

2020 Mid-year report on Milestones within the DVC TL Office and the 8 TL Support Units

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1 Introduction

Teaching and Learning are the core business of higher education. The quality of education, whether in non-formal or formal programmes, depends not only on efficient academic processes, structures and lecturer teaching skill, but also on professional support for teaching, learning and the curriculum project, as provided by the different TL Support Units within the DVC TL division. Together, academics and professional support staff must ensure that the curriculum, teaching and learning are collaborative, lead to critical thinking, are innovative and stimulating. Student as well as staff development is complementary in terms of our commitment to a quality education experience. The Office of the DVC TL steers and monitors projects and activities to optimize and support transformation and high quality teaching and learning, as per NWU Annual Performance Plan (APP).

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 goals stated in the APP. From end of March onwards, Covid-19 has impacted also on the manner and scope of TL support that was required from the DVC's Office and its 8 support units.

Students studying online (irrespective of their locations), and staff teaching online, still needed to access the services of the Library and Information Services (LIS), staff and students needed access to the Language Directorate (LD) interpreting and translation services, the Career Centre (CC) needed still to create networking opportunities for students and potential employers, the Unit for Continuing Education (UCE) needed still to plan for Short Learning Programme (SLP) delivery of existing contracts and new ones, now in both the online and (only as per DHET approval) contact modalities, whilst the Academic Grants Administration (AGA) had been key to the re-planning, with the DHET and NWU Finances, of earmarked grants to support teaching learning during the Covid-19 disaster. The Centre for Teaching and Learning (CTL) similarly had reprioritised services and resources to support increased volumes of requests for eFundi help and other types of online student support, and also staff training and assistance with eFundi development for online presence, as well as the development of advice for academics on data intensive apps, usage and optimisation (obviously in collaboration with IT). In collaboration with SALA and Faculties, the CTL also prioritised support for contact students studying via the printed distance modality as their remote locations did not offer access to either electricity or sufficient signal to use data to study online. The monitoring of student activity by the Unit for Open and Distance Learning (UODL) with the closure of the NWU network of Learning Support Centres (LSCs) has similarly had to be reported on such that the University could determine whether students were coping without having access to LSCs around SA.

The report that follows offers a summary of key TL support milestones reached from January to end July 2020.

2 The impact of Covid-19 on the activities and projects of the DVC TL Office and its TL support units.

2.1 Introduction

Covid-19 has fundamentally disrupted the higher education sector in terms of conventional approach to contact teaching (especially) and assessment, more generally, in the teaching-learning domain, requiring that the institution consider both staff and student needs given the reality that, for a long period of time, both groups did not have access to the campuses of the NWU for work or study purposes. The NWU thus adopted a low-tech, low immediacy and low cost approach to sustaining the online and distance modality teaching learning project, recognizing the considerable resource implications, national resource limitations, and the need to enable student access to the online and distance modality without assuming that network stability, national coverage and electricity supply to be normative or predictable nationally.

The Office of the DVC TL, in collaboration with Faculties, CRM, F&F, IT, SI, SALA and the Office of the DVC Integrated Planning, was instrumental in the steering and monitoring of various activities to support and ensure that teaching, learning and assessment continued with as limited disruption as was possible.

2.2 Monitoring the determination of student needs (devices and data)

At the outset of the lockdown in April, the DVC TL requested assistance from CRM to survey all its undergraduate and honours/ postgraduate diploma students in the contact-modality to ascertain their needs concerning data, devices and connectivity. Distance students were excluded from these surveys as the admission requirements for distance students include either access to data and a device, or the programme is offered in a printed format in any case, and thus could proceed without interruption. Later during the lockdown, the UODL received requests for data from distance students to be able to download module presentations from Panopto, and the request was approved as these students normally had access to wifi from their workplaces, which closed also due to lockdown regulations.

Of the just over 37 000 students registered for contact education, just over 26 000 students replied to the first online survey. The online survey revealed that almost 16 000 of these students had access to data and devices beyond the University. Given that a large number of students did not respond to the survey at all (as it was an online survey), CRM and the Office of the DVC T-L then engaged together for a second survey by sms only to the students who had not replied. Approximately 3000 students did not reply to that survey either, suggesting that contact details of students may either have changed, or were not accurate. The University placed notices on all its communication platforms, urging students to update their contact details. Finally, in order to verify the data received from the first survey in which students were asked whether they needed a device, with the data obtained from the sms survey, faculties were requested to contact students directly to verify the needs, the contact details and the places of residence (for accurate upload and delivery). Currently there are still 1.5% of these student cohorts who have not made contact with the University or with Faculties at all.

While approximately 6500 students initially indicated a need for a laptop as per NWU surveys in April/May, the University could procure only 3534 laptops during the lockdown period. All of these laptops have been allocated as loan devices to students in need (as prioritised by Faculties), and final numbers of devices are in the process of being delivered to these students. Many challenges were experienced with delivery of the laptops, e.g. extremely remote delivery addresses, students changing addresses during the delivery period, students changing cell numbers during delivery period, and approximately 700 students have not yet accepted the Ts and Cs of the loan agreement). A good number of these students, dependent on receipt of laptops to complete their studies, have returned to NWU campuses for Winter School, where they will be able to take possession of the laptops for loan at specific venues as already communicated to them. Detailed reports on this process have served at Senate and UMC throughout the semester.

In regard of the supply of data bundles to students in need, the process was also initially steered from the DVC TL's Office. CRM and the Procurement Office are now instrumental in the monthly updating of student lists and the allocation of data bundles through the service providers. The University is currently supplying 22913 students with data bundles monthly. Requests are still coming in through the CRM, IT and CTL help lines by the week.

2.3 Supporting the transition to off-campus, online, and distance education

The DVC TL Office also steered the shift to the online as well as the paper-based distance modality for contact students, which could not be undertaken without far more resourcing and planning to support the transition. This transition took the form of support needed by students, materially as well as pedagogically. In terms of pedagogic and curriculum support, the DVC TL Office steered a process whereby Faculties developed continuous assessment plans for semester 1, and then for the remainder of the 2020 academic year. Furthermore, the DVC TL together with the DVC Integrated Planning, assisted Faculties to develop phased planning for student reintegration to campuses (specifically for students who can complete their qualification only if they have access to laboratories on campuses to complete practical/field/laboratory work). With the assistance of the Registrar, SALA and Faculties, a Reconfigured Academic Year was planned with a view to the reconfiguration of teaching, learning and assessment on the one hand, and the re-focusing of academic and support staff responses and energy to support the online modality better, and to plan for provision in the distance modality also for contact students.

All of the mentioned plans had as purpose to enable the NWU to rescue the academic year and to focus the human and material resources of the University towards that end, in a way that develops commonality of purpose, the focus on student success, and the support of academics to enable them to support students towards that goal. The Plans regarding staff and student reintegration have been integrated at a high level that makes provision for a phased return of students and staff to campuses (pending national directives regarding provincial levels of lockdown and ministerial directives regarding the academic year). These plans have all served at Senex and management meetings during the period of April to June.

2.4 Teaching-Learning Leadership meetings with all critical stakeholders

After the President called for the first lockdown from 26 March 2020, the DVC TL has been hosting first a weekly, and later a bi-weekly meeting with the following groups to ensure the planning for and continuation of teaching, learning and assessment:

- Executive Deans
- Deputy Deans/ Managers/ Directors of Teaching and Learning
- Chief Director and Directors: SALA
- Acting Director: UODL
- Chief Director: LIS
- Director: LD
- Director and Manager: Q&APP
- Acting Director UCE
- Chief Director and Directors: CTL
- Executive Advisor to the DVC TL
- CRM representative
- Quality Enhancement representatives
- Business School representative

On occasion and as agenda items required, the Executive Director F&F and the DVC Integrated Planning or the Registrar were invited to join these meetings. These meetings have become critical to work towards ensuring quality, careful monitoring, and alignment of faculty plans for teaching, learning and assessment with available professional support, development, and administrative initiatives steered by CTL, LIS, LD, UODL, SALA and CRM, always in close collaboration with Faculties. An integrated report on salient matters that were discussed and decided during these meetings have served at Senex and management meetings.

The DVC TL also joined the Chief Director of Student Life in meetings with the SRC on a regular basis. On 8 March the translation of examination papers was the main issue on the agenda; on 17 March the SRC's involvement in cross-curricular programmes (Gender Awareness and Language Awareness Week) was a focus of discussion, while the meeting on 26 March emphasised the University's Covid-19 TL strategy and disaster management plan. An additional 4 meetings were dedicated to various issues and challenges that students experienced due to the Covid-19 pandemic.

2.5 Memoranda from the DVC Teaching and Learning

The DVC TL have frequently communicated to all stakeholders (Memos 8-19 available on request) on important teaching, learning and assessment matters, as well as on communication during the time of the crisis, change-management and the importance of being mindful of an ethic of care towards staff and students, and on staff and student reintegration plans.

In addition to the above, frequent communication to and from students, parents, staff and other stakeholders have been handled by the staff within the office of the DVC TL Office. There have also been many contributions to the VC's communique and inputs into all relevant Covid-19 protocols and DHET bi-weekly reports on student support and matters related to teaching, learning and assessment. The DVC has also engaged in frequent meetings with the DHET and the CHE, and has completed all performance agreement meetings with the 17 reports in the DVC TL portfolio by end of July.

The remainder of the report highlights the contributions from January to end July 2020 from the DVC TL's support portfolio to realise high quality teaching, learning and curriculum development at the NWU.

3 The Academic Grants Administration Office

Reporting on academic grants administration takes two forms, namely the n-Gap initiative and reports on various teaching, learning and research grants administered by the AGA Office.

3.1 The n-GAP initiative

The first part contains composite information on the n-GAP initiative so that Management can see who are involved and where the appointments were made. During 2020 the DHET induction workshop for newly appointed lecturers or those who could not attend in the past, was arranged for March but had to be cancelled because of the lockdown, the same had to be done for the n-GAP managers and n-GAP mentors. The narrative reports for the 22 n-GAP appointments at the NWU phases 1 to 5, were submitted to DHET before 31 July 2020. The NWU was awarded five new positions for phase 6; these positions were advertised with the closing date at 31 July. Because of the lockdown it was not possible to visit the n-GAP colleagues and mentors on the different campuses as was done in the past.

Five online meetings (each per phase) were held with all the n-GAP lecturers, mentors, directors, academic grants administration staff and where possible, the Deputy Deans and supervisors. The People and Culture practitioners of each of the Faculties were also invited. The attendance rate was highly satisfactory; stakeholders within each of the phases had the opportunity to meet and engage in critical discussions. Much appreciation was related for these meetings.

