80% of the module were based on community workshops. In was then decided that instead of facilitating physical community workshops, students would record videos or audios of their presentations (similar to as if they would have sent these videos and audios to the high school learners). One video would be evaluated. The assignment and lesson plans proceeded as planned, but the contribution to the module mark was increased. Lastly, students would then have to write a narrative report on their experiences in the module, counting 10% towards the Module Mark. This revised assessment plan was executed well by both students and the lecturers at both campuses.

Street Law was also supposed to be offered in the second semester of 2020, but concerns were raised regarding the feasibility of this. It was decided not to continue as planned. The sustained Covid-19 pandemic makes community workshops impossible for the rest of 2020. Since the module was designed for physical community workshops, it would take a while for community workshops to be adapted to be conducted virtually in real time. This should also be considered for 2021 if the pandemic sustains. As this was an elective module students were required to enrol for another elective in the second semester.

10.3 PLANNING FOR THE SECOND SEMESTER

The 1st semester of online teaching has provided us with insights into the challenges and opportunities that presented itself during the semester. Armed with this knowledge, more effective planning for the 2nd semester could be done. Subject Group Heads were expected to schedule weekly meetings with lecturers within their subject groups, and to report to the FMC. At the end of the semester they submitted comprehensive reports on challenges and highlights regarding online teaching in the first semester. The following aspects, mentioned in the reports, together with some suggestions from the lecturers on how to improve our practices in the 2nd semester are listed below:

- The implementation of emergency online teaching was a novel environment to all of us –

exacerbated by the time-sensitivity of having to construct online modules within short timeframes.

- It was challenging and time-consuming to convert from traditional sit-down assessments to online assessments.
- Adding to this was also the fact that there was often multiple and conflicting communications distributed to lecturers and/or management.
- Colleagues found the TLC website and workshops extremely helpful and it assisted and coincided with resolving issues within the subject group.
- The drafting of assessments as well as the marking thereof was challenging. This was especially an issue for colleagues with exit level modules as most decided on providing students with assignments. The online marking was time consuming and even if one made use of a marker, it presented itself with other aspects that needed to be addressed such as: access to eFundi for the marker as instructor, downloading all the assignments, reallocation of markers due to matters relating to language proficiency, quality control and the like.
- The fact that students were provided with so many opportunities to complete assessments as well as provided with extended periods of time in which to complete the assessments, also posed concerns amongst the colleagues. Module marks were found to be inflated, and this is attributed to the aforementioned.
- Students showed very limited interest in chatroom discussions, which was reflected in poor "attendance" of these sessions. Where students were present, they also appeared reluctant to participate in the general discussion.
- Students appear to generally "miss" physical lecturers and had a struggle adjusting to the self-directed learning structure of an online module.
- Lecturers observed that students appear to only access and download online teaching materials shortly before assessments – a general "just in time" approach which suggests that students do not appreciate the importance of working on a continuous basis. Student dishonesty was a concern, especially where assessments were open for completion for some period of time (for example a few days).
- The numerous possibilities of cheating in assessments was a matter of concern. Many lecturers expressed concern for the integrity of the assessment opportunities (unauthorised collaborations; plagiarism), and the inability to test at the same level as before the introduction of online teaching.
- A lack of time-management skills on the side of students, and being overwhelmed by the various assessments for their respective modules (with the former issue probably exacerbating the latter) were reported as challenges.
- Difficulties in assessing "higher order skills" such as application of legal principles (usually tested by means of longer "problem" type questions) in the online mode, together with an additional marking load where assessments include essay questions.

Despite all the challenges as alluded to above, there was a great sense of collaboration and collegiality. Colleagues displayed understanding, compassion and patience and are now better equipped to deal with the second semester of online teaching. One aspect which was reported to be working well was teamwork within modules. The meetings with module coordinators also allowed the exchange of info

on alternatives to the chatroom function on eFundi or WhatsApp groups.

10.4 STUDENT SUPPORT

The Faculty developed measures to assist students to adapt to online learning and to ensure that they are able to complete assessments online.

10.4.1 Data and Laptops

Many of our students do not have access to electricity, the internet, suitable electronic devices or sufficient data to participate in online learning. Special provision had to be made for those students who could not participate optimally online, or those who could not participate at all, to ensure that they were not prejudiced and enable them to also complete the semester. The university introduced a number of interventions including, provision of devices and/or data, printed material and a winter school to facilitate the completion of the academic year. The provision of data and laptops will continue in the second semester based on the information which was gathered during the 1st semester.

10.4.2 Students without access to the internet (winter school)

Students who did not have access to the internet (for instance due to the fact that they did not have electricity), were specifically accommodated in that they qualified for the so-called winter school. They were identified for “paper-based’ delivery, and were provided with printed study material. They were allowed to complete their assessments in hard copy, and to submit same to the Faculty/lecturers in various ways. They were also prioritised to return to campuses during phase two of the reintegration plan for students. This enabled these students to complete the first semester.

There will not be a summer school during the second semester. Since students without connectivity were prioritised to return to our campuses during phase two of the reintegration process, there is no need for paper material to be provided in the second semester. In exceptional circumstances students will, however, be assisted.

10.4.3 Reintegration of students

All students who could complete the first semester without returning to NWU campuses, were requested to study from home, and they were not allowed to return to campus. As soon as students were allowed to return to campus during phase 3 of the national lock-down, preference was given to those students without access to electricity and the internet, and who qualified for paper based material in order to allow them to make use of campus infrastructure. They were also issued with permits to access campus. These arrangements will remain in the second semester, so that students without connectivity will be able to participate in online teaching activities, and the Faculty will, therefore, not need to provide printed material to any student.

In terms of a survey conducted by the Faculty, all students without access indicated that they wish to return, and they will be accommodated. However, requests from students in difficult circumstances to be allowed to study from home will nevertheless be considered, and may be granted in exceptional circumstances.

During Phase 2 of the lock-down, which became operative as from 18 August, preference will be given to post-graduate students, and to all final year students which are enrolled for any programme offered

by the Faculty of Law, and who are scheduled to complete their qualifications by the end of this academic year. As they are the next cohort of 33% students who are allowed to return in terms of the regulations issued by government, these students will receive permits to access campus.

All students who are able to complete their studies via the remote online teaching and learning strategy (either online or via paper-mode of delivery) should do so for the rest of the year, and will not be issued with permits to access the campuses during phase two of the lock-down.

Students who, for some reason or another, were not able to participate in all assessments during the second semester will, subject to submitting a written request and proper motivation, be allowed to complete their assessments at the end of the semester (7-12 December).

10.4.4 Academic support to students

At the beginning of 2020 the Faculty's Student Support Manager planned for the implementation of the following interventions as far as at-risk students are concerned (students who received warning letters, or successfully appealed against termination, as part of an intervention programme). This included the following: compulsory class attendance; mentor appointments; attending workshops; submission of reports at least once a month to SSM. Class attendance was in fact monitored during February and March while contact sessions were ongoing, but this was not possible anymore when we changed to online teaching.