Below is the information regarding the current 22 n-GAP lecturers.

Name	Surname	Appointed	Phase	Faculty	School and (Mentor) [Current degree enrolled]
Nicholin (Mrs)	Scheepers-Majokweni	01/11/15	1	Health (PC)	Nursing (Dr Alwienna Blignaut), [PhD, NWU]
Katlego Daniel (Mr)	Moloto	01/11/15	1	Natural & Agricultural Sciences (PC)	Physics (Prof Du Toit Strauss) [PhD in Space Science, NWU]
Lerato Education (Miss)	Mohalajeng	01/11/15	1	Economic & Management Science (PC)	Management Sciences (Prof Alfred Henrico) [PhD, UWITS]
Chuku (Mr) (phase 2 late appointment of phase 1)	Taole	01/08/16	2	Natural & Agricultural Sciences (VC)	Computer Sciences and Information (Mrs Malie Zeeman) [obtained MSc, NWU]
Angela Shibe (Miss)	Sekgota	01/01/16	1	Economic & Management Sciences (MC)	Accounting Sciences (Mr Peter Tawana) [M Com, UJ]
Julia (Miss)	Sibanda	01/01/16	1	Economic & Management Sciences (MC)	Accounting Sciences (Dr Seboka Kopung) [M Com, NWU]
Bronwyn Bernine (Miss)	Qumbu	01/02/17	2	Faculty of Law (PC)	Law (Prof Anel du Plessis) [Obtained LLM 2019, NWU]

Thabile (Mr)	Manengela	01/01/17	2	Health (MC)	Psychology (Prof Choja Oduaran) [PhD, NWU]
Lwandile (Mr)	Marudulu	01/11/16	2	Natural & Agricultural Sciences (VC)	Mathematical & Statistical Sciences (Dr Isaac Takaidza) [MSc, NWU]
Maria Magdalena (Mrs)	van Zyl	01/10/17	3	Engineering (PC)	Indust Engineering (Prof Fanie Terblanche) [PhD, Univ of Twente]
Bonelwa (Miss)	Sidumo	01/01/18	3	Natural & Agricultural Sciences (VC)	Math & Stat Sciences (Mr Piet Ntema) [PhD, NWU]
Yolanda (Miss)	Mutemwa	01/01/18	3	Natural & Agricultural Sciences (MC)	Math & Stat Sciences (Prof Olivier Otefudu, UWITS) [PhD in Topology, UCT]
Ntombizanele Tebello Iris (Miss)	Mabusela	01/01/19	4	Health Sciences (PC)	Psychology (Dr CM Oosthuizen) [PhD in Psychology, NWU]
Madira C (Dr)	Manganyi	01/01/19	Phase 4	Natural & Agricultural Sciences (MC)	Microbiology (Prof Collins Ateba) [holds a PhD in Microbiology, registered for a MBA, NWU]
Mashudu Given (Mr)	Matumba	01/01/19	Phase 4	Natural & Agricultural Sciences (MC)	Biochemistry (Dr Sandile Fuku) [PhD in Biochemistry]
Maria Magdalena (Mrs)	Huyser	01/05/19	Phase 4	Faculty of Economic and Management Sciences (PC)	Tourism (Prof Peet van der Merwe) [holds a PhD in Environmental Sciences, NWU]
Phenyo	Modisane	01/05/20	Phase 5	Natural & Agricultural Sciences (PC)	Informatics and Computer Sciences (Prof Lynette Drevin) [holds a masters in informatics and computer sciences, NWU]
Ashraf	Sheri	01/02/20	Phase 5	Faculty of Engineering	Electrical Engineering (Prof Kenny Uren) [holds a PhD in Electrical Engineering, UJ]
Felicity	Bopape	01/01/20	Phase 5	Faculty of Engineering	Minerals and Chemical Engineering (Frikkie van der Merwe) [registered for PhD in Minerals and chemical Engineering, NWU]
Karabo	Mangwakea	01/01/20	Phase 5	Faculty of Education (PC)	Languages for Education (Dr. Matome Mabiletja) [holds a MEd in Tswana Education]
Monray	Williams	01/04/20	Phase 5	Natural & Agricultural Sciences (PC)	Physical and Chemical Sciences (Prof Christien Strydom) [submitted PhD at UCT in Feb 2020]

Mia	Mangaroo-Pillay	01/04/20	Phase 5	Faculty of Engineering	Industrial Engineering (Mrs Teresa Hattingh) [Registered for a PhD in Industrial Engineering, NWU]
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3.2 Reports on the various TL and Research grants administered by the NWU

The second set of reports concerns the submission of reports within the DHET cycle on the various Grants administered by the University in support of Teaching-Learning as well as Research and Innovation (the two having been combined as a result also of the new format requirements set by the DHET in terms of the UCDP). An online workshop arranged by DHET and CREST took place on 9 July 2020 re the Draft Ministerial Statement for the University Capacity Development Programme for 2021-2023, consisting of three sub-programmes: Institutional Grants (UCDG), University-led Collaborative Projects and Nationally-led sub-programmes..

3.2.1 Academic Grants reports submitted to DHET Jan-July 2020

GRANT	DATE TO BE SUBMITTED
Report: UCDP/G (Narrative and financial report with external audit findings)	28 February 2020
Applications for n-GAP Phase 6: Submitted ten applications in October 2019: Outcome was good, five new Grants awarded to NWU for appointments in 2020/2021	March 2020
Report: Language Grant and application for second round of Grant – successful. First time of Arts and Cultures history that the same Grant was awarded to the same University	31 March 2020
Report: Foundation Grant (financial report with external audit findings)	31 May 2020
Report: Clinical Grant (four grants) (financial report with external audit findings)	31 May 2020
Report: Veterinary Science Grant (one) (financial report with external audit findings)	31 May 2020
Report: n-GAP (financial report with external audit findings)	31 May 2020
Narrative report: Clinical Grant with audited enrolments	31 July 2020
Narrative report: Veterinary Science Grant	31 July 2020
Narrative reports: n-GAP (22)	31 July 2020

All the financial reports on the grants submitted to the external auditors lead to positive factual findings and judged to be “clean”, no matters of emphasis or disclaimers.

4 The Centre for Teaching and learning

In the light of the Covid-19 virus developments, University Management has decided to, while focusing on the saving of lives, also do all within its power to save the academic year by means of a remote online mode of delivery. In line with the NWU ethic of care and the NWU position not to leave any students behind, the CTL planned to support students without connectivity with paper-based material. In this attempt, CTL in collaboration with SALA, took ownership of this challenge. Goals were adopted and amended where needed, and support to both academics and students continued via webinars and the extension of our call centre. The vibrant synergy between the three

directorates stood out as a milestone in the continuous assistance of academic staff and students with remote teaching and learning.

4.1 Directorate: Faculty TL Support

4.1.1 Reading Development Milestones

The Reading Development Programme across all three campuses has consolidated efforts to support students online via eFundi in the wake of the Covid-19 lockdown. While the Potchefstroom (PC) and Vanderbijlpark (VC) campuses each has both an Afrikaans and English reading site, the Mahikeng campus (MC) has English only, but all with aligned stories and exercises. On each campus, one story (with four exercises) is released every week. As regards the Afrikaans version, PC and VC each has a reading site with 15 aligned stories for the students to complete, consisting of four exercises each (that is, 60 exercises in total). Hard work, often beyond working hours, has seen the achievement of several milestones. Across the three campuses, students have two opportunities to complete each exercise. These exercises are designed to assist students with their recall, comprehension, grammar and vocabulary. The milestones are as follows:

- The first six stories have been released and completed on each campus.
- The first four stories are in their second cycle of release, with stories 5 and 6 scheduled for rerelease on 15 July.
- On average, 2 048 students have completed the first six stories (24 exercises) in English (PC).
- On average, 305 students have completed the first six stories (24 exercises) in Afrikaans (PC).
- On average, 3 007 students have completed the first six stories (24 exercises) in English (MC).
- On average, 1 302 students have completed the first six stories (24 exercises) in English (VC).
- On average, 87 students have completed the first six stories (24 exercises) in Afrikaans (VC).

4.1.2 Curriculum Development and renewal Milestones Mid-year 2020

By means of workshops, FTLS supports faculties applying the Carpe Diem curriculum development methodology. This is a multi-step, ongoing and cyclical process aimed at designing effective curricula. The purpose for development or redesign in each curriculum is different. However, the same methodology is used to ensure academic staff engage deeply with the process addressing any current shortcomings and to align the student learning experience with NWU strategic and/or professional goals. Specific progress was made on 5 academic programmes of the Faculty of Education, the LLB of the Faculty of Law, the new 4-year BSc in Sport Science and the BScHons in Human Movement Sciences of the Faculty of Health Sciences, and various modules of the Faculty of Engineering.

4.1.3 Professional development of university teaching

4.1.3.1 Induction Programme for Academics

A milestone, in terms of reporting on the Campus programme as part of induction, is a satisfaction rate of over 80% from 2018 to the first semester of 2020. At the end of each day, new academics completed a questionnaire in order to provide feedback on their experience of the day themes associated with the programme. The analysis and interpretation of the input from new and part-time academics have been addressed in separate reports. The outcome of each report has been that new academics attending each day are satisfied with the three-day Campus programme.

Induction (2020)	January 2020 & March 2020
Number of new academic appointments	28
Number of lecturers attended the Campus programme	49 (175%)
Satisfaction rate	90%

The number of new academics (28) is indicated in the table. The 49 academics who attended the respective Campus programmes were representative of academics on the MC, PC and VC from November 2019 to March 2020.

A training opportunity in February 2020 ensured that CTL colleagues who were first shadowing and then observing would be able to interact with academics effectively, build their experience as observers and that they understood the scheduling and record-keeping procedures. The respective campus coordinators acted as moderators, ensuring the process of record keeping and quality of reporting were addressed. Due to Covid-19, the Induction core team adapted the lesson observation template for the module site on eFundi to be evaluated. No lesson observations have been scheduled.

4.1.3.2 Review of NWU Teaching Excellence Awards

The review process of the NWU Teaching Excellence Awards (NWU TEA) commenced in June 2019. Nominated academics were invited to be part of the expert panel representing all faculties, and experienced senior colleagues from the Centre for Teaching and Learning (CTL) contributed to the review. The NWU Awards will now be expanded to accommodate a more diverse body of NWU academics who participate in the rewards and recognition programme. For 2020, the NWU TEA are in a phasing out–phasing in stage of change where the current awards are being phased out, while the new types of awards will be introduced during the second semester in 2020. The new types of awards for implementation in 2021 include the novice teacher award; faculty teaching awards; online teaching award; innovation in teaching and learning with ICT award; innovative teaching and learning award; and the teaching excellence award. The development team is currently in the final stage of refining the process document for the respective and new types of awards. The reviewed reward types must be approved by all relevant structures for implementation from June 2021.

4.1.4 Student academic development and support Milestones

4.1.4.1 Establishment of a SI Online Programme within School of Government Studies (Pre-Covid-19)

At the beginning of 2018, SADS in partnership with the School of Government Studies, and particularly the subject group Public Administration, participated in and collaborated on a three-year pilot programme through which SI Leaders were identified and trained in order to offer additional support, help direct and guide all first-year students in Public Administration in mastering content, assignment completion and test- and exam preparation through online support via eFundi, WhatsApp, Facebook, and emails. Feedback from first-year Public Administration students since Covid-19 has started indicates that the class as a whole felt that communication was good and that they were well informed as regards academic work and overall information because the SI leaders

were there to support them with all their academic enquiries. Overall, both lecturers and students involved in the pilot stated that the inclusion of SI support enhanced their academic success. Annually, more than 320 Public Administration students receive online SI support from between 12 and 16 trained SI leaders. As the pilot programme comes to an end at the end of 2020, plans are already in place to continue and expand the SI Online Programme within the School of Government Studies.

4.1.4.2 Student Academic Development & Support

In the light of the pandemic, SADS developed a student support page called *Keep on Teaching and Learning* (KoTL) for students, with messages and tips for remote learning – among others, staying connected to fellow students, staff, student advisers and academic peer assistants; free mobile apps; adjusting study habits for remote learning; the academic calendar; eFundi support; online reading; self-development opportunities; faculty helplines; and assessment.

In addition, SADS developed a booklet with support resources for students and the contact details of all the academic peer assistants – that is, SI leaders, academic peer mentors, and tutors – which was distributed to all the students who studied with the paper-based modality during the first semester. The booklet is also available online on the KoTL page for students.

To augment the online support for students, SADS created a joinable eFundi site named CTL Student Support where students can access academic support on topics such as adjusting study habits for remote learning, managing time and study space during remote learning, communication and technology, and study skills such as reading strategies and note making. Academic peer assistance continued in an online mode through platforms which allow most of the students' access to aforementioned assistance, especially the Chat Room function on eFundi as well as WhatsApp groups. Math and Stats support, previously centre-based, also continued online.

In line with the need to take services online, an online Supplemental Instruction (SI) leader training manual was developed from the official international training guide, and SI leaders will be trained online for the second semester of 2020.

4.2 Directorate: Central TL Functions

4.2.1 A relevant Directorate

The occurrence of Covid-19 and the concomitant lockdown reinforced the seven-year investment in the staff on matters of learning design and digital learning environment design and development. The Directorate was able to set up their individual remote and online offices within two working days and continued business as usual and supporting lecturers to embrace the challenges presented by Covid-19. All but one of the 60 staff members were able to continue with their support functions and commenced in the transitioning to Emergency Remote T&L.

4.2.2 Formulation of the NWU low-tech, low-immediacy and low-cost T&L approach to serve online remote T&L

The Directorate was instrumental in the formulation of the 'low-tech, low-immediacy and low-cost' (low data usage, mobile friendly & eFundi-based) that would serve the NWU during the lockdown period as well as during the transition towards a more harmonious digital T&L strategy for the future.

4.2.3 Keep-on-T&L webpages

The Directorate was responsible for the establishment of a comprehensive series of webpages, accommodating both the T&L support and development services and resources (guidelines, templates, and other resources) related to lecturers and students to make the transition from blended learning to emergency remote teaching and learning.

4.2.4 WISL System development management

The Work Integrated Service Learning (WISL) system development and project became the responsibilities of the DVC T-L Office in 2018. Given the urgency of managing WIL placements specifically in the Faculty of Education, at the outset, the project pilot was developed in collaboration with the Faculty and external provider (Matogen) sourced through a procurement and tender process, by the NWU. The WISL system was ultimately, after a few challenges, successfully piloted in the Faculty during February, and after some refinement the system was able to place XX (provide figures) students successfully. Covid-19 made such placements redundant by March 26 when the National State of Disaster was declared, but development work and the associated research, has been ongoing since then. The needs determination and interpretation for the Faculty of Education was done at end of 2019, and the developers could start with the development.

The development continues during Covid-19, and two schools of the Faculty of Health Sciences, Nursing and Pharmacy were integrated as planned during June 2020.

4.2.5 Digital Teaching and Learning Environment milestones

4.2.5.1 Optimisation of the end-user support environment by establishing:

- An effective *request procedure* with the implementation of the Service Manager software (IT Help) just prior to the Covid-19 lockdown. Since implementing the system, 1 924 requests for assistance have been logged and dealt with. The system enables the T&L Technologies Help Desk and call centre to better manage the requests for assistance.
- An *effective call centre*. With the assistance of IT, the T&L Technologies Help Desk and call centre have implemented the Bria call centre software that assists with channeling incoming calls from end users. The caller is placed in a call queue until there is an assistant on hand to assist. The caller is also presented with several self-help options while waiting for the assistant. Since implementation, 560 calls have been received.
- With the implementation of the Service Manager and call centre systems, the Help Desk now *functions cross-campus*, which enables the team to work more optimally.

The whole team – from education technologists responsible for learning design to the end-user support team – was able to quickly react to an emergency like the Covid-19 pandemic. At very short notice the team was able to ensure that the NWU could continue with its T&L activities under great pressure. There has been exceptionally good collaboration between all the CTL units during this period – hope we can build on this.

4.2.6 Learning Design

The new Study Material Production App (SPA) was implemented and used for the coordination and scheduling of study guides and module-overview documents for the second semester of 2020.

The instructional designers and multimedia designers and developers (video, graphic and multimedia) took active roles in the creation of guidelines, templates and resources which assisted academic staff to make the transition from blended learning to emergency remote teaching and learning.

As part of a collaborative team effort between Graphical Design Services, instructional designers, educational technologist and IT, new templates and building blocks were developed to streamline the creation of educationally sound eFundi Learning Environments which provide the necessary scaffolding and instructional support to enhance learning. Through the implementation of cascading style sheets (CSS), the look, feel and functioning of the eFundi Learning Management System was greatly improved.

In view of the Covid-19 pandemic, teaching and learning at the NWU had to quickly shift from a blended learning approach to emergency remote teaching and learning. All the directorates and Units/Sections within the different directorates collaborated diligently as resourceful and cohesive support teams to assist students and lecturers alike. The teams also compiled the necessary resources and mobilised support that enabled the shift.

A video repository was programmed to assist lecturers with the rapid distribution of videos optimised to adhere to the remote teaching and learning guidelines. This repository kept track of the usages of the videos by students: 89.6 hours of video were uploaded to the repository and accessed 6 814 times by users. On lecturer request, this repository also tracked what percentage of a video was watched as well as parts skipped and completed. The repository was programmed in such a way to enable or disable a download function for each video and sound file.

4.3 Directorate Special TL Projects and Research

4.3.1 CTL research development

This activity aligns with the provisions and goals of the 2020 NWU Annual Performance Plan (APP) Goal 1.1.3 which encapsulates the enhancement of Higher Education (HE) Development and Research at the NWU in the fields of learning design and development, student support for improved success, digital transformation in teaching and learning, and the professional development of university teachers. The aim of this activity is to create an opportunity for CTL staff to actively participate in and validly contribute to HE Development and Research at the NWU following a scholarly approach to student success. The focus of this activity is to determine a research strategy with an action plan which includes innovation in development and research in HE through tangible and quantifiable outputs/projects.

As a result of active research, participation and the valid contribution of CTL staff, consequent research outputs will serve as evidence in establishing a research footprint in CTL where outputs need to be specified and quantified towards the development of a specific research niche area. To enable the overall aim of this activity, the Pomodoro Friday's research project was introduced to CTL staff members with an interest in improving their research skills and becoming a part of the CTL research community. The Pomodoro approach refers to a methodology to encourage focused writing. The Pomodoro research project aims to develop the research skills of novice and experienced CTL researchers and elaborates on research aspects, including philosophical

worldviews (ontology, epistemology, and theories), research methodologies, as well as theoretical and conceptual frameworks evident for conducting research. Further research aspects covered as part of the Pomodoro research project refer to research collaboration, SoTL, academic writing skills, and research ethics. Currently, 14 CTL staff members are actively participating in the Pomodoro Friday's research project. This activity is also directed at national and international collaborations in the form of participation in special interest groups (SIGs), conference presentations and pre-conference workshops, teaching and learning projects, and participation in various HE advisory boards.

Table 4.1: 2020 CTL publications thus far

Author(s) name	Name of publication	Source
Combrinck, M & Van Vollenhoven, WJ	Computer-assisted assessment: An old remedy for challenges in open distance learning	The Independent Journal of Teaching and Learning
Belluigi, D, Czerniewicz, I., Khoo, S, Algers, A., Buckley, L.A., Prinsloo, P., Mgqwashu, E.M, Camps, C., Brink, C., Marx, R., Wissing, G., Pallitt, N	Needs Must"? Critical reflections on the implications of the Covid19 'pivot online' for equity in higher education.	Digital Culture and Education (ISSN: 1836-8301).
Mgqwashu, E.M., Timmis, S., de Wet, T., Madondo, N.E.	Transitions from rural contexts to and through higher education in South Africa: negotiating misrecognition	Compare: A Journal of Comparative and International Education. https://doi.org/10.1080/03057925.2020.1763165
Strydom, F & Prinsloo, H	Towards transforming university pedagogy and curricula for the Fourth Industrial Revolution	Chapter contribution in "Engaging the Fourth Industrial Revolution: perspectives from Theology, Philosophy and Education" Vol 3 https://www.ufs.ac.za/docs/librariesprovider19/publications/ufs-te-volume-3.pdf?sfvrsn=eea9321_2

4.3.2 SoTL book publication

Achievement for the first semester includes a SoTL publication: *A Scholarly Approach to Student Success in Higher Education* (Pool, J. and Fernandes-Martins, M. Eds. 2019. *A Scholarly Approach to Student Success in Higher Education*. ISBN 978-1-990924-01-9).