Peer-mentors were appointed at the beginning of the year to assist first-year students to adapt to University, and also to assist at-risk students. During online teaching and learning in the first semester, peer mentors kept in regular contact with students. Workshops could not be presented, but peer mentors engaged with first-year students one-on-one via Zoom, Skype, Facebook, email, and WhatsApp to assist them in their academic journey at the university and to adapt to the new environment. Various tips and guidelines were made available to students via eFundi and WhatsApp. Peer-mentors played a very important role during online learning, by motivating students and assisting them with study plans and in prioritising learning objectives and goals.

Tutors were appointed for IURI 111 (1st Semester); IURI 171 (2nd Semester) and IURI 173. Nomination and training were conducted by the Law Faculty. Tutors conducted tutorials on WhatsApp during online learning by providing students with worksheets, videos, power point voice-overs, voice notes, and interactive games to facilitate learning and engagement between peers.

First-year law students wrote three sets of tests during the registration and orientation programme in order to establish their skills relating to: reading with comprehension, writing and logical reasoning. The results will be utilised in the planning of further interventions related to the specified topics.

Furthermore, postgraduate mentors were also appointed to assist senior students (second to fourth-years) on eFundi and WhatsApp in the following respects: videos on case law; how to prepare for online tests; time management and research; tips and guidelines on being academically productive, how to tackle a take away test/exam; student success. Zoom session were held on drafting CVs, applying for vacation work, and interview tips.

The above forms of assistance will continue in the second semester, while additional support is planned for the following topics: referencing, plagiarism, academic honesty; research skills; reading skills; answering essay questions; structuring assignments and the compilation of study plans.

10.5 CONTINUOUS ASSESSMENTS

The fact that contact sessions was not possible, and the fact that students were not allowed on campus, necessitated the Faculty to change its assessment practices. The decision was taken in terms of the *General Academic Rule* 1.13.1 to replace the traditional way of sit down invigilated assessments with continuous assessments opportunities throughout the semester. The result was that no invigilated tests, and also no traditional invigilated examinations were scheduled in the first semester in case of semester modules. Furthermore, participation marks and examination marks were done away with, and the final module marks were calculated by taking into account only the marks received for the continuous assessments completed throughout the semester. Due to the continuous influence of the pandemic, and due to the uncertainty as to whether the regulations will allow for a full scale return of students to campus, the Faculty decided to continue with the online mode of delivery in the 2nd semester. This means that continuous assessments will be implemented again in the second semester for all modules, and no traditional sit-down tests and examinations will take place in November.

Although it is not expected that many students will experience connectivity or power issues similar to the first semester, such challenges cannot be excluded. Therefore, the Faculty cater for such possibilities. Students who were not able to complete all assessments in the second semester may be

afforded an opportunity to do so from 7 - 18 December (only in exceptional circumstances, and this will only be considered if the student submits a proper motivation to the lecturer).

The number, nature, scope and duration of these assessments varied from module to module, and depended on the level and nature of the modules concerned. It was accepted that although a measure of conformity is necessary, lecturers should be given enough leeway to adapt their assessment plans to the particular module and to make use of a variety of innovative ways of assessments. Therefore, lecturers were allowed to decide on the format of the assessments, the scope, the duration, time frame etcetera. A variety of assessments was utilized, such as: assignments, quizzes on eFundi, take away tests, open book tests, or any combination thereof. The stability of the internet and possible difficulties with downloading were taken into account when deciding on these aspects.

The following concerns played a role in developing the Faculty Assessment Plan (FAP): the risk of over assessment, the possibility of instable or weak internet connectivity, lack of data, bottlenecks in assessments, students' lack of experience with the online mode of teaching, new assessment methods, the possibility of plagiarism, and the need to ensure that those students who do not have access to the online mode of delivery will be able to catch up.

Continuous assessments were based on the following principles:

- In order to ensure that students were not overburdened, the number of compulsory assessments per module was limited.
- Assessments were spread over the duration of the semester. While we did not want to overburden students, we nevertheless felt that they should be guided to work throughout the semester, and not to leave the finalisation of assessments until the last moment.
- Lecturers were requested to ensure that online assessments are asynchronous as far as possible (not scheduled for a particular time slot and a particular date). They also had to keep in mind keep the three guidelines of online and remote learning (low tech, low data and low immediacy).
- Students were allowed sufficient time to complete assessments. Assessments had to be available, uploaded and opened up at the beginning of the semester, save those that were scheduled on specific dates, and needed to be submitted within a specific time period.
- Online assessments should not be too long in view of the instability of the internet.
- Students should be allowed sufficient time to complete assessments. Where applicable, additional time was allowed for downloading assessments.
- At least one of the assessments had to comprise a substantial written assignment.

10.5.1 Dean's concession examinations

Final year students who only needed one module to graduate were granted a so-called Dean's Concession examination. Such examinations will be scheduled on 4 September 2020. Students who qualify for a Deans' Concession examination at the end of the second semester, will be allowed to write such examination during January 2021 on a date to be determined.

10.6 QUALITY MATTERS

Quality assurance is of the utmost importance to the Faculty of Law. Notwithstanding challenges, the

following steps were taken to ensure the quality of our online academic activities in 2020.

- An online quality protocol was established for the Faculty.
- An online eFundi module checklist for all modules was compiled.
- eFundi activities of staff and students were regularly monitored and reported to the FMC.
- An online quality survey by lecturers is being developed.
- The Faculty quality manual is updated and edited regularly.
- Preparations for an internal programme evaluation (IPE) of the BCom in Law programme which will take place in 2021 have commenced.
- Lecturers are expected to update their module files on Next Cloud by uploading all online resources and materials for the first semester before the commencement of the second semester.
- Academic integrity of assessments was ensured by making use of the tools which is available on eFundi, question banks, a pledge by students, as well as *turnitin* where applicable.
- A few new lecturers have been appointed across campuses at the Faculty of Law. The newly appointed academic staff attended the campus induction programme (online) that took place from the 6th -9th of July 2020. A one-day Faculty-based programme, which forms part of the integrated NWU induction offering for academic staff, will be held on 15 September. A cross-campus approach will ensure that academic staff, novice and experienced, are introduced to Faculty structures, and that roles and responsibilities are clarified. Teaching and learning, research, and community engagement within the respective Faculty will also be addressed. There is also a mentoring component with the aim of the integration of the new academic staff into the Faculty.
- Internal and external moderation of all law modules are attended to. However, some challenges were experienced in this regard, in that, due to various reasons, it was not possible to give moderators access to the students answer scripts in all modules. However, in most semester modules moderators did manage to moderate the assessments instruments as well as the student's scripts regarding those assessments where students were expected to submit written assignments.
- Internal and external moderation will be arranged for the second semester as well.

10.7 CURRICULUM TRANSFORMATION

10.7.1 Successful SCAS applications

Applications regarding the following changes to the LLB programme for implementation in 2021 were approved at the SCAS meeting of 15 June 2020:

- Due to the importance of the module *Development* and *Local Government Law* (IURP 422) in the current South African context, various requests were received from students at the Mafikeng campus that this elective module scheduled in the 4th year of the LLB degree, which is currently only offered at the Potchefstroom Campus, should also be offered at the Mahikeng campus. There is capacity at that campus. A new module code (IURE 428) was allocated.
- The modules Accounting for Law Students (ACCL 111 and ACCL 221) are currently only offered at the Potchefstroom campus (whilst ACCS 111 and ACCS 121 are offered at the Mafikeng campus). Due to the fact that law students who want to enter the legal profession need to write a paper on

accounting for lawyers as part of their admissions examination, students at the Mafikeng campus requested that ACCS 111 and ACCS 121 which is general introductory accounting modules, be replaced by ACCL 111 and ACCL 221 which is specialised in nature, and this has duly been done.