A Scholarly Approach to Student Success in Higher Education is a book based on original research in the field of higher education. The content is aimed at specialists in the field of teaching, learning and scholarship. The chapters are embedded in empirical data as well as literature guided by structured frameworks.

With this publication, CTL places emphasis on its dedication to enhance transformative quality teaching and learning informed by a scholarly approach towards student success in collaboration

with strategic partners such as faculties and the Department of Higher Education and Training (DHET).

This first publication in the series, *A Scholarly Approach to Student Success in Higher Education*, fosters a space for academics to share developed learning and teaching practices and research towards student success. The contribution of the book offers original research in student engagement and assessment for student success, curriculum transformation, academics as higher education teachers, and technology-enhanced teaching and learning.

4.3.3 Learning analytics and surveys

This project established TL analytics capacity in the portfolio of the DVC TL in 2019. Currently, it coordinates and manages the effective translation of verified data and provides reports on request to the office of the DVC TL and the TL management structure (including Faculty management) at the NWU. A TL data task team was established consisting of members of Strategic Intelligence, IT and is coordinated by the Directorate TL Special Projects and Research staff, with the purpose to address specific requests and provide reports related to the NWU Covid-19 contingency plan and continuance of TL. Similarly, through this project data have been provided from beginning of June 2020 onwards on lecturer and student activity in eFundi and the amount of data traffic generated by activity in eFundi to Faculty management at the NWU. Thus far 14 reports have been delivered on student and staff activities on eFundi, and 2 reports on data usage during TL activities through the eFundi platform. Due to challenges experienced in providing reliable eFundi data, the TL data task team is currently reviewing, developing and finalising eFundi business rules to improve reporting options.

4.3.4 Open Educational Resources (OER)

A CTL project with the aim of developing an awareness regarding the concept of and practices related to OER in alignment with the NWU OER declaration and acceptable usage guidelines, concluded in March 2020 with a visit from Prof Rory McGreal, the UNESCO/International Council for Open and Distance Education Chair in Open Educational Resources (OER) at Athabasca University, Canada. He presented workshops on 'Why educational licenses are essential for Education', 'Open Educational Resources: Challenge of the Future (with a glimpse at the past)', and a workshop with a focus on OER research and publishing. The workshop on 'Open Educational Resources: Challenge of the Future (with a glimpse of the past)' was also streamed as part of the NWU contribution to the global Open Education Week event held from 02 to 06 March 2020. A total of 49 NWU staff members attended the workshops that were presented face to face and virtually on all three campuses of the NWU. The current focus of the project is to develop an NWU OER policy and support the DVC TL OER committee with the implementation of OER at the NWU. Current initiatives of the committee include the establishment of an OER repository and the NWU Faculty of Economic and Management Sciences adoption of OER course material for presentation in a formal NWU programme.

4.3.5 Rethinking Assessment Project

The assessment task team has changed its focus and worked on various aspects of assessment since the arrival of the Covid-19 pandemic, the national lockdown and the subsequent suspension

of all campus-based teaching and learning and adoption of remote teaching modalities. The task team advised faculties on broad strategies for online assessment for remote teaching. Faculties then developed faculty assessment plans to address remote teaching and assessment during the pandemic. A summary document was then compiled from all the faculty plans which serves as a general guideline for remote assessment. A continuous assessment approach was adopted as the assessment strategy for the remainder of the 2020 academic year. The assessment task team supported faculties by offering various workshops on continuous assessment, online assessment, academic integrity, online marking and also amended the moderators' report reflecting the continuous assessment approach of faculties. The assessment task team furthermore sustains the question and answer section on the *Keep on Teaching* webpage. The task team was also invited by faculties for informal discussions on the sharing of best practices and identification of dire assessment needs.

An awareness campaign on academic integrity will be launched in the second semester, as academic integrity was raised by many faculties as a concern.

In the space of a few months, assessment practices have changed tremendously and could be seen as a fast track to the adoption of partly or fully online modalities of programme delivery in the future. It is already evident that the Covid-19 pandemic will probably change the way we view assessment from now on.

The e-Assessment task team, under the leadership of the Deputy Dean TL of the Faculty of Economic and Management Sciences, has been investigating possible e-Assessment software solutions since 2019. The pandemic has initially impacted on the timeframe for pilot studies but is now on track. Similarly, several testing groups from faculty, CTL and IT are currently testing identified software solutions. A final proposal will be made to UMC for implementation in the second semester. Funding for the e- Assessment has been secured from the DHET as part of the Covid-19 support to universities. Prof Herman van der Merwe shared the following background information as it pertains to the e-Assessment Project: Before the Covid-19 pandemic, Prof Herman van der Merwe submitted a project plan to the DVC Teaching and Learning. The project plan indicated that a group of staff members would test the e-Assessment platforms available to the University during the first six months of 2020. Initially, staff members from four faculties were identified to form part of a small test group. With the outbreak of the Covid-19 pandemic and the subsequent lockdown, this test group was unable to progress with the project and, therefore, an invitation to participate was extended to all faculties. Faculties were requested to nominate one or two staff members to be part of the second phase of the project: Phase 2 e-Assessment Test Group (to be referred to as Test Group Two members).

4.3.6 NWU Teaching Awards

During the 2019 NWU TEA programme, a total of 36 academics received awards for teaching excellence. These included nine awards for the ETEA, 27 awards for the TEA, and one DTEA recipient. From the internal moderation, the panel selected two nominees for the DTEA. For the 2020 NWU TEA programme, a total of 70 academics are participating – six ETEA and 64 TEA participants. The 2019 Awards Ceremony was celebrated in March 2020. This year is also

considered as the *phasing out–phasing in* of the new types of awards that are being developed for implementation in 2021.

Due to the global Covid-19 pandemic, efforts are underway to introduce the criteria for each new award and amend the existing Awards process. For 2020, a first virtual writing retreat transpired and was presented by the CTL awards core team, with the support of senior academic developers. This writing retreat was divided into two sessions, hosted on two separate dates (having an attendance rate of above 80% for both sessions), and the feedback received from participants was only positive, contributing towards the continued success of the awards programme at the NWU.

4.3.7 Scholarship of Teaching and Learning at NWU (SoTL)

The aim of a Scholarship for Teaching and Learning (SoTL) is threefold: (i) to improve teaching and learning in higher education; (ii) to create the opportunity for lecturers to deepen and share their understanding of learning in higher education; and (iii) to contribute to their professional development. SoTL projects reflect a range of practices and inquiry into teaching and learning at the NWU.

For the 2020/2021 cycle, a total of 10 projects have received funding. Only projects which obtained full ethical clearance were considered for funding. An amount of R419 000 has been paid out to registered projects.

From the half-year progress report, it is evident that Covid-19 will have a constraining effect on the progress and completion of projects, as many projects rely on students to be physically present in order to collect data.

5 The Language Directorate

The highlights of the Language Directorate's (LD) activities can be clearly distinguished in two phases, pre-lockdown and during lockdown.

5.1 Interpreting Services' activities pre-lockdown

5.1.1 Recruitment and training of additional interpreters

The first milestone achieved was that of obtaining adequate numbers of interpreters to meet the demands for 2020. This is a constant challenge at the start of every new academic year. As the Interpreting Services (IS) are always short-staffed in terms of its permanent staff complement, they are heavily dependent on supplementing this resource with temporary and student assistant interpreters so to meet interpreting commitments in the teaching-learning, student life and other environments where these services are required. People with the necessary aptitude and innate skill to train as interpreters remain a scarce resource.

The year we started off with two one-week rounds of recruitment, training and selection, instead of the normal one round only. The second round was necessitated because the first round did not produce enough interpreters, and fortunately resulted in establishing an adequate and valuable potential resource of additional interpreters (although requiring a substantial further investment by way of training) to interpret in classes and residences.

5.1.2 IS involvement in the Language Awareness Week (LAW) for first-years

A number of IS staff volunteered and enthusiastically participated in the facilitation of the LAW, contributing significantly to the success of this initiative. Moving out of their normal zone of operation to another language-related facilitative role to some extent paved the way for the growth of our interpreters into additional language roles that were to be necessitated by the Covid-19 lockdown, hence this involvement is also be regarded as a milestone.

5.1.3 Educational interpreting from January to March

Normal classroom and residence interpreting started in January. Despite the usual timetable challenges, the service was up and running quite smoothly by the time contact classes were terminated by the lockdown.

Two interesting additions were some classes in Music that were interpreted for the first time, and the reintroduction of interpreting on the Vanderbijlpark campus, in the BA Psychology and Sociology, where Afrikaans-speaking first-years had requested interpreting into Afrikaans. The latter was at the point of being introduced when unfortunately contact classes were terminated.

5.1.4 Interpreting services provided outside NWU

The LD continued with the provision of an educational interpreting service at the Potchefstroom College of Agriculture, for which we have been contracted since 2008. This service generates third income stream revenue.

The NWU IS has established itself over time as experts in agricultural interpreting, providing these services at annual congresses, conferences, symposia and management meetings of GrainSA and PotatoesSA, and at Landbou Weekblad's two annual conservation agriculture conferences. These are both third income stream revenue-generating and community engagement activities.

This year was the first to see an interpreting service into English, Afrikaans, Setswana, Sesotho, isiZulu and isiXhosa provided by NWU at the GrainSA annual congress. Chief Justice Mogoeng Mogoeng was the guest speaker and also made use of the service, so it was an important profiling opportunity for the NWU's Interpreting Services.

5.1.5 Interpreting equipment innovation

Another 2020 milestone was the introduction of mobile hotspot-generating interpreting systems where users (students) can use their cell phones and own earphones to receive the interpreted versions of their classes. Some teething troubles due to the overloaded NWU wifi bandwidth were experienced and were still in the process of being resolved when classes were terminated, but this is a huge step forward in reducing equipment costs.

5.1.6 Language Planning, Monitoring and Evaluation

5.1.6.1 Preparatory work for introducing multilingual pedagogies in flagship programmes/modules

Some preparatory work had started with faculty and school consultations concerning terminology development in the form of glossaries, lexicons, etc. A multilingual Social Work dictionary was being developed by Social Work in the School of Psychosocial Health, and some translation into Setswana and Afrikaans had taken place. Work on a legal lexicon has also started, while a trilingual glossary of terms for COMMS 123 has been compiled and translated.