- IURI 414 and IURI 422 (Legal Practice), which are two semester modules worth 12 credits each and which are offered in the 4th year of the LLB, will be combined into a year module worth 16 credits. These two modules have a practical component whereby students are expected to do practicals at the Law Clinics. As such, it has components of work integrated learning and it would be easier to reach the outcomes of the modules if they are combined into a year module (Module code IURI472 – 16 credits).
- IURI 421 to be added to the LLB curriculum after BCom Law (6DE H03 R403P/M) since it will be removed from the BCom in Law curriculum.
- IURE 413 (Alternative Dispute Resolution) to become a compulsory module to be offered in the second semester, and will need a new code, namely IURI 424.
- IURI 421 to become an elective module to be offered at Potchefstroom and Mafikeng in the second semester. It will need a new code, namely IURE 429.

A further application for the following changes to the BCom Law programme for implementation in 2021 were approved at the SCAS meeting of 15 June 2020:

- IURI 421 was removed from the BCom Law degree as from the 2nd semester of 2020. When the new BCom Law was developed in 2017, the module IURI 421 was introduced for the 1st time in this curriculum due to various reasons. However, it has transpired that this is not such a good idea, and it is feared that 3rd year students will struggle with the module which forms part of the 4th year LLB curriculum, and it has therefore been removed.
- The ALDE/ALDA 111 module to be compulsory for all BCom (Law) students, regardless of the results of the TALL test. This module will then also bear 12 credits, which will result in the total credits for the BCom (Law) degree remaining unchanged on 436 credits. Currently the ALDE 111 module does not bear any credits in the BCom (Law) curriculum.

10.7.2 Carpe Diem workshops

The 2020 Carpe diem workshops were put on hold due to the covid-19 pandemic, and it will hopefully resume next year. Some final year modules in the LLB curriculum still need to be reviewed and amended, and lecturers still need to attend the CTL workshops for this purpose. Nevertheless, lecturers who wish to engage with CTL in 2020 in order to review their modules, will be allowed to do so.

10.8 LANGUAGE POLICY AND LEXICON

The Short Learning Programmes (SLP) in Multilingual Pedagogy and in Language acquisition of the Languages at the NWU were offered in the 1st semester and were attended by three first year lecturers (one from each campus). Lecturers were also informed about the availability of on-line self-learning material for Setswana on the Language Directorate website for persons not attending SLPs, and they were encouraged to participate.

All first year lecturers across campuses have begun preparing a glossary/lexicon of generic core legal

terms. The Faculty has obtained permission to use Juta's Criminal Law glossary, and also glossaries in other legal fields which has been compiled by Unisa.

Because of the tight time frames and difficulty to obtain translations during the period of online teaching, it was decided that all new study material which was uploaded on eFundi needed to be done in English only. The material should however be forwarded to the Language Directorate for translation and uploaded once available. Assessments consisting of multiple choice types of questions or eFundi quizzes, needed to be done only in English. All longer type of questions, problem statements, factual settings, assignments etcetera, must be done in English and Afrikaans (at the Potchefstroom campus). Students will be allowed to answer in English or Afrikaans. Where possible and where needed support must be provided in all four languages.

10.9 POST-GRADUATE STRUCTURED LLM PROGRAMMES

The 2019 Faculty report indicated that the Faculty plans to initiate a process to change the mode of delivery of some of its structured LLMs to a combination of contact and distance learning. This was initiated this year. However, the process has been severely hampered by the COVID 19 pandemic which has led to an increased workload for the lecturers and programme leaders involved in the programmes.

The Faculty will commence with the preliminary work to effect the change in the mode of delivery and possibly also a change from a normal structured LLM to a professional LLM during the second semester of 2020. If sufficient progress has been made the relevant documents will be submitted for approval during the first semester of 2021. Given the nature of the intended changes it is envisaged that implementation of these changes will not take place before 2023.

Regarding the delivery of the structured LLMs against the background of the COVID 19 pandemic, it can be reported that the impact of the pandemic was less severe in this offering as opposed to the undergraduate level. The transition from contact teaching to emergency online teaching went mostly seamlessly and the majority of the modules in the first semester were successfully completed by the end of the original 1st semester dates. The presentation of the lectures was conducted through a combination of narrated power points, online sessions using platforms such as Zoom and other measures. EFundi was used extensively as the platform for teaching. All the exams took place through various types of take home papers which were electronically accessed and electronically submitted after completion. At postgraduate level the Faculty did not change to the format of continuous assessment as was done at undergraduate level. The students submitted online assignments which were used to compile a traditional participation mark to determine whether the students gained access to the exam. Each module in the structured programmes was internally and externally moderated, and based on the reports and feedback, the modules seem to be in line with that of previous years. This is likely attributed to the fact that we are dealing with more senior students who are accustomed to working on their own. Given the Faculty's extensive online library resources, the students were still able to complete both their assignments and exams. The mode of delivery and assessment for the second semester will remain the same, where classes will be conducted online and assessments will be done in the same manner.

10.10 STUDENT EXPERIENCES AND ACTIVITIES

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

10.10.1 First year reception and R&O programme

- In January 2020 all first year law students were welcomed on the campuses by Faculty staff members and LSC's and followed a formal programme. Each student and their parents received a fully detailed booklet indicating all relevant Faculty information and important emergency numbers.
- (Introduction First Year Law student booklet attached.)
- During the week R&O programme, various speakers and stakeholders from the Faculty addressed the students.
- (Faculty programme attached.)
- R&O Student feedback: https://docs.google.com/forms/d/1SGstaQ-KFfFNwBokhgQQ72Z12dQ-KdmLYx4oB7IfASg/viewanalytics

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10.10.2 Welcome all law students

On all three campuses each registered law student was welcomed and received a Faculty of Law Regte Molao 'Lawyers in the making' branded backpack. This was given to all BA Law, BCom Law and LLB students across all the different year groups.

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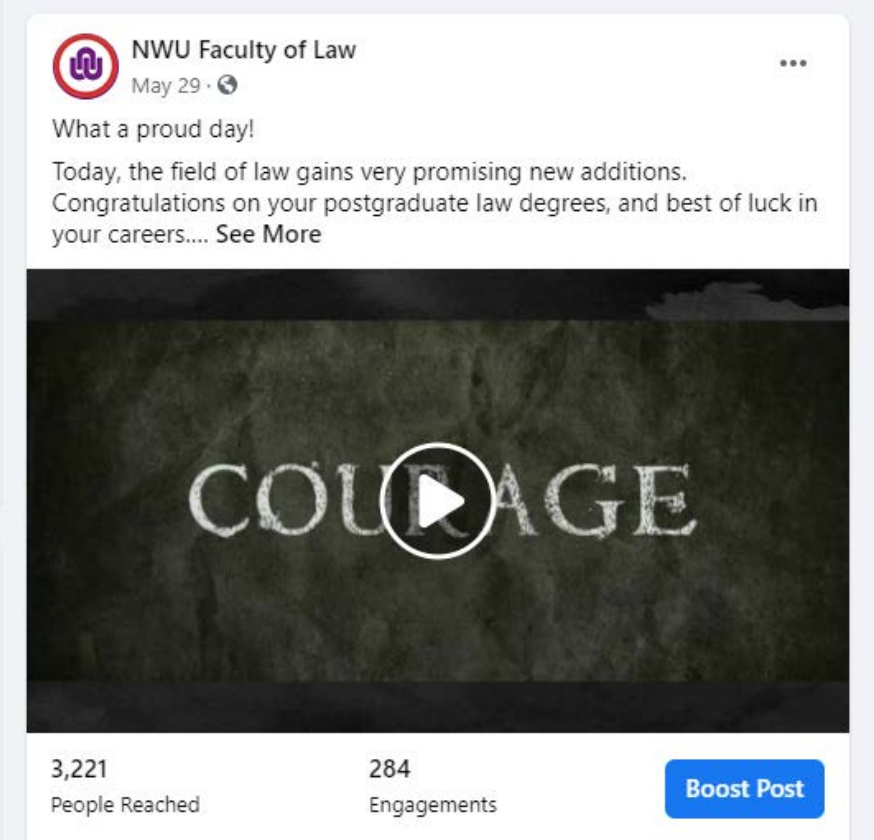
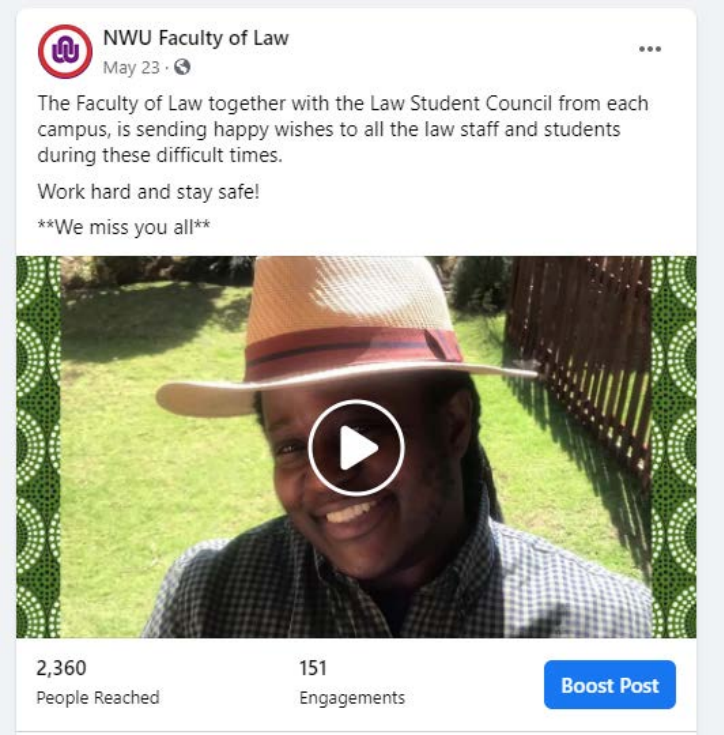
10.10.3 Graduation 2020

During the Lock-down period, graduation ceremonies took place for both undergraduate and postgraduate students. Voice-over videos, containing congratulatory messages from the Executive Dean were sent to the graduandi.



10.10.4 Lock-down

The Faculty of Law together with the Law Student Council from each campus, sent a video containing motivation and encouragement to all the Faculty's staff and students during lock-down. The idea was to build up the morale amongst the students and the staff.



10.10.5 Undergraduate Prestigious Awards

The annual undergraduate prestige function couldn't took place on the 27th of March due to the National lock-down. Instead, an online Facebook announcement programme was hosted over the course of 2 weeks, announcing all categories and award recipients. All the recipients of the various awards were contacted before the awards ceremony commenced, and the Facebook announcements were well received by students, their friends and family. In this way our Facebook page grew by 335% during July.

This online prestigious award initiative was extremely well received, and students took the time to write email letters of appreciation to the Faculty. Loads of positive comments were made to announcements as well.

10.11 JOINT GENDER AND LANGUAGE AWARENESS WEEKS

The Faculty of Law is the co-coordinator of above initiative and mainly responsible for the Gender awareness part of the programme.

The programme is designed to give both students and staff, across campuses, the opportunity to participate.

The G&LAW is scheduled to take place from 28 Sept-2 October. Gender Awareness will take up the first part of the week and Language Awareness the latter.

See link for more information as well as the programme: http://www.nwu.ac.za/gender-and-language-awareness-weeks

10.12 UBUNTU PUBLIC SPEAKING COMPETITION AND FACULTY THEME

- Arrangements for a public speaking competition for registered NWU 1st and 2nd year Law students are currently underway. It is scheduled to take place during October 2020.
- The competition theme will link to the Faculty theme which is "Celebrating Diversity: Say NO to gender based violence!"
- Students will be invited to register and submit a written piece on our annual Faculty theme: Say

NO the Gender-based violence.

- The top 24 students from all 3 campuses will be identified, and they will have 48 hours to submit a video of their written piece.
- After this the top 15 candidates will be showcased during a live 'concert/webinar'.
- The viewers will then vote for their favourite candidate.
- Voting criteria will be provided.

11. FACULTY OF ENGINEERING

11.1 GENERAL INFORMATION

It goes without saying that 2020 has been a very interesting and challenging year, one that has produced many reasons to think in an unprecedented and innovative manner. The onset of the worldwide COVID-19 pandemic which resulted in the lockdown and subsequent online teaching and learning, has resulted in numerous alterations and adaptations to the normal academic year. Despite of this, the current teaching and learning project is continuing, aiming for completion by the end of 2020.

The year did not start well when registration showed that Faculty to be under-enrolled by almost 10%, achieving only 91% enrolment in relation to the set targets. The complete enrolment numbers for each programme is shown in the following table.

Code	Programme name	2019	2020	2020 Target
7CG K01	B.Eng Chemical	40	38	45
7CG K02	B.Eng Chemical with Specialisation in Minerals Processing	9	6	10
7CH K01	B.Eng Computer and Electronic	42	62	42
7CJ K01	B.Eng Mechanical	127	100	128
7CK K01	B.Eng Industrial	46	55	50

7CL K01	B.Eng Electromechanical	37	20	30
7CN K01	B.Eng Electrical and Electronic	33	31	35

For a second year running, the Chemical Engineering and Mechanical Engineering programmes performed poorly, while there were over-enrolments for Computer and Electronic Engineering and Industrial Engineering. The hybrid programme of Electromechanical Engineering almost halved its intake from the previous year.

The registration data clearly shows a trend where students are moving more towards programmes aligned with the fourth industrial revolution and in doing so, they are moving away from the traditional hard-core engineering fields such as Mechanical, Electrical and Chemical Engineering. The challenge for the Faculty therefore lies in adapting the curriculum of these programme to reflect the current industrial trends and make it more desirable for students to pursue.