5.1.6.2 Multilingual pedagogies short learning programme (MP SLP)

5.1.6.2.1 Introduction

The revised Language Policy of the NWU was adopted on 22 November 2018, one of its major tenets being “to pursue, accommodate and provide a fair and functionally multilingual language environment across all components of the university” (Language Directorate Annual Report 2019:14).

The implications of the revised policy affect all aspects of the major work of the University, including teaching and learning, administration and research. Functional Multilingualism in terms of the NWU Language Policy means that four official languages shall be used for carrying out the work of the University: Setswana, Sesotho, Afrikaans and English. In addition, the two African languages are to be simultaneously developed as languages of communication and of teaching and learning.

In terms of Management Roles, the University Management Committee (UMC) “is responsible for the resourcing, coordination, monitoring and implementation of the policy” (Language Directorate Annual Report 2019:15). Thus, in compliance with this requirement, a Research Coordinator was appointed to the Language Directorate from 1 April 2020 to oversee the research, monitoring and evaluation aspects of the implementation of the Policy. This section on the Multilingual Pedagogies (MP) project provides further information on the implementation of the Policy thus far, especially during the current COVID-19 situation.

5.1.6.2.2 Short Learning Programme (SLP) in Multilingual Pedagogies

This SLP was originally designed as five contact workshop sessions throughout the year, on the assumption that participants would try out some of the presenters' suggestions for multilingual strategies in their teaching in between workshops. Some staff did share their initial ideas for doing so with the MP team who gave them feedback. However, at this point (mid-year) it is not clear whether these ideas were actually attempted or not. Just before Workshop 2, the Covid-19 lockdown started. Lecturers were obliged to carry out all of their teaching online. In light of this, the MP team had to decide how to move forward given that lecturers were subjected to higher than usual demands on their time because of having to cope with teaching and assessing online. It was thus decided to take the course to the online environment and encourage participants to use in their teaching the multilingual strategies that have been provided by the MP team to that point in time. An online platform was thus created for the course, namely an eFundi site named "Multilingual Pedagogies".

The MP team and all the participants on the SLP course have access to the site, which also has a dedicated administrator. Categories include lessons, assignments, resources, research, forums and chat rooms. We have also required all participants to submit the strategies they use under the category “Training” and “Concept Development” to share with all participants.

Assignments

As the participants were selected and paid for by their Faculties, and were mostly responsible for their flagship modules, we need to find some way of ensuring “Proof of Participation” in the absence of contact workshops.

One of the ways to do this during Covid-19 is to ask participants to complete the assignments that put up on eFundi by the MP team. They will also include quizzes and other forms of assessment, which will form part of a portfolio that will be evidence of participation. Five assignments (one for each workshop/unit) are foreseen plus tests or quizzes, which will not take long to complete. All these will contribute towards a Portfolio of Multilingual Pedagogies, which will provide the evidence that participants have engaged productively with the MP SLP.

The MP team have begun to review the video recordings of the presentations given in Workshop 1 and to design tasks around these presentations. These tasks will serve to remind participants of the content from that workshop, and will also provide content around which to formulate tasks, assignments, quizzes and debates. The first assignment has already been uploaded (Appendix 1). It is envisaged that the content of the tasks and assignments will form the substance of Workshop 2. In addition, a task has been created for sourcing original documents in the African languages as suggested in the discussion on the MPs report at the SCLPAS meeting on 23 April 2020. This is Task 2.

The set of guidelines for implementation of strategies that handed out to participants during the first workshop will also be posted on the site. Assistance for these will be offered with PowerPoint voiceovers in Setswana and Sesotho.

Finally, completion of the post-workshop evaluation questionnaire (Appendix 3) is still being awaited, which will be included as a task in Workshop 2. This is a requirement for participation in the course.

Workshops

As explained above, the workshops originally planned for contact sessions and contact teaching of first year modules have been redesigned for online use. They comprise a selection of activities based on Workshop 1, development of strategies for the implementation of multilingual teaching and displaying of participants' planning and implementation. Participants will also be assisted to showcase some of their strategies in the webinar being planned for Language Awareness Week.

Research

Some participants have asked whether they could not create their own research projects on multilingual pedagogies under the umbrella of the MP SLP-related research by the MP team. A statement on this matter was issued, which was found problematic. At the start of the SLP, it had been agreed with the participants that any strategies they tried out would be shared with participants for pedagogic reasons. It was felt that if participants wished to conduct research independently of the project, they would need to obtain ethical clearance from the various ethics committees serving their faculties. An alternative was that they co-publish with members of the MP team so that Communities of Practice can be created, comprising researchers from specialised disciplines and language specialists with language education expertise.

Monitoring of implementation

Information will be gathered from evaluation questionnaires after the workshops and from quizzes, tests and assignments. Focus groups with lecturers and students together were originally planned for the second semester. These will become online questionnaires based on the content of the

workshops and participants' experience of them and on students' experiences of their lecturer's implementation of multilingual pedagogies.

Resources

Under this category, readings, video links and other materials will be made available to participants. If they wish to share resources with the MP team, they will be able to do so via the administrator. So far, two infographics have been made available to participants with suggestions of strategies they can use. There have also been information sheets with ideas for participants to use in their teaching (Appendix 5).

Conference presentations

The multilingual pedagogies team have been invited to present their work on the short learning programme at a conference in Switzerland in November this year, depending on Covid-19. If it becomes unfeasible to travel then, the conference will take place at the University of Basel, Switzerland at the end of March 2021. The title of the conference is *Beyond Multilingualism – Translanguaging in Education*, and the title of MP team paper is: A multilingual pedagogies initiative in higher education.

Communication with participants

The MP team have established a WhatsApp group with all course instructors and participants. Participants will also receive automatic notifications and reminders from the eFundi site via email. It is also hoped to encourage the use of the Forum and Chat Group categories on eFundi once participants begin to share their ideas and strategies.

5.2 Interpreting Services' activities during lockdown

Most of the milestones achieved during lockdown concerned the rapid repurposing of the Interpreting Services to adapt to remote T-L.

With the announcement of the cessation of contact classes, the IS immediately took proactive steps to repurpose its staff. From the word go there has been interaction between the LD and lecturers to continue providing language services for online T-L. Interpreters smoothly transitioned to providing a wider range of language services than what they were used to, and to doing this remotely.

In addition to doing significantly more translation than they did before (which was mostly PPT slide translations from Afrikaans to English), IS staff did transcriptions, recordings and direct voice-overs of lectures. The latter was mostly from English to Afrikaans, as many lecturers opted to originate T-L material in English first and subsequently to make available the Afrikaans versions with the assistance of the LD staff. eFundi communications with students, assessments and assignments were also translated. For IS staff more used to working from Afrikaans to English, the switch in direction involved quite a steep learning curve. Quality control checking was also introduced in groups working together.

Providing this range of language services involved mastering a variety of software packages, as lecturers all had their personal preferences and used various media, software programs and platforms for distance T-L. Interpreters themselves also had to find software and/or guidance on

using such packages on the internet so as to facilitate their work. Examples are Screencast-o-Matic and the transcription program Express Scribe. Some interpreters also had to cope with Mathematics lectures produced in LaTeX, in the process learning to work with the Overleaf program to translate such lectures.

The IS implemented extensive team-learning to acquire as quickly as possible the necessary skills to provide the above services. Interpreters who knew some software packages or were quicker to master new software trained their colleagues, utilising a variety of media, such as WhatsApp groups, e-mail discussion groups, Zoom and other meetings, written notes and guidelines, with some even making training videos for their colleagues (such as for PowerPoint voiceovers and the use of Panopto and Express Scribe).

This newly acquired knowledge, learning material generated and strategies developed in the process proved to have much wider application than originally foreseen. Interpreters in many instances have been able to advise and assist lecturers in mastering these media for their on-line teaching, providing lecturers with some of our own training material. Teamwork between lecturers and interpreters have been significantly enhanced by these cooperative efforts.

5.3 Other LD activities: Terminology work

Since the inception of the IS in 2004, there has been an emphasis on compiling terminology resources. These are essential for good preparation and consistent interpreting. Terminology lists over the years took on a variety of forms as interpreters each compiled them in their own way, until a few years ago when an Excel template was designed and implemented for the sake of uniformity.

However, terminology lists were predominantly unidirectional, making them difficult to use if the interpreting direction were to change, for example from English-Setswana to Setswana-English. This year a redesigned Excel template was introduced which automatically generated a bidirectional list while the original unidirectional entries were being made, e.g. while the interpreter entered Afrikaans-English terms in one Excel tab, a list of English-Afrikaans terms was generated in another tab. Terminology lists were also changed so as to be available per module. Currently terminology lists for more than 330 modules across faculties are available.

These lists are essential as we proceed with the introduction of MPs in modules and programmes.

5.4 LD Conclusion

Overall, the Language Directorate, and especially the Interpreting Services, have experienced a challenging first semester. However, our staff have shown resilience and excelled in rising to the challenges posed by the changed (and changing) teaching-learning environment in which education finds itself globally.

6 The Career Centre

6.1 NWU Career Fair

Covid-19 has offered an opportunity to enhance our creativity and drive Innovative initiatives. This year NWU Career Centre will be hosting a digital online fair. The fair is referred to as NWU Virtual Fair – to be hosted on the 5th of August 2020. NWU Career Centre secured a software

technology to host the career fair event. NWU Students will login to easy virtual fair technology, and interact with our industry partners to access career related opportunities.

6.2 CV and Interview training

The NWU Career Centre provides CV and Interview guidance to NWU Students in the form of Individual student walk-ins and group presentations. In reference to Covid-19 crisis and the lockdown, Career Centre department has since adopted a digital remote approach – using eFundi platform, Career Centre webpage, and Facebook. These platforms are used as a complementary approach, to share and promote career advisory related to CV and Interview training to NWU Students. Equally, Covid-19 has also offered an opportunity to construct new knowledge resources in relation to the evolution of technology. These newly introduced resources are focused on GIG Economy, 4th and 5th Industrial Revolution and Entrepreneurship.

6.3 2020/2021 NWU Career guide publication

The 12th edition of the Career Guide has been published, and is readily available on NWU Career Centre webpage, <http://services.nwu.ac.za/career-centre>. This year, seven (7) companies placed graduate opportunities adverts and twenty-four (24) company listing sharing talent search contacts, graduate opportunities, and Industry professional discipline of interest. Equally the guide shares interesting 15 testimonies from former NWU students who are pursuing varying career paths, from professional employment to self-employment entrepreneurial.

6.4 GDS and Universum Study

Graduate Destination Survey is underway to be rolled till October 2020. The Universum survey report is available, and a tailor made highlights report will be shared on the 28th of July 2020.