11.2 COVID-19 RESPONSE

The lockdown that was announced by the president in March 2020 resulted in the Faculty following a 100% online teaching and learning approach, followed by continuous assessment. The Faculty was able to get all its registered students online through the university supported programs where data and devices were made available to the students. This allowed the Faculty to focus only online teaching and learning and did not have to engage students via distance learning. This approach saved a significant amount of time for the lecturers which helped them engage actively with the online environment and package the programme content and assessments to the upmost benefit for the students. The success of this approach was confirmed via the passing rates achieved by students after completion of the first semester. For most modules these rates compared favourable and even better than previous years.

The biggest area of concern for the Faculty is the lack of practical exposure for the students. With engineering being dominated by practical applications, this was and remains a big challenge for the Faculty. Simulated practicals were given to the students to study and rework data form these practicals into presentable reports. Even with this approach, the skills set normally obtained by students are absent and will have to be worked into the following year's curriculum. This problem will be eased in the second semester with phase 2 reintegration of students and staff being on the horizon. All the Faculty's students are expected back on campus during this phase which will allow controlled access of students to laboratories and workshops. It therefore allows the students exposure to practicals that form an integral part of the curriculum.

Another challenge experienced by the Faculty was the increase in academic dishonesty by the students.

The online environment does relax strict invigilation during any type of assessment which make it easier for students to collaborate and being dishonest with regards to assessment. This necessitated the Faculty to develop its own internal student disciplinary process, based on the same outcomes of learning to which the A-rules ascribed. Just over 50 students were reported for dishonesty in the months of June and July. All these cases were handled with feedback given to the students and the staff members involved. The success of this process lies within students spreading the word of disciplinary action, which will undoubtedly aid in decreasing the amount of academic dishonesty.

Assessment of ECSA Graduate Attributes (ECSA GAs) were done as per norm. It remained the responsibility of the Faculty to prove that each of the students did adhere to each of the ECSA GAs at exit level upon graduation. All the GA assessments were still externally moderated as per ECSA requirement.

11.3 PROGRAMME ALIGNMENT

The Faculty of Engineering remains the only Faculty to be based solely on one campus of the NWU, namely the Potchefstroom Campus. Although this is not ideal for the university, it did help a lot with alignment of teaching, learning and assessment during the lockdown period. In addition, it also eased the process in getting students online via data and/or devices supplied by the university. That said, the Faculty is still committed to expanding its footprint to the other campuses through either entry programmes, short learning programmes or post-graduate qualifications.

The BEngSci programme that was scheduled for development during the first half of this year was pushed back to the second half of 2020 due to time constraints brought on by the COVID-19 lockdown. The aim of this programme will remain the same as stated previously in that it will allow students an additional articulation path into advanced engineering study year levels or alternatively B.Sc Honn programmes.

Several short learning programmes (SLPs) have gone through the SCAS system this year and are ready to be presented either online or face time contact when permitted again. These SLPs include:

- Short Learning Programme on Siemens PLC TIA-Pro S7-1500 level 1
- Short Learning Programme on Siemens PLC TIA-Pro S7-1500 level 2
- Introductory course in commercial explosives on mining, quarrying and civil blasting
- Intermediate course in commercial explosives for mining, quarrying and civil blasting
- Advanced course in commercial explosives for underground tunnel and narrow reef mine blasting
- Advanced course in commercial explosives for underground massive mine blasting
- Advanced course in commercial explosives for surface mine blasting
- Advanced course in commercial initiation systems for surface mine blasting

In addition to these mentioned SLPs, another in Minerals Processing is currently being developed. This will supplement the SLP's in Health Systems Management and the PGDips in Industrial Engineering and Nuclear Technology Management that is already on the books of the Faculty.

The postgraduate Nuclear Engineering programme underwent external accreditation by the

International Atomic Energy Association (IAEA) as well as external programme evaluation this year. The IAEA recognised the combination of the PGDip in Nuclear Technology Management and the MSc in Nuclear Engineering with Nuclear Technology Management to adhere to the requirements for accreditation as a Nuclear Technology Management provider. Similar positive outcomes were achieved from the external programme evaluation. One aspect that was mentioned is the admissions requirements for the MSc in Nuclear Engineering. This will be corrected at the Admission Requirement Committee meeting in September for implementation in 2022. Lastly, the SCAS procedure was completed for the phasing out of the Option B MSc and M.Eng. replacing it with an Option A research qualification.

Progress was made in conjunction with the Faculty of Education to assist the MASCCOM School in Mahikeng with Mathematics and Science subjects at Gr12 level. The aim of this project is to help potential students to obtain a better Grade for Gr12 subjects like Mathematics and Physical Science in order of these senior students to enrol at a University. In partnership with the Govan Mbeki Institute for Mathematics at the Nelson Mandela University, devices and licences have been procured, via Nedbank funding, to assist in the teaching of the aforementioned subjects. This project is ready for deployment as soon as the contract between the NWU and the Department for Basic Education in the North West Province is signed.

As a precursor to this project, the Faculty used this technology to engage with current Grade 12 students during the initial part of the lockdown to provide additional mathematics and science support. This project is ongoing and all students who have been accepted to an engineering programme for 2021 have access to this support system.

11.4 CURRICULUM TRANSFORMATION

Curriculum transformation is an ongoing goal of the Faculty to ensure that all programmes are presented in such a way that it is inclusive with regards to race and gender while speaking to the modern demands of industry and society. With this in mind, the following efforts were put forward during this past semester to address curriculum transformation:

- The UCDP grant that was received for the Understanding the World modules in Engineering was put in place to procure experts to help with content development for these modules for first time presentation in 2021. The outcomes and assessment of the modules was presented and approved at the SCAS meeting in June. In addition, the Faculty is teaming up with Engineers without Borders (EWB) to participate in the global design challenge. This challenge is a community engagement driven project that target disadvantage communities across the globe and set design targets that will aid in service delivery, social upliftment, job creation etc. The 2020 challenge is based on a community in Gauteng, South Africa.
- The Faculty did take part, through Dr Teresa Hattingh, in the NWU wide project on e-assessment. We are eagerly awaiting the final outcome of this project with the view of implementing e-assessment software in 2021.
- The project on the decolonization of the engineering curricula, which was started in 2019, was put on halt during the first semester due to time constraints directly related to the COVID-19 forced

lockdown. It will receive attention during the second half of this year.

- MERSETA funds were received for the continuation of the two women in engineering programs within the Faculty, namely Modiragatse and Femmengineering. Both these programmes were changed this year to be presented online.
    - Modiragatse is a problem solving and manufacturing competition exclusively for high school girls. The challenge was to identify a problem in their community which could be solved using technology. By means of individual online mentoring, they designed an artefact that can be manufactured using the latest tools and techniques in manufacturing technology (e.g. Additive Manufacturing, Industrial Automation and Computer Aided Design). The competition was advertised nationally, after which semi-finalists, working in school-based teams was identified for team-based mentoring and development of their ideas.
    - The Femmengineering weekend wat changed to an online event during the week of 11 to 14 August. Potential female students from as far as Cape Town and Namibia took part in the week which aided the learners in understanding the engineering world and the role of prospective female engineers in an ever-changing environment. Marketing materials and components for a DIY home based project were couriered to all the girls who participated in the week.
- A MoU was signed with Assore. The aim of this collaboration is to share facilities relating to teaching and learning. Assore has put forward funding to help upgrade current workshops and develop new workshops for programmes such as Electromechanical and Mechatronic Engineering.