6.5 General matters

- NWU Career Centre staff Mid-Year Performance Review discussions took place on the 30th of June 2020
- CC staff Productivity Tracker Reports are submitted weekly by CC Staff – ref records on next cloud
- Overall CC Staff has been able to adopt in working remotely since the lockdown. The work of the University has not been compromised in any way.

7 The Unit for Open and Distance Learning

7.1 Introduction

There are three sections to this report: the first describes qualifications approvals in 2019 (as provided by Q&APP), whilst the second section describes the service enhancements associated with the UODL under the management and leadership of the acting Director. Section three describes registration (as provided by SALA & UODL)

7.2 Qualifications approvals in 2019

During 2019 there were no new external applications for distance offerings, however the following approvals and accreditations were received during 2019:

- January 2019 PQM clearance for the BEdHons (Early Childhood Development)
- March 2019 CHE accreditation for the PGDip (Special Needs Education)

- July 2019 CHE accreditation for the AdvDip (School Leadership & Management)
- August 2019 CHE accreditation for the PGDip (Engineering Infrastructure Management)
- August 2019 CHE accreditation for the AdvDip (Intermediate Phase Mathematics Education)
- September 2019 SAQA ID received for the AdvDip (School Leadership & Management)
- October 2019 SAQA ID received for the PGDip (Education Management & Leadership)

7.3 Service Enhancements implemented in 2019

UODL Applications and Registrations faced quite a number of challenges during the 2019 application and registrations period. The tenuous period led to an extension of the registration period and consequent queries from students and stakeholders. A task team was inaugurated to ensure an improved service to students in 2020. A whole raft of steps in consultation with various stakeholders to enhance the service delivery on the one hand, and the quality of administrative processes on the other, were put in place to ensure that the UODL was ready for the 2020 intake with a much improved service compared to 2019.

Table 7.3.1: Summary of the challenges experienced and the measures undertaken to mitigate these with a view to improved services to students.

Challenges 2019	2019 Result	Solutions 2020	2020 result
Class fees received late	The impact was that quotations could not be issued and consequently register with increased in the volume of queries. Registration time was put under a lot of strain.	UMC approved an earlier release of class fees to mitigate the challenge.	Quotations to students could be issued on time.
Academic material received late (year books, text book list, study material)Year books	Study material delay; Registration information delay; Registration errors.	Academic material/Year books were made available on time.	Text book list received in time.
Timeline	Students have till end of January to pay for studies; Students register late & receive study material late; Students don't have the information they need; Classes are missed or attended without study material; Increase in queries	Last day for payment moved back to 15 January	Approved by UMC and the timeline could be managed efficiently.
Rollover registrations	Rollover registrations were not finalised because of development delays on the student system. Late System Roll overs caused registration errors.	Rollover development on the student system were implemented.	Roll over registrations will be done in time.

Lack of Students advisors	No student advisors appointed to assist with curriculum control Personnel and staff in the registrations section had to assist in a highly specific task they were not trained for. Students selected incorrect modules and this delayed the registration process.	The appointment of Student Advisors to help with module selection	UMC approved the institutionalisation of a back office replete with trained student advisors to facilitate curriculum control. The implementation is in progress as the workspace is being finalised.
Online registration	Registrations are facilitated by staff and an online solution would facilitate a more expeditious registration process.	Online registrations including the appointment of Student advisors to help with the module selection.	Online registration was implemented for a PGDIP qualification to allow students to register online. The back office solution is still in progress as it is a critical component of the process.
Study material and conditional registrations	The Short Messaging System (SMS) was not always optimal to communicate with students was not always optimal. Secondly, study material ordering system was not ready. Thirdly, conditional registration system faced challenges.	SMS System is performing optimally; Automatic study material ordering system is ready	New Automatic study material system is in place through the partnership with Takealot.com
OLG finances	Students paid money into the OLG account; OLG did not transfer all paid fees to NWU	OLG account is closed	The challenge is now resolved
Namibia finances	Students paid full amount but not registered	A collaborative effort between Finance and UODL was required to solve this challenge.	The matter has been resolved.
Proof of registration form	Only the modules registered are displayed on the form; Students do not always know in what semester the module is and whether the module is a 1 st or 2 nd opportunity.	Student system change to allow the adding of this information on the student's registration form.	The matter has been resolved for the 2020 registration and all pertinent information is available to students.
Module Delivery Type known as MVA: to link modules to examination centres and study centres;	Every module needed be linked to every examination and Study Centre; It is a very time-consuming task	Modules are linked to examination centres and study centres.	Less time is now being spent to link modules.

Conditional registrations and study material	+700 modules, +-40 study centres, +-110 exam centres; SMS system was not always working; Study material ordering system not ready; Conditional registration system had some challenges	Study material system is being improved.	
Study fee Quotations	A lot of students phone in for quotations. Finance does not have a Call centre big enough to handle the distance calls.	Online quotations and dedicated back office function.	A self- help option will be deployed to make this possible and the back office will reduce the number of queries associated with study fee quotations.
E-fundi	eFundi did not always perform optimally leading to queries.	Need to be fixed	E-fundi will be ready
Enrolment plan	Was received in time (July 2018)	Receive enrolment in time and transparent participation of the UODL in decisions on intake.	The enrolment plan was received only in October 2019. It has been agreed that the UODL will participate in this process transparently henceforth. The number of available spaces for students is far outstripped by the number of applications and the enrolment plan for the UODL may have to be revised as less than half of the applicants can be admitted.
Finance rules	Finance rules are not always clear for all situations for distance students	The Finance rules need to be revisited	The work is in progress.
Bursary projects	Received the SLA and MOD late. Registration process was late	We need to receive the SLA and MOD in time	This work is in progress and stakeholders are actively communicating.
Creation of evaluations on MPS	Evaluations for the assessments were not created in the correct manner and consequently duplicate evaluations were created. Challenges pointed to training and familiarity with system	Proper training was given before the creation of evaluations for the second semester commenced.	The matter has been resolved.

	changes. The UODL had also used the MPS for the first time to calculate marks. (E-vision used in previous years)	Evaluations were created in a uniform manner: -Must be in capital letters -Must be in English -All relevant evaluation weights have been entered as received from relevant faculties.	
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7.4 Registrations

The registration period was preceded by a systems development on the call centre to allow for choice of services students required. This in itself reduced the number of queries. The table below summarises the registrations in 2019 and 2020. In spite of the reduced numbers (the impact of the phase-out of the non-HEQSF aligned Education programmes) for the UODL, there were more students registered at a given time.

Table 7.4.1: Registrations (2019 and 2020)

	2019	2020
October	151	442
November	939	1578
December	991	619
January	3877	8301
February	6360	1172
TOTAL	12318	12112
*11 February 2020		

In conclusion, there was a welcome improvement in the registration function of the UODL in 2020. The number of system changes made in the latter part of 2019, had the desired impact on the experiences of students during registrations.

8 Qualification and Academic Programme Planning

8.1 Introduction

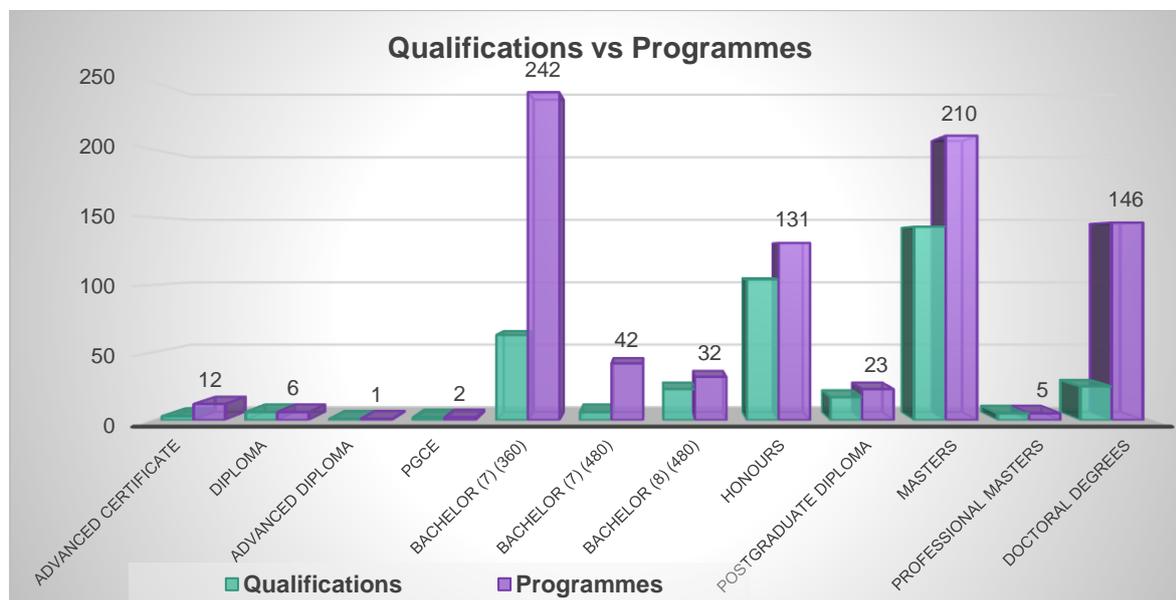
In the light of its responsibilities towards Goal 1 of the APP, Q&APP has achieved success with milestones reached during the first half of 2020. With a full staff complement finally in place, we are able to report on the status of the PQM, SAQA matters and external approvals. Internal highlights are SCAS matters, preparations in place for the 2021 yearbooks, collaboration with Strategic Intelligence, the Quality Office, CTL and UCE.

8.2 The NWU Programme Qualification Mix (PQM)

The NWU PQM was submitted to the DHET in May for approval, with an outcome being imminent. The PQM shows 398 qualifications with their linked 852 academic programmes. This is expected

and we see a larger qualification-programme ratio in the bachelor's degrees (NQF 7, 360 and 480 credits), master's and doctoral degrees. Twenty-four UG and 110 qualifications are now offered on all three campuses, taking us closer to a unitary university.