11.5 FACULTY LANGUAGE PLAN

The sudden deployment of online teaching and learning had both a positive and negative effect on the implementation of the Faculty's language plan. No active development in the multilingual materials happened during the first semester of 2020. However, with all modules going online, modules which in the past were mainly presented in Afrikaans was made available online mainly in English to accommodate access for all students. Therefore, although the Faculty has fallen behind its own targets for multilingual adaptations in year level one and two, it has exceeded the targets for transition into English based teaching and learning for the senior academic years.

11.6 DEVIATIONS FROM THE FITLP

Only minor deviation from the Faculty Integrated Teaching and Learning Plan was recorded this semester. They are as follow:

- The ECSA accreditation cycles have been pushed back one year due to the lockdown in South Africa. This means that the preparation of the accreditation documentation, of which the first revision usually serves as the internal programme evaluation, will only happen at a later stage.
- After three years of waiting, the SAQA ID for the programme B.Eng in Mechatronic Engineering was received. The first intake of students to this programme will be in 2021, which is one year later than initially anticipated.
- The short learning programmes in Engineering Infrastructure Systems Management and

Engineering Strategic and Construction Project Management did not realise. It failed to deliver a sound business case.

11.7 CONCLUSION

It can be concluded that Teaching and Learning within the Faculty of Engineering is currently in a healthy state. The forced online engagement due to the COVID-19 pandemic did present some challenges, but also allowed for innovation to still deliver on targets set in the FITLP. One area of concern is the dwindling Grade 12 numbers that achieve the minimum admissions requirements for engineering in terms of mathematics and science. This was shown in the 2020 first year intake numbers across the Faculty.

12. FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES[1]

12.1 INTRODUCTION: TEACHING, LEARNING, AND ASSESSMENT DURING UNIQUE TIMES

The COVID-19 pandemic posed many challenges for staff and students. When the national lockdown was announced in March of 2020, it created an uproar in Higher Education. Still, it created opportunities for staff and students to engage in teaching and learning activities using various digital platforms and technologies to ensure that the academic programme for the semester will proceed and students will be able to complete their modules with success. First, a survey was sent to all NWU students to ascertain whether they have access to devices and the Internet to enable them to complete their modules for the semester. In F-EMS 10 827, SMS' were sent to students. The data received indicated that access to the Internet was as follows: MC (56% access, 44% no access); PC (84% access, 16% no access); and VC (58% access, 42% no access).

To ensure that students remained engaged in their teaching and learning various digital platforms and communication tools (WhatsApp, eFundi, Google Classroom, Microsoft Teams, Zoom, and Skype etc.) were incorporated for teaching, learning and assessment.

For the staff, an eFundi page (F-EMS COVIT-20[2]) was created for teaching and learning (T&L),

[1] At the time of submission, this report had not yet been approved by the FEMS Faculty Board
[2] COVIT-20 = Community Of Virtual Instruction, Innovation & Technology

research and innovation (R&I), and community engagement (CEn), communication, tips and tricks. The site aimed to create an integrated platform where all institutional and Faculty interaction and resources are available to staff within F-EMS.

The primary teaching and learning interventions included:

- transitioning of programmes from face to face to emergency online T&L,
- changing from a summative assessment model to continuous assessment, and
- providing support to all students who battled with access to the Internet (i r o data), devices (i r o laptops) and printed study materials to those in rural areas.

One of the most successful initiatives was the iTLT (innovative teaching and learning with technology) sessions which were held every week on Mondays at 15:00. During these sessions, colleagues shared their best practices and ideas in their online teaching and learning endeavours. More than one hundred participants engaged weekly in these sessions. Additional sessions for international experts were held on Thursdays.

Even though there was a transition from functioning mainly in a F2F (contact) environment to (emergency) online teaching and learning, the Faculty still managed to address the NWU strategic objectives (strategic drivers 8.2, 8.3, 8.4, 8.5, 8.5, 8.7). The following table outlines the progress in the following areas:

NWU strategic drivers;

- integrated teaching and learning plans;
- curriculum transformation and alignment;
- language;
- teaching and learning achievements for 2020;
- student academic and support interventions;
- student support in terms of diversity;
- student engagement initiatives; and
- student experience.

12.2 TRANSFORMATION AND STUDENT EXPERIENCE ALIGNMENT PROGRESS SUMMARY FOR THE SCHOOL OF FEMS

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
Progress with Regards to NWU Strategies						
Drivers	8.2, 8.3, 8.4, 8.5, 8.5, 8.7	8.2, 8.3, 8.4, 8.5, 8.5, 8.7	8.2, 8.3, 8.4, 8.5, 8.5, 8.7	8.2, 8.3, 8.4, 8.5, 8.5, 8.7	8.2, 8.3, 8.4, 8.5, 8.5, 8.7	8.1, 8.2, 8.3, 8.6, 8.7
How	Innovative teaching with technology Quality of academic offerings Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student success Equity across campuses with regards to resources The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal	Curriculum Transformation and Renewal	Innovative teaching with technology Quality of academic offerings in the School of Economic Sciences Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student success Equity across campuses with regards to resources The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal	Innovative teaching with technology Quality of academic offerings Optimised use of Technology in Teaching and Learning The Implemented of Strategies to improve on student success Equity across campuses with regards to resources More academic staff members needed on Mahikeng to enable and continue with quality offering on teaching and Learning. The integration of Research, Teaching and Learning, and Community Engagement Development of Staff in Teaching and Learning Curriculum Transformation and Renewal	Goal 2.3 (at-risk students identified and referred) Goal 3.3 (staff is attending workshops) All other goals are attended to continuously.	Sharing of policies and procedures Alignment of modules WIL Curriculum renewal Inclusion of tourism-related software programmes

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
				MC – B.Admin Programs renewal underway. Advisory Board with Industry Experts put together.		
Where	All sites	All sites	All sites	All sites	All sites	MC and PC
Progress with the implementation of the Integrated Teaching and Learning Plan						
What	Aligning our curricula to the SAICA CA2025 project (revised competency framework) and IT module for programmes.	MBA PGDM	Vision, mission and strategic goals for 2018-2023.	External Programme Evaluation, late 2020, early 2021.	Teaching and Learning Plan (2018 – 2023) of the School of Management Sciences, stipulating 6 goals and 20 actions and targets which has been agreed upon and adopted across all three campuses. •Goal 2.3 (at-risk students identified and referred) •Goal 3.3 (staff is attending workshops) •All other goals are attended to continuously.	Management has a well developed strategic plan with goals and objectives for 2018 – 2023 The main objective is to include all students, providing quality education with well-trained staff.
Where	First-year modules will have significant changes.	The MBA was revisited for optimised application and market relevance with two modules being rationalised into one (MBAC812 and MBAC 814) and the leadership module being moved from	School	Virtual Open Day and Career Fair.	All modules	All modules

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
		second semester the second year to the first semester of that year. The PGDM was also revisited, and a complete new approach followed. All changes are less than 50% at 33.3%.				
How	Besides significant module changes, it will also include the addition and integration of business acumen, relational acumen as well as decision-making acumen in our curricula.	MBA: The MBA still comprises 224 credits but with greater flexibility. PGDM. The PGDM now comprises of eight (8) core and four (4) elective, from which two (2) must be selected which make it much more applicable to the broader business environment.	Consultation to constitute the vision, mission and strategic goals.	Kelebogile Paadi part of an expert panel evaluating UJ for SABPP accreditation (visit).	Referred them to CTL	Frequent meetings and consultation to constitute the vision, mission and strategic goals.
Curriculum Transformation and Alignment						
What	Alignment of programmes across sites. Transformation: Thuthuka students in 2020.	Alignment of modules Transformation. Same lecturer present modules across sites.	Alignment of all modules Transformation Decolonisation workshops 2019 Rethinking Economics for Africa Festival (2020) Alignment IPE or EPE Advisory board.	Alignment of programmes 2 UG and 2 PG B.Com programs extended to MC delivery site.	Alignment of all undergraduate modules. Transformation Honours programmes are now aligned between all campuses. Public Admin programmes were transformed.	Alignment in programmes Transformation: Staff IPE or EPE. New programmes Risk identification Implementation of technology.

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			eFundi (LMS) New programmes Risk identification Implementation of technology.		Masters and PhD programmes are also aligned.	
Where	Transformation (staff in PC, MC, and VC)	All modules are aligned across the sites of delivery. Currently, the BS is piloting the concept of delivery across sites by the responsible module lecturer as both parts of the workload model and similarity of delivery of the product. Transformation: Staff, students on all sites.	Ensure a footprint on three sites and that all programmes are aligned. Transformation through curriculum development.	Alignment of programmes: All study guides, outcomes, textbooks and exams are aligned where module codes are the same on all sites. Transformation of programmes on MC.	All three sites for undergraduate and postgraduate modules.	Five undergraduate modules and four postgraduate modules are shared between Potchefstroom and Mahikeng.
How	Mahikeng campus embarked on a project to upgrade the postgraduate venue with appropriate facilities and technology to enhance learning. A new podium, air conditioning and IT equipment were installed. Alignment of well established in three (3) of the four (4) professional	At this time 80% of the PGDM modules are delivered this way (on the contact sessions) and 100% on the MBA. Full time and Distance PGDM are delivered in a separate but similar fashion. Transformation: Within the BS the School applies through its enrollment (students) and appointments (staff)	Calculation of participation marks Content of modules Assessment practices Student experience where possible. Test Examinations Alignment of moderators and examiners 2019 B Com Hons fully aligned. Transformation: reviewing existing programmes for	Alignment of the academic programme is mostly achieved; however, we are still working on finding more effective ways to reduce the frustrations that are implied with the method of working. Processes were put in place regarding the appointment of external moderators for exit level modules.	Alignment: Test and examinations: Scope has been agreed to. Honours subjects successfully aligned.	Alignment: integrated assessments, exam papers and PowerPoint presentations are shared between lecturers. Regular discussions are encouraged between lecturers and time is given at each integrated School meetings for lecturers of aligned subjects/modules to

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	Accountancy programmes due to our relationship with our professional bodies, i.e. SAICA, SAIPA, CIMA etc. (content, teaching and learning practices, assessment practices and standards, marks, moderation (internal and external). Transformation: Thuthuka: excellent pass-rate of our Thuthuka students in the 2019 SAICA ITC examination (100%). Thirteen (13) of 15 (87%) of our 2018 third-year Thuthuka students got admission to CTA in 2019. Transformation staff: PC=3 African and 3 coloured; MC=14 African, 1 Indian, 3 non-South African. VC: Additional 3 African, 1 coloured and 1 Indian.	the inclusivity concept as is demonstrated by the demographic profiles (previous report). The quality of the student experience is measured after every session (block release at MC) and module conclusion (PC and VC). Evaluations of staff are compared to acceptability norms (>80%) with modification strategies in-place for variances. The BS has reviewed its offerings at the beginning of 2019 and had implemented these in 2020 with final change being implemented in 2021. The monitoring and controlling are continuous, and amendments are done annually to remain current within the industry and academic environment. At this time, the BS also assesses the future needs of MBA/PGDM	relevance, responsive to industry and student needs Festival which will see some of the most notable academics, policymakers, researchers and civil servants in South Africa, sharing ideas as to how we rethink economics for Africa. Alignment of moderators of modules, assessment policy and practices, content, Collected evidence for IPE/EPE Identified gaps and development areas in economics. Appointment of the advisory board Resources on eFundi. All programmes (alignment) All programmes conducted a gap analysis. Advisory board per programme. Same module learning resources across campuses.	Transformation of programmes: Mahikeng students the opportunity to be able to apply for postgraduate industrial psychology studies on Potchefstroom or Vanderbijlpark which have HPCSA accredited programmes. At the moment the school do not have the capacity to expand the HPCSA accredited programmes to Mahikeng.		share, discuss and solve challenges. Student exchange is planned for the second semester on Honours level. A high level of student transformation has taken place on the Potchefstroom campus where we now have a higher number of people from the designated groups on the first-year level.

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
		graduates and adjust the material accordingly.	Access to resources for all students. Developed a B Com in Local Economic Development (2021). BCom Hons in Agricultural Economics (2020)			
Language						
What	Parallel medium; Online videos; Multilingual support.	Migrating Afrikaans classes to dual-medium	Initiatives to ensure inclusivity (Glossary). Videos clips with translated soundtracks (Economics).	Contact session and assessments adapted to preferred language per site.	Translation of examination and test papers and words, phrases and concepts.	Contact session and study guides.
Where	Potchefstroom (Parallel) All sites online videos	The investigations within the student body reflected a dominance to the English mode with Afrikaans a minority grouping. The current approach thus is also that the business environment is English based.	In the following subject groups: Risk Management; Economics; International Trade.	All sites	Mahikeng for translation of examination papers, words, phrases and concepts.	PC
How	The making of online videos has commenced, which will explain difficult accounting concepts in the languages the NWU supports (English, Afrikaans, Setswana, and	The primary language of tuition will be English, and the BS will be migrating towards this.	Videos with translated with soundtracks in all four languages to be uploaded on eFundi for student support.	Teaching on MC and VC are mainly English. PC provides Afrikaans and English as a method of instruction for undergraduates and English on postgraduate level. Exam papers for	No Afrikaans version of papers necessary for Mahikeng.	All material, assignments, power points etc. are available in English and Afrikaans. Students numbers based on language are currently reviewed to

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	Sesotho). These videos are piloted in 2020 to get feedback from our Setswana and Sesotho speaking students. Formal lectures in Afrikaans were removed at CA third-year level at PC during 2020, to be ready for the implementation of the revised SAICA language policy from 2022. However, additional support in the four NWU languages (Afrikaans included) is being phased in.			undergraduate are currently in English and Afrikaans.		make informed decisions in future. Postgraduate classes are offered in English should there be such students in the class.
Teaching and Learning Milestones and Highlights for 2020						
Initiative	Fezile Dabi and Sedibeng teacher project could not be done in its old format during 2020, due to the COVID-19 challenges, but videos were made instead to discuss the previous Grade 12 papers and these were distributed widely in the Sedibeng and Fezile Dabi districts via the	Think-Tanks implemented under COVID restrictions with great success. Personnel coaching (FOC) to select MBA students done by life coach John Skinner.	Economic Pluralism Workshop	First-generation project	Emergency Online Learning	Industry day: February 2020