Figure 8.2.1: PQM – Qualifications versus academic programmes



Qualification Type	Qualifications	Programmes
Advanced Certificate	3	12
Diploma	6	6
Advanced Diploma	1	1
PGCE	2	2
Bachelor (7) (360)	63	242
Bachelor (7) (480)	6	42
Bachelor (8) (480)	23	32
Honours	104	131
Postgraduate Diploma	17	23
Masters	143	210
Professional Masters	5	5
Doctoral degrees	25	146
Totals	398	852

The director of Strategic Intelligence, Mr Jan-Hendrik Viljoen, presented an analysis of the PQM to the SCTL on 29 June with faculty specific sessions to follow. This analysis, together with the DHET and the draft Quality Assurance Framework, caution against this proliferation of academic programmes. All this information will inform decisions on the NWU curriculum project, as will be contained in the revised NWU Teaching and Learning Strategy.

8.3 HEQSF aligned programme qualifications

All qualifications and academic programmes into which new students were enrolled in 2020 are HEQSF-aligned as required by DHET policy. A distinctive diploma and bachelor's degree will be offered in Animal Health from 2021.

8.4 SAQA matters

For the purpose of contextualisation, the present section reports on the ongoing Q&APP SAQA project with a focus on very old non-HEQSF qualifications without SAQA identification numbers, qualifications on the current PQM and the content of SAQA registered qualifications.

Great strides have been made regarding SAQA ID numbers, the absence of which is a situation caused by historical and external factors. Strategic Intelligence provided a list of very old qualifications without SAQA numbers following a meeting with the DHET in June. An outcome is awaited. Regarding the outstanding category A and B qualifications without SAQA IDs, totalling 53, SAQA forms are currently either with faculties awaiting approval, or with the CHE for SAQA registration. The non-funding of NSFAS bursaries for qualifications without SAQA ID numbers has been resolved and all programmes submitted will be funded. The SAQA project is continuing, and the next phase is to correct SAQA content where necessary.

8.5 SCAS matters

Two of Q&APP's key performance areas are the management of qualification and academic programme planning, and the management of internal regulatory compliance and strategic alignment, using SCAS as the vehicle. The role of SCAS - beyond that of the consideration of applications - as a structure where general qualification and programme matters could be deliberated on is gaining traction. This year the planning and preparation for service modules and the internal approval process were dealt with. This was concluded with the *status quo* remaining in light of the complexity of the subject, with the option of using the FEMS template for year to year planning.

Alignment with faculty enrolment and Faculty Integrated Teaching and Learning Plans (FITLPs) have been ensured. Facilities Management and LIS are also part of the membership, to ensure broader consultation. The SCAS and Q&APP administrative documents and forms have been revised and are available on the NWU website at the link <http://services.nwu.ac.za/qualification-and-academic-programme-planning/qapp-internaland-external-documentation>.

Work towards the further enhancement of campus alignment, responses to market needs or professional body requirements, consolidation of programmes in the School of Languages and the general strengthening of programmes are evidenced by the approvals seen to date.

The development of the enhanced curriculum management system, currently known as Octopus, continued with the relaunch planned for August and full operation by 7 September. The system will facilitate the flow of amendments between role players with easy access to information and will serve as a repository for documents. Other features include the generation of reports, tracking of changes over time, and the pre-population of fields between various forms.

8.6 Preparations towards the 2021 yearbooks

Preparations towards the 2021 yearbooks are underway after the two SCAS meetings in May and June. All yearbooks are now with Mrs Marieta Olivier-du Preez for control in collaboration with faculties and Q&APP. A tracking document accompanies the yearbook changes, as tool for School Directors. The senior curriculum specialists in Q&APP, as members of the TL committees, optimise the contact with faculties to support and give guidance on curriculum matters.

8.7 Continuing education

Over the past six months 75 SLPs have been approved by SCAS of which 11 are renewals. One example where Q&APP supported UCE was in the acquisition of a multi-million-rand contract, over three years, with the National School of Governance for the merging management development programmes.

8.8 Collaboration with support units

Q&APP continues its active collaboration with other support units, especially the Quality Office, SI, CTL, SAS and SALA. Products of this collaboration are the revised Q&APP quality manual, the SCAS forms, process flow and the revised SCAS ToR. Q&APP and CTL collaborated in a workshop between 2-4 March on strengthening the macro-, meso- and micro- curricula matters between the two units. Q&APP assisted with the preparation of all programme documents for the 2020 IPEs and EPEs. Regular reporting to Senate, SCAS, SCTL, SCLPAS, SCFEP, ARC, Compliance Committee, Contracts Committee and the CAF continues. Much of the reporting relates to risk mitigation, and we could successfully assist in this area.

The close relationship with Mrs Marieta Olivier-du Preez has been extremely valuable. A template on the VSS system to report in particular on the NSFAS, is being developed in consultation with Ms Hanlie Venter. This project is currently with IT for operationalisation. The VSS system will now also show SAQA ID numbers per qualification.

8.9 External applications

We are proud to maintain our good relationships with the DHET, CHE, SAQA and other external bodies. Seven new and responsive qualification programmes for 2021 student enrolments are the BEng (Mechatronic Engineering), Bachelor of Agricultural economics, PGDip (Industrial Engineering), PGDip (Special Needs), PGDip (Education Management & Leadership), AdvDip (Intermediate Phase Mathematics), MHSc (Occupational Hygiene).

Table 8.1 shows the number of applications that were submitted to and approved by the external regulatory bodies since January. To date we have submitted 77% applications and 87% approvals compared to those of the entire 2019.

Table 8.9.1: Number of applications submitted and approvals received from January to June 2020

Faculty	DHET									CHE		SAQA
	PQM clearance (new qualification)		Site/campus extension		Additional major fields of study (CESMs)		Name change	Increase in research credits		Accreditation		Registration
	Submitted	Approved	Sub- mitted	Approved	Sub- mitted	Approved	Sub- mitted	Sub- mitted	Approved	Sub- mitted	Approved	
FEdu		1PG 3UG										
FEMS			1UG 2PG	2UG 4PG		3PG						1PG
FEng											1PG	1UG
FHS		1PG						2PG				1UG
FHum			1UG	1UG	1PG		1PG	1PG				
FNAS			1UG 4PG	2UG 3PG								
FThe	3UG 1PG									1PG		
	Total number of applications submitted to the DHET: 15											
	Total number of applications approved by the DHET: 23									Accreditations: 1		3

8.10 Q&APP Conclusion

Amidst the environment dominated by the Covid-19 pandemic, Q&APP's work was largely unaffected. We continue to align our work with that of the NWU APP and the directives of the DVC TL. We look forward to the work of the next six months.

9 Unit for Continuing Education

9.1 Introduction

The Covid-19 crisis placed a temporary hold on the expected growth of UCE. Nevertheless, there is now a renewed focus on online learning – an aspect with which UCE has made some ground-breaking progress to date.

With the pressure on facilitators for the development of remote learning resources for the formal NWU programmes, the development of remote learning resources for short courses were slightly delayed. The added challenge of access to internet and acceptable devices for the participants makes remote learning in our environment difficult. UCE managed to acquire approval from the DHET for contact presentation of 450 participants during level 3. Questionnaires were sent out to the participants and the critical SLPs were identified and will be presented as soon as possible.

SLPs that can be presented remotely have been identified and presentation will commence during August.

The positive impact of CEM (in terms of processes) and CGOV (National School of Government contract) having joined the UCE, are slowly filtering its way into UCE.

The process of placements of staff is almost complete, of which the most significant has been the move of certain staff (5 people) to the Business School in terms of the Business School's newly acquired autonomy.

9.2 Online learning project

With the recent approval of NWU strategic funding and the progress with the appointment of a task team, the development of online learning courses can now continue in full force.

The implementation of the online learning project is a phased approach to allow for sustainable growth in the five-year projection. Current progression:

- a) A contract has been negotiated with a service provider with a scalable revenue sharing model based on the number of participants entering the course. The provider is responsible for the market needs assessment, instructional design of the course, multimedia production, registrations and delivery of content on a learning management system. This contract served on the RCTL meeting and minutes of the meeting will indicate any amendments or suggestions.
- b) NWU online learning ecosystem: The NWU online learning ecosystem consists of an LMS at the core with various software integrated with the LMS for automated functioning through the participant lifecycle that includes digital marketing, application, registration, creating invoices, applying payments, teaching and learning, participant support, certification. This includes integrating with NWU software such as VSS and KFS. All the external software has

been set-up by the UCE and is ready for integration, and we are awaiting permission to integrate with NWU systems. OpenCollab, which is the software developer, awaits approval of the quotation before integration and further development can take place. This approval can now be done as the application for strategic funding for online learning has been approved.

- c) Course identification: The majority of faculties have given their buy-in to present their courses on both of the models discussed above. Eleven courses were identified and course development can now commence.

9.3 Business development

The first quarter of 2020 has been exceptional and we were able to capitalise on the existing strong relationships that we have built over the years with some of our key strategic partners. We have been recognised and awarded for the excellent customer service that we provide to these stakeholders.

Some contracts worth mentioning:

- a. Various contracts were signed with EDTP SETA to the value of R 12 000 000 for short courses to be presented in Northern Cape, North-West and Gauteng.
- b. A contract was signed with the National School of Government to the value of R 20 000 000 for courses to be presented over three years.
- c. A contract was signed with the Department of Agriculture to the value of R 7 000 000 for the presentation of various short courses.
- d. The department of Environmental Affairs extended their contract of 2019 with additional training to the value of R 2 000 000.
- e. Various contracts were signed with Eskom, Goldfields mine, Kolomela mine and Total for the presentation of environmental courses to the value of R 1 802 635.

9.4 Development of quality management system

The negative effect of constant change and restructuring in UCE is evident in the lack of consistent processes and procedures. While UCE started with standard operating procedures in 2018, the process was not completed nor implemented.

The state of lockdown provided UCE with the perfect opportunity to get our house in order and a complete Quality Management System (QMS) was developed. This QMS is based on the QMS developed under management of the Centre for Environmental Education and adapted in liaison with the Quality Enhancement Office (QEO).

The use of the QMS will ensure:

- Clear and roles and responsibilities;
- Better and consistent control of major business processes;
- Regulation of successful working practices;
- Stability and security for personnel;
- The alignment of all forms, tasks and responsibilities over all three campuses;
- Better management of risks,

- Better quality and productivity;
- Cost efficiency and the prevention of costly errors.

The QMS was submitted to the Quality Enhancement Office (QEO) for inputs, and the planned roll-out is from the middle of August. The implementation will occur in close collaboration with the QEO and will be introduced to staff through workshops.

The QMS consists of various documents for each phase or process in the process flow. These documents and their purpose can be viewed in *Table 8.1: Master list of QMS documents*.

Table 9.4.1: Master list of QMS documentation

LEVEL	SYSTEM DOCUMENTS	PURPOSE
Tier 1	Quality Manual, which contains the QMS	The Quality Manual is an extension of the Policy on Continuing Education which describes the implementation of the Policy in terms of its processes and the quality management system.
Tier 2	Standard Operating Procedures	The second-tier documents are detailed descriptions on how processes are to be managed.
Tier 3	Training Material	Material used to train UCE staff, suppliers and contractors on matters related to the QMS
Tier 4	Instructions	Instructions are generated, documented, approved and implemented as an interim <i>ad hoc</i> arrangement until new procedures may be generated or existing procedures amended.
Tier 5	Master Forms and Registers	Master forms and templates to be used by UCE's staff, including registers

9.5 Pipeline business

The UCE has submitted 41 tenders and proposals totalling an amount **R 22 899 653.00** on which feedback is outstanding from the relevant services providers. The UCE is continually monitoring various tender websites for new business opportunities.

10 Library and Information Services Milestones

10.1 Introduction

In supporting online Teaching & Learning and Research at NWU, following the national lockdown due to the devastating effects of the global Coronavirus pandemic, the Library and Information Service enjoyed a smooth transition to the new mode. This report highlights the LIS milestones for the period from January to June 2020, which constitutes the first half of the year.

It is important for us to break this first half of the year into two further halves for obvious reasons. The first three months from January to March constitutes the old normal while the second half which began in April through to June 2020, falls within the new normal which is characterized by regulations imposed government with a view to mitigate the effects of Covid-19. Much as the takeoff was smooth, there were also challenges encountered due to the sudden nature of the changes, as the year was largely planned for based on the old normal. As the national lockdown was put into effect, the University announced that work would continue online. The LIS quickly

shifted attention from its physical facilities to the virtual library which already existed, courtesy of a shift in the publishing industry where more and more of the scholarly work is published online. As such, the LIS had long maintained a strong presence on the virtual library with a clear strategy to support the transition of library users from print to electronic resources. Our highlights for the period are presented in three major themes comprising collection development and management, user training services to prop and ramp up support for the use of online resources, and the LIS' outreach, projects and quality services, all in support of the University's core business.

A point of departure for our milestones is the successful planning and hosting of our 2020 LIS annual planning session, which took place at the beginning of November 2019. The session gave birth to a 2020 LIS work plan which in its re-configured state, serves as the roadmap for the year 2020. A sample of our milestones from January to June 2020 are presented in themes as indicated below.

10.2 Collection development and management

In support of the shift to the online Teaching & Learning mode, the LIS' focus on acquisition and processing of information resources shifted to eBooks and e-textbooks at 70% budget for electronic format and 30% for print resources from the annual allocation. This move resulted in increased access and usage of our eBooks from 272 555 in 2019 to 359 820 (January-May) which translates to an increase of 24%. The LIS also provided access to more than 50 free Covid-19 resources on the website which were generously extended to us by the suppliers during this period. As of 30 June 2020, the book budget expenditure was at 54% which is more than half the full year budget. In terms of processing, 83% of the acquired resources were catalogued while all electronic packages subscribed to during the period under review, were loaded onto the system to ensure easy access.

Regarding Boloka institutional repository, there was a total of 1 683 new submissions during the first half of 2020. Boloka had 337 448 Page views, 2 433 484 sessions and 2 327 074 visits in the period January – June 2020.

In addition, the customisation and naming of the NWU Figshare platform DaYta Ya Rona <https://dayta.nwu.ac.za/> further enhanced the visibility of the platform. For instance, there were 3 758 views and 1 566 downloads between January and June 2020. A decision was also taken to assign a Digital Object Identifier (DOI) in all journal articles on the OJS (Open Journal Systems) <https://journals.nwu.ac.za/> as an incentive for researchers to link their research and contribute to the visibility of their research.

10.3 Training services

In order to remain visible to our users comprising students and staff, the LIS acquired a "Chat" facility which allows a patron to contact the library from any location via the Internet. Faculty librarians who work from home courtesy of University support on data and related gadgets continue to be accessible to their faculties where they provide training support. They assist clients through the AskUs portal and via emails when physical visits are not possible. As of end of June 2020, there were 58 FAQ entries with 737 views, 82 Chat sessions, and 32 tickets. The LIS is continuously adding new FAQs to the knowledge base.

Subject LibGuides linked clients to various useful online resources which provide assistance to researchers, such as online research skills tutorials, search engines and search tools, open access resources, databases and Bibliometric tools. There was a total of 70 579 LibGuides views during the period January to June 2020 while the library page had 637 545 views. This bears testimony to the popularity of the library resources even during the lockdown period. Communication between the LIS and faculty continued via emails, phone calls and our social media channels and this ensured an unbroken service to the users. This was in addition to physical visits made to faculties during the old normal from January to March 2020.

During the period under review, a total 1 144 emails with requests for online or information support were received, in addition to phone calls. Furthermore, the LIS responded to 12 373 requests for research support and assistance for the period January – June 2020. This resulted in 3 436 users receiving advanced information literacy training.

The library plays an important role in collecting, organising and disseminating research output in the current research environment. Continuous high-quality research output is one of the fundamental functions of the NWU. The LIS supports this goal by providing postgraduate students with dedicated research support resources to complete their research and to excel in their studies. Faculty librarians support research by visiting academics and make them aware of ORCID, EndNote, Bibliometrics and Data-analysis of research results. The entries connected to the Manuscript system increased from 893 during May 2019 to 4 209 in June 2020 (students and staff) of which 3 155 were students.

A new version of the NWU Referencing guide, the 3rd edition, was released and used from January 2020. Changes in the APA referencing style were incorporated in the new NWU referencing guide, along with the in-house-style of the Law Faculty. Referella the online referencing guide went live and is popular amongst our students. This highlight is courtesy of an exciting collaboration between the Academic Literacy unit and the LIS.

Given the increase in the need and requests for access to print materials in the existing Libraries collections, a limited document delivery for research purposes was done. Materials were scanned (*within copyright legislation limits*) and distributed (via email) to the lecturers.

Another highlight is the LIS' subscription to Tipasa, a cloud-based Inter Library Loan system. Tipasa allows users to place and monitor requests from anywhere, any time, on any device, without librarian assistance. This certainly a value add to our catalogue of services.

10.4 Quality, Projects and Outreach services

10.4.1 Quality

As part of the National Doctoral Review, the NWU Doctoral Self Review was administered by the NWU Quality Enhancement Office. The aim of the survey was to measure Doctoral students' experience throughout their engagement with the NWU - from registration to graduation. The LIS was involved in the compilation of the survey. The outcomes gave an indication of the experience and satisfaction of PhD students regarding the LIS's resources, ease of resource access, facilities and services. The report shows overall positive feedback pertaining library matters. The availability and accessibility of library resources were praised by several participants. They expressed their

gratitude toward the great services the various libraries provide, and specifically mentioned that the library staff were extremely helpful and went to great extends to support the students. Two areas in need of improvement as mentioned by students, were already attended to.

The LIS is working on a self-evaluation exercise and part of the work had already been done before the national lockdown, with the remaining work, set to be achieved in the second half of 2020. The results of the exercise will be used to further enhance the LIS offerings to its user communities.

10.4.2 Projects

The planning process to extend and renovate the Education Library (Potchefstroom) gained momentum in this first half the year. The architectural plans have been approved and the intended start of the project will be in the last quarter of 2020. A double-story extension will be added to the front of the library with current spaces being re-designed in line with current trends in Teaching & Learning. The new library will have a total sitting capacity of 297, up from the current 96 and this should go a long way in alleviating library space shortage on campus.

Furthermore, the LIS is looking forward to the delivery of a state-of-the-art Teaching and Learning Commons on the Mafikeng Campus, once construction work, which began in 2019, comes to an end, hopefully in the coming few weeks into August 2020. The construction project includes a new look law library, a Teaching and Learning Commons on the lower ground where CTL's makerspaces will be hosted as well. Last but not least, will be a re-designed 24-hour study centre which will have dedicated collaborative spaces, in addition to individual study areas. For details, please link to the library renovation page available at: <http://library.nwu.ac.za/renovations>

10.4.3 Outreach

The LIS made contributions to the current Eish publication which is available at: <http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-media/l-eish-202005/library.html> The LIS contribution to the publication is entitled: NWU takes library users online with VIRTUAL LIBRARY.

Highlights in the article include; In the uncertain times of Covid-19, even when lockdown was at its most restrictive level, there was one certainty - the NWU's library users had uninterrupted access to service and sources. The dedicated Library and Information Service (LIS) team diligently continued to ensure that staff and students could carry on with their work and studies, with the best support to their disposal.

This article gave the LIS exposure on the hard work that was done mostly online, during the lockdown period.

10.5 LIS Annual Report 2019

The LIS Annual Report was compiled and completed during the first half of 2020. The report that highlights the LIS' 2019 activities is available at: <https://collections.nwu.ac.za/dbtw-wpd/textbases/images/lis-annual-report-2019.pdf>. A limited number of the print versions will be made available as needed.

10.5.1 Research output

The LIS staff members continue to showcase and excel in writing about their work experiences for sharing through scholarly publishing. This enhances the impact factors of the University. During

the period under review, three articles were published, and two staff members graduated with Masters degrees in Information Science.

10.6 LIS Conclusion

In conclusion, the LIS fully transformed into a digital library which combined technology and information resources to allow remote access, in support of Teaching & Learning. However, where there is a highland, there a lowland. In this light, LIS management had to contend with the challenges of managing change but on the whole, our story of the first six months of 2020 is a successful one.

11 Report Conclusion

This extensive report offers a clear reflection on the valuable contributions from the DVC TL Office and its 8 TL support units to provide for continued excellence in teaching and learning. The coordination of the many activities in the DVC T-L Office entails continued management oversight and vigilance especially given the risks posed by Covid-19 on the progress and coherence of activities involving a range of university internal and external stakeholders.

During the period associated with Levels 5-3 of the Lockdown, the Office has maintained contact with all managers on a frequent and routine basis with a view to assessing and responding to the need for support, direction and development in the online as well as the printed-distance teaching and learning modalities.

Finally, whilst the APP goals remain the same for 2020, irrespective of the National Disaster, the DVC T-L Leadership Team has developed flexible and responsive approaches to team collaboration with Finance, P&C, SALA, SI and other University stakeholders during this period.

For any additional queries, do not hesitate to contact Dr Franciska Bothma.

Prof Robert J Balfour

Deputy Vice-Chancellor: Teaching and Learning