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	relevant education departments.					
Outcome	Assisting teachers in accounting	Discussion of relevant and current topics. The coaching will be extended, and the uptake is very positive with excellent feedback.	Policy recommendations to President on how to alleviate poverty, inequality and unemployment based on their school of thought. The schools of thought ranged from ecological, to feminist, to Marxist.	To ascertain the concerns, needs and expectations of first generations students.	Successful roll-out of Online Teaching and Learning during lockdown and Covid-19 Planning is a process to provide modules like BMAN111&121 WVES 221 and 311 online for the future	Conduct an industry workshop with selected role players focusing on employee needs related to the tourism industry.
Achievement	Top district in the country overall as well as with the Accounting results in the 2019 Umalasi exams.	Guest speakers from international Business Schools Image consultant as a guest speaker at the study schools The Think Tanks currently running at one a month.	Students that were excited to learn outside of the classroom and to give up their free time to engage with broadening their understanding of Economics	Honn students will act as mentors for the first years who signed up for the mentorship programme. A structured programme with Hons students working with first years and lecturers from the school doing follow-up and debriefing sessions with Hons-students.	All modules were presented in the online environment.	New interactive study material in the online teaching environment. They were developing a useful framework for online teaching given direction for the future. New networks were formed with industry in a partnership within teaching and learning goals and achievements.
Constrains/ lessons learnt	More teachers can benefit, but commitment from schools sometimes a problem. We did however reached the	COVID-19	Time in class, as well as textbooks that sometimes present Economics in too narrow a fashion		Access to technology for students	

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
	Grade 12's via our video-project.					
Initiative			Meet an Economist Initiative.		Start of Enterprising Woman Programme (EWP) in Mahikeng.	
Outcome			Provide insight to students relaying what the average day of an economist looked like		EWP to enhance local economic development for women.	
Achievement			Speakers from the South African Reserve Bank, the Institute for Economic Justice, Investec and Standard Bank were invited. Students' feedback was positive (they indicated they were inspired to work harder, learn skills beyond what is given in the classroom, know where to search for jobs.		Ten women completed the programme and the second round have thirty women who applied and was accepted.	
Con-straints/ lesson learnt			There was also an emphasis from students on ensuring that curriculums remained relevant to signal to potential employers the unique skill set of an NWU economics graduate.		EWP did not have credibility in the area so to have participants was a challenge in the beginning. Participants underestimate the number of tasks in the programme, and then they drop out	

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
Initiative			Risk Management: Industry visit: SARB Bank. Risk Management: Facebook page. Risk Management: Webinar. Introduce a more advanced econometrics module on the Mahikeng Campus.		BMAN 111 OER micro-course in the OERu platform.	
Outcome			Understand the process of agricultural derivatives to students. Understand the process of agricultural derivatives to students. SARB to give insight into the economy, introduce graduate programmes to students, explain the importance of a central bank to risk management students. Due to Covid-19, all excursions were put		2500 students on MC and VC successfully completed the micro-course.	

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			on hold. As a result Risk Management decided to use Facebook as an alternative to engage with industry and prospective students to get different perspectives on the impact Covid-19 has had on different sectors and looking at the way forward.			
Achievement			A presentation was given by the SARB to introduce students to their graduate programs, the importance of the SARB in the economy. Videos of previous and current students are continuously uploaded to showcase what this team can offer prospective students. Managed to get seven professional speakers from industries to take part in the Webinar, they are from South African Reserve Bank;			

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			Discovery Bank; Alexander Forbes; Agricultural Business Chamber; Rhodes University; Epko Oilseed Crushing. Students that registered for the bachelor of commerce degree in Economic Sciences with Econometrics (only on Mahikeng campus) will experience an extension of their econometrics knowledge, where the previous 3rd-year module duplicated some 2nd-year work.			
Con-strains/ lesson learnt			N/A		PC students did not complete due to COVID-19.	
Student Academic Development and Support Initiatives						
What	Additional lectures		Risk Management: WhatsApp classes. Risk Management glossary and definition list in all four NWU languages. Risk Management: Translated concept	Mentorship programme.		Mentorship / Student facilitators programmes.

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			videos in other university languages. Risk Management: Academic writing workshop for postgraduate students in 2020 Risk Management: Academic plagiarism workshop in 2019 and 2020			
Where	ACCC111		EKRP 611 All risk Management subjects EKRP 311 ECOH 671 All honours students	VC		All modules on MC and PC
How	Weekly additional classes are presented for students that did not have accounting in Grade 12		Provides an additional platform for students to ask questions. Enable students to understand definitions in their language. Enable students to understand content knowledge in their mother language. Writing workshop to improve student writing skills and support the research process. Teach students about plagiarism to prevent	A mentorship programme for the Hons students which assist with other development than academic growth which entails regular workshops and focus group discussion.		Each module has assigned facilitators and mentors to support students during semesters.

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			any ethical misconduct.			
Teaching and Learning Initiatives to Transform Student Experience						
What	Simulation of real-life audit Livestreaming of lectures		Padlet WhatsApp classes	Prof Paul Smit is busy with a SOTL A mentorship programme for students. Industry experts as invited speakers.	Padlet	Chatrooms with case study discussions Industry experts as invited speakers Livestreaming of lecturers
Where	AUDT271 (VC) RECP 674 and SRAG 321		EKRP 615 EKRP 611	LARM Honours (VC). In at least one module invite an industry expert.	BMAN 212 and 222, BMAN111 and BMAR 211	All modules
How	Simulating the real life into the classroom for the module. Live streaming lectures (one person teaching a module across three sites with interactive technology)		Interactive classes provide a platform for students to interact online while another group presents. Interactive classes where students can share notes, ask questions and do revision sessions.	Redesigning LARM first year module VC has a mentorship programme for the Hons students which assist with other development than academic growth. Industry experts in every module to speak to students		Simulating the real-life scenario using case studies into the classroom. Live streaming lectures (with interactive technology)
Student Engagement Across Sites (Diversity)						
What			Across campus field trip to Senwes and Reserve Bank (Risk Management)	Social Media		Social Media, Whatsapp Groups for aligned modules
Where			Across campus	Across sites		MC and PC
How			All Risk Management students across	All MC, PC and VC have a Student		

	Accounting Sciences	Business School	Economic Sciences	Industrial Psychology and Human Resource Management	Management Sciences	Tourism Management
			campuses were allowed to take part in these excursions.	Chapter – will in future be used to encourage student collaboration and interaction across sites.		
Teaching and Learning Evaluations						
What	Addition to student experience survey Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)	Teaching and learning experience survey (CTL)
Where	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses	All modules across campuses

13. CONCLUSION TO THIS REPORT

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

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

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

[i] Data verified by Integrated Planning & Strategic Intelligence in August 2020